

Part I : Applicant's Information			
Name of Organisation:		ATO certificate no.: <i>FTO-XXXX or ATCO-XXXX or MTO-XXXX</i>	
Title of proposed Training Program: INTEGRATED MPL TRAINING COURSE		Date of Submitted: <i>DD - MMM - YY</i> Proposed Course Start Date: <i>DD - MMM - YY</i>	Application No.: <i>(For CAAT)</i>
Prior Approval	Type of Submission <input type="checkbox"/> Initial <input type="checkbox"/> Amendment	Type of Program <input type="checkbox"/> Initial Training <input type="checkbox"/> Certificate <input type="checkbox"/> Rating Training <input type="checkbox"/> LPC <input type="checkbox"/> Refresher <input type="checkbox"/> Recurrent <input type="checkbox"/> Other (specify).....	How the training is to be delivered <input type="checkbox"/> Classroom Delivery <input type="checkbox"/> Flight Training <input type="checkbox"/> Simulator Training <input type="checkbox"/> Other (specify).....
	No. of Attempt <input type="checkbox"/> 1 st attempt <input type="checkbox"/> 2 nd attempt <input type="checkbox"/> 3 rd attempt		Training device will be used for this course (Type and number) <input type="checkbox"/> Simulator (FSTD/STD)..... <input type="checkbox"/> Actual aircraft.....
Coordinator Name/ contact: 1. Mr. XXX YYYY/ email 2. Mr. XXX YYYY/ email			
The following documents are submitted with this application by applicant: <input type="checkbox"/> 1. Intention letter on the applicant's company letterhead specifying the title of the training programme <input type="checkbox"/> 2. Checklist for Training Manual Approval (If applicable) <input type="checkbox"/> 3. Draft Manual <input type="checkbox"/> 4. Reference of training material/Other relevant documents or required by competent official.....			
Please ensure that <ul style="list-style-type: none"> • There is a list of effective pages. Every page is identified with a page number, a date and a revision number . • Training materials and Examination Tests, in any format, shall be made accessible for CAAT inspector • Reference in the applicable Training Program should be detail appropriate with training materials • Organisation declaration and signature in the first page must be signed 			
Declaration and Signature the information provided in this form is complete and correct and that the documents provided are genuine. Signature: Applicant's Name/: Date:			

Part II			
Competent Official Use Only			
Check Submitted document			
1st checked <input type="checkbox"/> Complete date..... <input type="checkbox"/> Incomplete date..... Signature/Name:	2nd checked <input type="checkbox"/> Complete date..... <input type="checkbox"/> Incomplete date..... Signature/Name:	3rd checked <input type="checkbox"/> Complete date..... <input type="checkbox"/> Incomplete date..... Signature/Name:	Financial (If applicable) <input type="checkbox"/> Invoice No..... Date:..... <input type="checkbox"/> Receipt No..... Date:.....
Verification result: <input type="checkbox"/> Accept <input type="checkbox"/> Reject			
This compliance check form has been verified by:			
Signature:	Name:	Date:	
(If applicable) Under supervision of:			
Signature:	Name:	Date:	
Instructions:			
1) ATO is to conduct a self-assessment as part of its compliance check by providing manual references into the 'Compliance checked by ATO'.			
2) Failure to complete this form may result in a delay in approval processing. After 3 rd rejected, applicant shall start the new process from the beginning with the new intention letter.			
3) Each check list item shall be assessed and given a result either Satisfactory or Unsatisfactory (a) Satisfactory shall be given if the ATO is able to provide valid contents and details that comply with the requirements . (b) Unsatisfactory shall be given if the ATO is provide insufficient contents/details that comply with the requirement as well as impractical/non-realistic process or procedures that do not reflect an actual context and operations of the ATO. (c) Not applicable shall be filled out as N/A			
4) Provide detail in each subtopic/content of every subjects.			
5) Checklist does not address Training Manual requirements as per TCAR PEL Part ORA. Applicant shall provide separate Training Manual checklist for review and approval along with this checklist.			
6) The Theoretical Knowledge Checklist shall be submitted along with this checklist for both initial approvals and amendments affecting theoretical knowledge training			
7) In case of amendment, Non-applicable items in the checklist may be greyed out by the applicant.			

