A Type Club's Guide to Creating a Transition Training Program
Part 2: Flight Training Syllabus Guide

Numerous studies have proven the correlation between aircraft accidents and low pilot experience in type. Vital as it is to study the airplane's systems, procedures and techniques as described in the Ground Study portion of this Transition Training Guide, it is critical to put that information into action with a program of flight instruction for pilots new to the type.

As a type club your organization has a unique collective wisdom about the control and handling of the aircraft type(s) you represent. Your club has the opportunity, and the responsibility, to ensure your members benefit from this collective experience to enhance safety and to support the longevity of your type. This portion of the Transition Training Guide is intended to assist type clubs with the creation of a pilot training syllabus and supporting programs.

As stated in the Preamble to this Guide, type clubs should reach out to pilots and flight instructors for input into a flight training syllabus, piloting techniques, and best practices for the operation of the aircraft your club supports. All your efforts at developing a flight training system will be for nothing if instructors in the field do not follow your recommendations. In a small fleet community or one with a tightly connected group of flight instructors, you may be able to arrive at consensus fairly quickly. In larger fleet sizes and/or with larger, more decentralized instructor force, you may need to be flexible with the content of your program over time—after your initial syllabus becomes known, you may receive additional input that causes you to amend your syllabus and recommendations. You may also find the need to provide alternate techniques for a given skill or maneuver and leave it to the individual pilot and instructor to determine which works best for him/her. There is almost never only one correct way to fly an airplane, so by providing alternatives that accomplish the same thing with a comparable level of safety you may be serving your members even better.

In many cases there are manufacturer recommendations and other documents that can help you create your type-specific training program. Even in experimental aircraft there are probably engine and other components manuals that provide guidance; many open-source government documents and manuals may also be of help. Further, several Type Club Coalition members have posted samples of their training materials on the Resources page of the TCC website (www.eaa.org/typeclubs). These documents are posted online specifically for your use as examples for you to emulate to meet your program's needs.

The key point is that your training recommendations should be a collection of best practices as suggested by manufacturers where such data exists, pilots familiar with the aircraft your club supports, and the flight instructors who fly and instruct in the type—not dictated by a small group or a single person.

Emphasis on checklists

From the most complex aircraft to the simplest, history shows that failure to follow standard operating procedures (SOPs) is a common contributor to accidents. Written checklists are the documentation of SOP best practices in a form that is easily used in the cockpit. Your type club transition training program should emphasize checklist use in all phases of flight, and include training and evaluation on use of all checklists from preflight, through each phase of flight, to securing the aircraft.

Where standard checklists are not available (for example, in many experimental - amateur built aircraft), or existing checklists do not adequately address the systems or procedures of a specific aircraft (for example, addition of a primary flight display or GPS to a legacy aircraft), your type club should develop guidance for creating or modifying checklists applicable to the aircraft being flown. When doing so follow the FAA's guidance, contained in SAFO 17006, which states:

> ...meticulously compare [custom checklists] to the manufacturer's checklist and placards contained in [any available] POH/AFM to confirm they are consistent. This action will ensure the pilot has all pertinent manufacturer's information during aircraft flight operations.

Many pilots (and instructors) believe that printed checklists are primarily a training tool, and that once the pilot has sufficient experience they no longer need be used. This is a dangerous fallacy, as the accident record attests. Checklists, in fact, serve many purposes regardless of the pilot's level of experience, including to ensure:

1. **Completeness.** Especially in high workload conditions, reviewing a checklist ensures that all actions are complete, that the pilot did not forget anything.
2. **Sequence.** At times the design of an airplane or its equipment requires not only that actions be done, but that they be done in a specific order. Using checklists helps confirm that procedures are done in the proper sequence.
3. **Pace.** Using a checklist also helps the pilot establish and maintain a proper pace or speed of action. Most commonly, checklists help slow a pilot down at times when responding too quickly may mean a missed opportunity to assess conditions and the results of intermediate checklist steps.
4. **Specificity.** Many pilots routinely fly different aircraft. Often systems, procedures and techniques differ from one model of aircraft to another, or even between examples of the same model of aircraft. Use of checklists protects the pilot by causing him/her to focus on the specific airplane being flown, and to avoid using techniques applicable to one type of aircraft that are not applicable to another type.
5. **Objectivity.** Pilots often have to make quick decisions in situations where many variables demand attention, and in which the pilot may not have immediate access to all the information he/she needs to make a decision under stress. Using a checklist, especially in abnormal or emergency situations, allows the pilot to make pre-programmed responses to observed indications…in effect, to use decisions made with great thought while stress levels are very low (the time the checklist was written) during times when stress levels are extremely high and there is little time to collect information and make a decision. Checklists promote thoughtful objectivity under very subjective circumstances.

