

Comment on

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General Comments on - 040 00 00 00 HUMAN PERFORMANCE

HP&L Training Syllabus.

1. The EASA Syllabus for Human Factors / Human Performance and Limitations Training has to be **adapted to sport-pilots needs**.
2. A few practical examples are all that is usually required to teach the basics of HP&L. **Simple anecdotal examples** may achieve the goal of HF-Awareness in a simplified and easy way.
3. What can be **practically taught in classroom** has to be reflected.. – Students by definition have limited knowledge and varied academic backgrounds and intellectual abilities.
4. The **complete list of HF items is included on the ATPL level**, but this is useless for basic training. – At the **Aero club level there are limited instructional resources** and time to teach that proposed Syllabus draft.
5. With **practical, simple, organised presentations** can these complex issues be taught.
6. NPA 17B HPL requires that a **licence test questionnaire for PPL** will be developed. It will prove difficult, if not impossible to limit those to a useful number of **realistic HF issues**.
7. Aviation Physiology for the PPL should be **limited to usual areas of PPL operations**.
8. The new focus must also **improve HF Competency** in sports aviation. (Competency is: Skill, Attitude and Knowledge. Ref. EASA 2008).  
These **HF objectives must be communicated easily** to all student pilots.
9. The proposed HF Syllabus draft should primarily use the **ICAO reference “Fundamental Human Factors Concepts” from 2002** (alternate UK CAP 719). It incorporates all required current HF Training concepts of today. It should be the reference for the new EASA concept.
10. Flight safety is the result of Training and **Risk Management, and good Judgement**.  
The **present draft does not reflect these concepts** at all!
11. The whole subject **HP&L requires more attention**. There is no answer at present.  
**HF specialists are prepared to work on this international task for EASA**.
12. **Advanced HF Training of instructors, leaders and aero-club officers** can be addressed in further HF Course Work. Special Conditions such as high altitude glider operations is one example of a needed Advanced Human Factors Course..
13. Following **topics** should be emphasized:
  - a. **Communication**: Failures have to be communicated openly.
  - b. **Errors in Flight**, are major issues in Human Factors training.  
“Knowledge based errors, perception errors, tunnel vision, decision errors, violations”.
  - c. The predominant **reasons for mishaps** must be presented and evaluated in **debriefings, to build awareness of safe flying**.
  - d. **Human Factors are the main causes of GA incidents**, compared to any other factor, such as illness or sudden incapacitation in flight (>300 to 1).
  - e. A useful tool is the **presentation of Flight Accidents Statistics**.
14. Training should **utilise modern teaching methods**, included, but not limited to Workshops, Films, Journals, Interactive Teaching, etc. This concept is also **outlined by ICAO**.
15. All **Human Factors Technical Terms** should as already done be clearly predefined by EASA in **standardized English Language**.-
16. Basic HF training should be presented in the **native language at the Aero club level** for PPL Sport Pilots.
17. An **alternate Draft-Proposal for discussion** of an alternative EASA PPL syllabus for Human Factors / Human Performance and Limitations (i.e. with the JAR HF Working Group) is attached.

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