No.	Regulatory Requirement(s)			Compliance checked by ATO			CAAT Officials Use Only			
	Subject	Description	Reference	Yes	No	N/A	Reference	S	U	Remark
1	MPL Prerequisites	An applicant for an MPL shall be at least 18 years of age.	TCAR PEL Part FCL FCL.400.A							
2	MPL Privileges	(a) The privileges of the holder of an MPL are to act as co-pilot in an aeroplane required to be operated with a co-pilot.	TCAR PEL Part FCL FCL.405.A							
		(b) The holder of an MPL may obtain the extra privileges of:	TCAR PEL Part FCL FCL.405.A							
		(1) the holder of a PPL(A), provided that the requirements for the PPL(A) specified in Subpart C are met;								
		(2) a CPL(A), provided that the requirements specified in FCL.325.A are met.								
(c) The holder of an MPL shall have the privileges of his/her IR(A) limited to aeroplanes required to be operated with a co-pilot. The privileges of the IR(A) may be extended to single-pilot operations in aeroplanes, provided that the licence holder has completed the training necessary to act as PIC in single-pilot operations exercised solely by reference to instruments and passed the skill test of the IR(A) as a single-pilot.	TCAR PEL Part FCL FCL.405.A									
3	MPL Training course and theoretical knowledge examinations	Course. An applicant for an MPL shall have completed a training course of theoretical knowledge and flight instruction at an ATO in accordance with Appendix 5 to this regulation. Theoretical knowledge and flight instruction for the issue of an MPL shall include upset prevention and recovery training.	TCAR PEL Part FCL FCL.410.A							
		Examination. An applicant for an MPL shall have demonstrated a level of knowledge appropriate to the holder of an ATPL(A), in accordance with FCL.515, and of a multi-pilot type rating.								
4	MPL Practical skill	An applicant for an MPL shall have demonstrated through continuous assessment the skills required for fulfilling all the competency units specified in Appendix 5 to this regulation, as pilot flying (PF) and pilot monitoring (PM) , in a multi-engine turbine-powered multi-pilot aeroplane, under VFR and IFR.	TCAR PEL Part FCL FCL.415.A							
		On completion of the training course, the applicant shall pass a skill test in accordance with Appendix 9 to this regulation, to demonstrate the ability to perform the relevant procedures and manoeuvres with the competency appropriate to the privileges granted. The skill test shall be taken in the type of aeroplane used on the								

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		advanced phase of the MPL integrated training course or in an FFS representing the same type.								
		Integrated MPL training course								
5	Aim of the Course	The aim of the MPL integrated course is to train pilots to the level of proficiency necessary to enable them to operate as co-pilot of a multi-engine multi-pilot turbine-powered air transport aeroplane under VFR and IFR and to obtain an MPL.								
6	General Requirement	Approval for an MPL training course shall only be given to an ATO that is part of a commercial air transport operator certificated or having a specific arrangement with such an operator. ATO shall design MPL training course using the ADDIE model.	TCAR PEL Part FCL Appendix 5 (1)							
		An applicant wishing to undertake an MPL integrated course shall complete all the instructional stages in one continuous course of training at an ATO. The training shall be competency based and conducted in a multi-crew operational environment.								
		Only ab-initio applicants shall be admitted to the course.								
		The course shall comprise: (a) theoretical knowledge instruction to the ATPL(A) knowledge level; (b) visual and instrument flying training; (c) training in MCC for the operation of multi-pilot aeroplanes; (d) type rating training.								
		An applicant failing or unable to complete the entire MPL course may apply to the CAAT for the theoretical knowledge examination and skill test for a licence with lower privileges and an IR, if the applicable requirements are met.								
7	Theoretical Knowledge	An approved MPL theoretical knowledge course shall comprise at least 750 hours of instruction for the ATPL(A) knowledge level, as well as the hours required for:	TCAR PEL Part FCL Appendix 5 (7)							
		(a) theoretical knowledge instruction for the relevant type rating, in accordance with Subpart H, and								
		(b) UPRT theoretical knowledge instruction in accordance with FCL.745.A.								
8	Flying Training	The flying training shall comprise a total of at least 240 hours, composed of hours as PF and PM, in actual and simulated flight, and covering the following 4 phases of training:	TCAR PEL Part FCL Appendix 5 (8)							

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		(a) Phase 1 — Core flying skills Specific basic single-pilot training in an aeroplane	TCAR PEL Part FCL Appendix 5 (8)							
		(b) Phase 2 — Basic Introduction of multi-crew operations and instrument flight.								
		(c) Phase 3 — Intermediate Application of multi-crew operations to a multi-engine turbine aeroplane certified as a high performance aeroplane in accordance with Type Certification standards acceptable to the CAAT including supplementary type certification (STC).								
		(d) Phase 4 — Advanced Type rating training within an airline oriented environment.								
		MCC requirements shall be incorporated into the relevant phases above. Training in asymmetric flight shall be given either in an aeroplane or an FFS.								
9		Flight experience in actual flight shall include:	TCAR PEL Part FCL Appendix 5 (8a)							
		(a) all the experience requirements of Subpart H;								
		(b) UPRT flight instruction in accordance with FCL.745.A;								
		(c) aeroplane UPRT exercises related to the specificities of the relevant type in accordance with FCL.725.A(c);								
		(d) night flying;								
		(e) flight solely by reference to instruments; and								
		(f) the experience required to achieve the relevant airmanship.								
10		Each phase of training in the flight instruction syllabus shall be composed of both instruction in the underpinning knowledge and in practical training segments.	TCAR PEL Part FCL Appendix 5 (9)							
11		The training course shall include a continuous evaluation process of the training syllabus and a continuous assessment of the students following the syllabus. Evaluation shall ensure that:	TCAR PEL Part FCL Appendix 5 (10)							
		(a) the competencies and related assessment are relevant to the task of a co-pilot of a multi-pilot aeroplane; and								
		(b) the students acquire the necessary competencies in a progressive satisfactory manner.								

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12		The training course shall include at least 12 take-offs and landings to ensure competency. Those take-offs and landings may be reduced to at least six, provided that prior to delivering the training, the ATO and the operator ensure that:	TCAR PEL Part FCL Appendix 5 (11)							
		(a) a procedure is in place to assess the required level of competency of the student pilot; and								
		(b) a process is in place to ensure that corrective action is taken if in-training evaluation indicates the need to do so.								
		Those take-offs and landings shall be performed under the supervision of an instructor in an aeroplane for which the type rating shall be issued.								
13		The applicant for the MPL shall have demonstrated performance in all competencies specified in the competency framework, at the advanced level of competency required to operate and interact as a co-pilot in a turbine-powered multi-pilot aeroplane, under visual and instrument conditions. Assessment shall confirm that control of the aeroplane or situation is maintained at all times, to ensure the successful outcome of a procedure or manoeuvre. The applicant shall consistently demonstrate the knowledge, skills and attitudes required for the safe operation of the applicable aeroplane type, in accordance with the MPL performance criteria.	TCAR PEL Part FCL Appendix 5 (12)							
		General								
14	Assessment Level	In order to display certain observable behaviours and demonstrate the achievement of performance criteria, aviation professionals call on relevant knowledge, skills and attitudes (KSA) appropriate to a specific role and context. This ability will vary depending on the level of experience and expertise of the aviation professional.	TCAR PEL Part FCL GM2 to Appendix 5							
		Knowledge								
15		Knowledge is specific information required to enable a learner to develop and apply the skills and attitudes to recall facts, identify concepts, apply rules or principles, solve problems, and think creatively in the context of work. Knowledge is an outcome of the learning process, whether learning occurs in formal or informal settings. There are different types of knowledge: declarative (e.g. facts and raw data), procedural (e.g. categorized/ contextualized and application of conditional if-then rules), strategic (e.g. synthesis, inference to guide resource allocation for	TCAR PEL Part FCL GM2 to Appendix 5							

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		decision making, problem solving and behavioural action), and adaptive (e.g. generalization, innovation and invention).								
		Skill								
16		A skill is an ability to perform an activity or action. It is often divided into three types: motor, cognitive and metacognitive skills.	TCAR PEL Part FCL GM2 to Appendix 5							
17		A motor skill is an intentional movement, involving a motor or muscular component, that must be learned and voluntarily produced to proficiently perform a goal-oriented task.								
18		A cognitive skill is any mental skill used in the process of acquiring knowledge, such as reasoning, perception and intuition.								
19		A metacognitive skill relates to the ability of learners to monitor and direct their own learning processes (“thinking about thinking”); for example, planning how to approach a given learning task, monitoring comprehension and evaluating progress toward the completion of a task.								
		Attitude								
20		Attitude is a persistent internal mental state or disposition that influences an individual’s choice of personal action toward some object, person or event and that can be learned. Attitudes have affective components, cognitive aspects and behavioural consequences. To demonstrate the “right” attitude, a learner needs to “know how to be” in a given context.	TCAR PEL Part FCL GM2 to Appendix 5							
21	Competency Framework	The ATO shall use a competency framework for all aspects of assessment and training within an MPL training course. The competency framework shall:	TCAR PEL Part FCL Appendix 5 (13)							
		(1) be comprehensive, accurate, and usable;								
		(2) include observable behaviours required for safe, effective and efficient operations;								
		(3) include a defined set of competencies, their descriptions and their associated observable behaviours								
22	Simulated Flight	Minimum requirements for FSTDs:								
		Phase 1— Core flying skills								

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		<p>E-training and part tasking devices approved by the CAAT that have the following characteristics:</p> <ul style="list-style-type: none"> involve accessories beyond those normally associated with desktop computers, such as functional replicas of a throttle quadrant, a side-stick controller, or an FMS keypad; and involve psychomotor activity with appropriate application of force and timing of responses. <p>Phase 2 — Basic An FNPT II MCC that represents a generic multi-engine turbine-powered aeroplane.</p> <p>Phase 3 — Intermediate An FSTD that represents a multi-engine turbine-powered aeroplane required to be operated with a co-pilot and qualified to an equivalent standard to level B, additionally including:</p> <ul style="list-style-type: none"> a daylight/twilight/night visual system continuous cross-cockpit minimum, collimated visual field of view providing each pilot with 180° horizontal and 40° vertical field of view, and ATC environment simulation. <p>Phase 4 — Advanced An FFS which is fully equivalent to level D or level C with an enhanced daylight visual system, including ATC environment simulation.</p>	TCAR PEL Part FCL Appendix 5 (14)							
23	Competency Framework	Include the Recommended Competencies (EASA Competency Framework) in its MPL Training course as stated in AMC (see details on AMC1 to Appendix 5)	TCAR PEL Part FCL AMC1 to Appendix 5							
24	General Guidance for MPL Training Course (Non-binding)	In broad terms, the MPL holder is expected to be able to complete the airline operators' conversion course with a high probability of success and within the time frame normally allowed for this phase. The standard is equivalent to what is currently expected from graduates of the ATP(A) integrated course who have completed type rating training.	TCAR PEL Part FCL GM1 to Appendix 5 (a)							
25		The general approach is to use the existing ATP(A) integrated training course as a reference and to implement progressively the MPL integrated training course and specifically the transfer from actual flight to simulated flight.	TCAR PEL Part FCL GM1 to Appendix 5 (b)							

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26		This transfer should be organised in a way that is similar to the approach used for ETOPS. Successive evolutions of the training syllabus introduce progressively a higher level of simulated flight and a reduction of actual flight. Change from one version to the next should only take place after enough experience has been gained and once its results, including those of airline operator conversion courses, have been analysed and taken into account.	TCAR PEL Part FCL GM1 to Appendix 5 (c)							
27	MPL Training Scheme	The specific arrangement, pursuant to ORA.GEN.205, between an approved training organisation (ATO) and an operator for the multi-pilot licence (MPL) training should cover at least the following points:	TCAR PEL Part FCL GM1 to Appendix 5 (d)							
		(1) pre-entry requirements (including screening and selection);								
		(2) provision of the relevant documentation (operations manuals (OMs) and training manuals);								
		(3) design of the training programme;								
		(4) content of the operator conversion course;								
		(5) training effectiveness (e.g. continuous monitoring system, progress checks, etc.);								
		(6) provision of base training;								
		(7) graduate performance data feedback from the operator to the ATO;								
		(8) course evaluation and improvement; and								
		(9) alignment of the grading and assessment criteria.								
		The ATO and operator may use their OMs and training manuals to identify additional areas to be covered by the specific arrangement.								
28		The MPL Training Scheme should be applied as diagram described in GM1 to Appendix 5 (d)								
		Theoretical Knowledge Instruction								
29	Theoretical Knowledge proportions	The 750 hours of instruction, which also cover the Area 100 KSA, may include in suitable proportions: (1) classroom work; (2) lessons; (3) tutorials; (4) demonstrations, including those supported by demonstration equipment;	TCAR PEL Part FCL GM1 to Appendix 5 (e)							

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		(5) exercises carried out as groups or individuals and based on pre-flight and en-route planning, communications, presentations and projects; (6) exercises that use demonstration equipment or training devices; (7) directed study including workbook exercises or assignments; (8) aerodrome or aviation industry field trips; (9) computer-based training and e-learning elements; (10) progress tests, Area 100 KSA assessments and mental maths test(s); and (Postponed, see cover regulation) (11) other training methods, media and tools approved by the CAAT.								
30	Aeroplane Pilot Tasks	The tasks for which competencies shall be assessed are listed in GM1 to Appendix 5 (f)	TCAR PEL Part FCL GM1 to Appendix 5 (f)							
31	Principles of Threat and Error Management	TEM model are details as described in GM1 to Appendix 5 (g)	TCAR PEL Part FCL GM1 to Appendix 5 (g)							
		Training and Skill test for MPL								
32	Condition for Skill Test	An applicant for a skill test shall have received instruction on the same class or type of aircraft to be used in the test.	TCAR PEL Part FCL Appendix 9 (1)							
33	Training Devices	The training for MPA and PL type ratings shall be conducted in an FFS or in a combination of FSTD(s) and FFS. The skill test or proficiency check for MPA an PL type ratings and the issue of an ATPL and MPL, shall be conducted in an FFS, if available.	TCAR PEL Part FCL Appendix 9 (2)							
34		An FFS shall be used for practical training and testing if the FFS forms part of an approved type rating course. The following considerations will apply to the approval of the course: (i) the qualifications of the instructors; (ii) the qualification and the amount of training provided on the course in an FSTD; and (iii) the qualifications and previous experience on similar types of the pilot under training.	TCAR PEL Part FCL Appendix 9 (6)(e)							
35		(f) Manoeuvres and procedures shall include MCC for multi-pilot aeroplane and for single-pilot high performance complex aeroplanes in multi-pilot operations.	TCAR PEL Part FCL Appendix 9 (6)(f)							
36		1.1 Performance calculation								

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	Training Requirements - Flight preparation	1.2. Aeroplane external visual inspection; location of each item and purpose of inspection	TCAR PEL Part FCL Appendix 9 (6)							
		1.3. Cockpit inspection								
		1.4. Use of checklist prior to starting engines, starting procedures, radio and navigation equipment check, selection and setting of navigation and communication frequencies								
		1.5. Taxiing in compliance with ATC instructions or instructions of instructor								
		1.6. Before take-off checks								
37	Training Requirements - Take-offs	2.1 Normal take-offs with different flap settings, including expedited take-off	TCAR PEL Part FCL Appendix 9 (6)							
		2.2* Instrument take-off; transition to instrument flight is required during rotation or immediately after becoming airborne								
		2.3. Crosswind take-off								
		2.4. Take-off at maximum take-off mass (actual or simulated maximum take-off mass)								
		2.5. Take-offs with simulated engine failure: 2.5.1* shortly after reaching V2 (In aeroplanes which are not certificated as transport category or commuter category aeroplanes, the engine failure shall not be simulated until reaching a minimum height of 500 ft above the runway end. In aeroplanes having the same performance as a transport category aeroplane regarding take-off mass and density altitude, the instructor may simulate the engine failure shortly after reaching V2)								
		<i>Note regarding exercise 2.5.1 for SP HPA Complex aeroplanes: In addition to regulatory requirements and considering that this may result in an improvement of air safety, CAAT recommends, for skill tests and proficiency checks to perform the exercise of engine failure at take-off, if an acceptable means of simulation, even non-FFS, makes it possible. For SP HPA Complex aeroplanes, the use of FTD2+ FNPTII MCC is more suitable to cover the engine failure shortly after reaching V2, which corresponds to exercise 2.5.1.</i>								
		2.5.2* between V1 and V2								
		<i>Note regarding exercise 2.5.2 for SP HPA Complex aeroplanes: The use of the aircraft is not relevant, for safety reasons. The mention "M FFS Only" in "Tested or checked</i>								

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		<i>in FSTD or A" column specifies that the exercise is mandatory but has to be performed on FFS only. Exercise 2 5 2 is not required when training on real SP HPA Complex aeroplanes because it is may generate an unsafe situation. In case, no FFS is available or accessible, it is acceptable , not to perform this exercise.</i>								
		2.6. Rejected take-off at a reasonable speed before reaching V1								
38	Training Requirements - Maneuvers and Procedures	3.1 Manual flight with and without flight directors (no autopilot, no autothrust/autothrottle, and at different control laws, where applicable)	TCAR PEL Part FCL Appendix 9 (6)							
		3.1.1. At different speeds (including slow flight) and altitudes within the FSTD training envelope								
		3.1.2. Steep turns using 45° bank, 180° to 360° left and right								
		3.1.3. Turns with and without spoilers								
		3.1.4. Procedural instrument flying and maneuvering including instrument departure and arrival, and visual approach								
		3.2. Tuck under and Mach buffets (if applicable), and other specific flight characteristics of the aeroplane (e.g. Dutch Roll)								
		3.3. Normal operation of systems and controls engineer's panel (if applicable)								
		3.4. Normal and abnormal operations of following systems:								
		3.4.0. Engine (if necessary propeller)								
		3.4.1. Pressurization and air conditioning								
		3.4.2. Pitot/static system								
		3.4.3. Fuel system								
		3.4.4. Electrical system								
		3.4.5. Hydraulic system								
		3.4.6. light control and trim system								
		3.4.7. Anti-icing/de-icing system, glare shield heating								
		3.4.8. Autopilot/flight director								
		3.4.9. Stall warning devices or stall avoidance devices, and stability augmentation devices								

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		3.4.10. Ground proximity warning system, weather radar, radio altimeter, transponder								
		3.4.11. Radios, navigation equipment, instruments, FMS								
		3.4.12. Landing gear and brake								
		3.4.13. Slat and flap system								
		3.4.14. Auxiliary power unit (APU)								
		3.6. Abnormal and emergency procedures:								
		3.6.1. Fire drills, e.g. engine, APU, cabin, cargo compartment, flight deck, wing and electrical fires including evacuation								
		3.6.2. Smoke control and removal								
		3.6.3. Engine failures, shutdown and restart at a safe height								
		3.6.4. Fuel dumping (simulated)								
		3.6.5. Wind shear at take-off/landing								
		3.6.6. Simulated cabin pressure failure/ emergency descent								
		3.6.7. Incapacitation of flight crew member								
		3.6.8. Other emergency procedures as outlined in the appropriate aeroplane flight manual (AFM)	TCAR PEL Part FCL Appendix 9 (6)							
		3.6.9. TCAS event								
		3.7. Upset recovery training								
		3.7.1. Recovery from stall events in: - take-off configuration; - clean configuration at low altitude; - clean configuration near maximum operating altitude; and - landing configuration.								
		3.7.2. The following upset exercises: - recovery from nose-high at various bank angles; and - recovery from nose-low at various bank angles								
		3.8. Instrument flight procedures								
		3.8.1* Adherence to departure and arrival routes and ATC instructions								
		3.8.2* Holding procedures								

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		3.8.3* 3D operations to DH/A of 200 ft (60 m) or to higher minima if required by the approach procedure								
		<i>Note: According to the AFM, RNP APCH procedures may require the use of autopilot or flight director. The procedure to be flown manually shall be chosen taking into account such limitations (for example, choose an ILS for 3.8.3.1 in the case of such AFM limitation).</i>								
		3.8.3.1* Manually, without flight director								
		3.8.3.2* Manually, with flight director								
		3.8.3.3* With autopilot								
		3.8.3.4.* Manually, with one engine simulated inoperative during final approach, either until touchdown or through the complete missed approach procedure (as applicable), starting: before passing 1 000 ft above aerodrome level; and after Passing 1 000 ft above aerodrome level. In aeroplanes which are not certificated as transport category aeroplanes (JAR/ FAR 25) or as commuter category aeroplanes (SFAR 23), the approach with simulated engine failure and the ensuing go-around shall be initiated in conjunction with the 2D approach in accordance with 3.8.4. The go-around shall be initiated when reaching the published obstacle clearance height/ altitude (OCH/A); however, not later than reaching an MDH/A of 500 ft above the runway threshold elevation. In aeroplanes having the same performance as a transport category aeroplane regarding take-off mass and density altitude, the instructor may simulate the engine failure in accordance with exercise 3.8.3.4.	TCAR PEL Part FCL Appendix 9 (6)							
		3.8.4* 2D operations down to the MDH/A								
		3.8.5. Circling approach under the following conditions: (a)* approach to the authorised minimum circling approach altitude at the aerodrome in question in accordance with the local instrument approach facilities in simulated instrument flight conditions; followed by: (b) circling approach to another runway at least 90° off centreline from the final approach used in item (a), at the authorised minimum circling approach altitude.								

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		<p><i>Remark:</i> If (a) and (b) are not possible due to ATC reasons, a simulated low visibility pattern may be performed.</p> <p>3.8.6. Visual approaches</p>								
39	Training Requirements - Missed approach procedures	4.1. Go-around with all engines operating* during a 3D operation on reaching decision height	TCAR PEL Part FCL Appendix 9 (6)							
		4.2. Go-around with all engines operating* from various stages during an instrument approach								
		4.3. Other missed approach procedures								
		4.4* Manual go-around with the critical engine simulated inoperative after an instrument approach on reaching DH, MDH or MAPt								
		4.5. Rejected landing with all engines operating: - from various heights below DH/ MDH; - after touchdown (balked landing) In aeroplanes which are not certificated as transport category aeroplanes (JAR/ FAR 25) or as commuter category aeroplanes (SFAR 23), the rejected landing with all engines operating shall be initiated below MDH/A or after touchdown.								
40	Training Requirements - Landings	5.1. Normal landings* with visual reference established when reaching DA/H following an instrument approach operation	TCAR PEL Part FCL Appendix 9 (6)							
		5.2. Landing with simulated jammed horizontal stabiliser in any out-of-trim position								
		5.3. Crosswind landings (aircraft, if practicable)								
		5.4. Traffic pattern and landing without extended or with partly extended flaps and slats								
		5.5. Landing with critical engine simulated inoperative								
		5.6. Landing with two engines inoperative: - aeroplanes with three engines: the centre engine and one outboard engine as far as practicable according to data of the AFM; and - aeroplanes with four engines: two engines at one side								
Upset Prevention and Recovery Training										
41	Upset Prevention and Recovery Training	The UPRT elements and components specified in AMC2 to Appendix 3; AMC1 to Appendix 5 point (a) should be integrated into the flying training phases or modules.	AMC1 to Appendix 3 (c)							

No.	Regulatory Requirement(s)				Compliance checked by ATO				CAAT Officials Use Only		
	Subject	Description	Reference		Yes	No	N/A	Reference	S	U	Remark
42	Basic UPRT elements and components	A. Aerodynamics	Pre-flight briefing	Flying training	AMC1 to APPENDIX5, Table 1: Basic UPRT elements and components						
		A.1 General aerodynamic characteristics	•	•							
		A.2 Aeroplane certification and limitations	•	•							
		A.4 Aerodynamics (high and low altitude)	•								
		A.5 Aeroplane performance (high and low altitude)	•								
		A.6 AoA and stall awareness	•	•							
		A.7 Aeroplane stability	•	•							
		A.8 Control surface fundamentals	•	•							
		A.9 Use of trim	•	•							
		A.10 Icing and contamination effects	•	•							
		A.11 Propeller slipstream (as applicable)	•	•							
		B. Causes of and contributing factors to upsets	Pre-flight briefing	Flying training							
		B.1 Environmental	•								
		B.2 Pilot-induced	•								
		B.3 Mechanical (aeroplane systems)	•								
		C. Safety review of accidents and incidents relating to aeroplane upsets	Pre-flight briefing	Flying training							
		C.1 Safety review of accidents and incidents relating to aeroplane upsets	•								
		D. G-load awareness and management	Pre-flight briefing	Flying training							
		D.1 Positive/negative/increasing/decreasing G-loads	•	•							
		D.2 Lateral G awareness (sideslip)	•	•							
D.3 G-load management	•	•									
E. Energy management	Pre-flight briefing	Flying training									
E.1 Kinetic energy vs potential energy vs chemical energy (power)	•	•									

No.	Regulatory Requirement(s)			Compliance checked by ATO			CAAT Officials Use Only			
	Subject	Description	Reference	Yes	No	N/A	Reference	S	U	Remark
		F. Flight path management	Pre-flight briefing	Flying training						
		F.1 Relationship between pitch, power and performance	•	•						
		F.2 Performance and effects of differing power plants	•	•						
		F.3 Manual and automation inputs for guidance and control (if applicable)	•	•						
		F.4 Class-specific characteristics of flight path management	•	•						
		F.5 Management of go-arounds from various stages during the approach	•	•						
		F.6 Automation management (if applicable)	•	•						
		F.7 Proper use of rudder	•	•						
		G. Recognition	Pre-flight briefing	Flying training						
		G.1 Class-specific examples of physiological, visual and instrument clues during developing and developed upset	•	•						
		G.2 Pitch/power/roll/yaw	•	•						
		G.3 Effective scanning (effective monitoring)	•	•						
		G.4 Stall protection systems and cues	•	•						
		G.5 Criteria for identifying stalls and upsets	•	•						
		H. System malfunction (including immediate handling and subsequent operational considerations, as applicable)	Pre-flight briefing	Flying training						
		H.1 Flight control defects	•	•						
		H.2 Engine failure (partial or full)	•	•						
		H.3 Instrument failures	•	•						
		H.4 Loss of reliable airspeed (training elements as per point (lb) of AMC2 ORA.ATO.125).	•	•						
		H.5 Automation failures	•	•						

No.	Regulatory Requirement(s)				Compliance checked by ATO			CAAT Officials Use Only			
	Subject	Description		Reference	Yes	No	N/A	Reference	S	U	Remark
		H.6 Stall protection system failures, including icing alerting systems	•	•							
43	Maneuver-based basic UPRT exercises	A. Timely and appropriate intervention	Pre-flight briefing	Flying training	AMC1 to APPENDIX5, Table 2: Maneuver-based basic UPRT exercises						
		A.1 Arresting divergence of the aeroplane from intended flight path	•	•							
		A.2 Preventing flight at airspeeds inappropriate for the (intended flight) condition	•	•							
		A.3 Avoiding spins	•	•							
		B. Flight path management	Pre-flight briefing	Flying training							
		B.1 Steep turns	•	•							
		B.2 Slow flight (including flight at critically low airspeed)	•	•							
		B.3 High airspeed (including flight at relatively high airspeed)	•	•							
		C. Application of OEM recommendations (if applicable) during developing upsets	Pre-flight briefing	Flying training							
		C.1 Nose-high attitudes at various bank angles	•	•							
		C.2 Nose-low attitudes at various bank angles (including spiral dive)	•	•							
		D. Stall events in the following configurations	Pre-flight briefing	Flying training							
		D.1 Take-off configuration	•	•							
		D.2 Clean configuration	•	•							
D.3 Landing configuration	•	•									
44	Core elements and components of TEM, pilot competencies and human factors	A. TEM	Pre-flight briefing	Flying training	AMC1 to APPENDIX5, Table 3: Core elements and components of TEM, pilot competencies and human factors						
		A.1 TEM framework	•	•							
		A.2 Recognition of threats and errors	•	•							
		A.3 Management of threats and errors	•	•							

No.	Regulatory Requirement(s)				Compliance checked by ATO			CAAT Officials Use Only			
	Subject	Description	Reference		Yes	No	N/A	Reference	S	U	Remark
		A.4 Countermeasures against threats and errors to prevent undesired aircraft states, including early intervention and, when necessary to prevent upsets, timely application of countermeasures to manage undesired aircraft states									
		B. Pilot Competencies, including CRM									
		B.1 All elements listed in Table 1 of GM2 FCL.735.A									
		C. Human factors									
		C.1 Instrument interpretation, active monitoring, checking									
		C.2 Distraction, inattention, fixation, fatigue									
		C.3 Human information processing, cognitive effects									
		C.4 Perceptual illusions (visual or physiological) and spatial disorientation, effects of G-loads									
		C.5 Stress, startle and surprise effect									
		C.6 Intuitive and counter-intuitive behavior									
		Note: UPRT Exercises Guidance are stated in GM1 to Appendix 3 and to Appendix 5									