Your type club's experts may wish to focus solely on printed checklists, or to incorporate mnemonics and/or cockpit flow checks that are backed up by use of the printed checklist. In any event, your Club should place great emphasis on checklist use, arrive at a consensus on checklist design and use, and demonstrate that using checklists is the norm regardless of the complexity of the aircraft being flown.

Single-Seat Aircraft

Almost all transition training occurs in multi-seat aircraft, usually with dual flight controls. Some types of aircraft, however, are single-seat. In many cases there is no two-seat equivalent available to be flown. In these cases it is even more critical to document piloting best practices, and present aircraft systems, procedures and techniques information to transitioning pilots in a structured form.

One tool type clubs might use for pilots transitioning to a single-seat aircraft is the development of an Equivalent Aircraft List. Such a List would identify other types of aircraft with similar handling or other characteristics to the single-seat aircraft. The intent is to encourage a pilot to obtain dual instruction in an equivalent aircraft prior to first flight in the single-seat aircraft.

For example, consensus among instructors in the type club supporting the single-seat Zippy Quick tailwheel variant (ZQ/TW) might be that ground handling and takeoff/landing roll control response is similar to a Piper Cub or Aeronca Champ, and that its inflight maneuvering and stall characteristics are roughly akin to a Grumman Tiger. The type club might recommend a transition training preparation syllabus involving a certain amount of dual instruction on taxiing, takeoff and landing in a Cub/Champ-

type airplane, and flight maneuvers including steep turns, slow flight and stalls in a Grumman Tiger, prior to first flight in the single-seat ZQ/TW.

See the *FAA's Advisory Circular AC 90-109A: Transition to Unfamiliar Aircraft*. Appendix 1 and 2 of this document include aircraft grouped into families based on their performance, equipment, maintenance requirements, or other considerations.

Program Levels

Creating a pilot training program may seem like a monstrous task. Your Club may not feel it has the resources to create a training system. The reality is that there are different scopes, or levels of transition training program. You need only develop what works for you. As you'll see, once you begin the process, you may find it is natural to step up over time from less ambitious programs to higher levels of instruction.

The Type Club Coalition recognizes three levels of transition training program. We call them **Pilot's Notes**, **Training for Proficiency,** and **Training for Mastery.**

Pilot's Notes

The first level of training program is a documentation of Pilot's Notes, a curated outline of suggestions and techniques for safely and efficiently flying the airplane. A Pilot's Notes-level program is essentially a detailed outline a pilot might review with his/her instructor, incorporating the suggestions in whatever transition training the instructor provides. Pilot's Notes should highlight any type-specific techniques or procedures dictated by that type's unique systems, design or flight characteristics. It may or may not suggest a specific syllabus for flight training—that is up to the pilot and instructor.

Examples of Pilot's Notes include:

1. STARTING

The throttle should be closed, and with the header tank fuel valve turned on, the engine should be primed two to six "shots" depending on weather. The ignition switch can then be turned to BOTH, the throttle opened slightly, about 1/8", and the starter engaged.

If the engine fails to start, the operation should be repeated. If the engine loads up or becomes flooded, the ignition switch should be turned off and with the throttle opened fully, the starter should be held on to turn the engine several revolutions. Then the throttle should be returned to the position for normal starting, and with the switch turned to the BOTH position to start the engine, the starter should again be engaged. This model engine is likely to flood. Flooding can usually be detected by the odor of gasoline vapor near the air intake.

After starting, the engine speed should be kept below 900 RPM, and the oil pressure watched. The gauge should show pressure within 15 seconds after starting.

2. APPROACH SET-UP/PATTERN ENTRY

Prior to reaching the Initial Approach Fix or while on vectors to intercept the Final Approach Course for an instrument approach, slow the airplane to 90 miles per hour using this configuration:

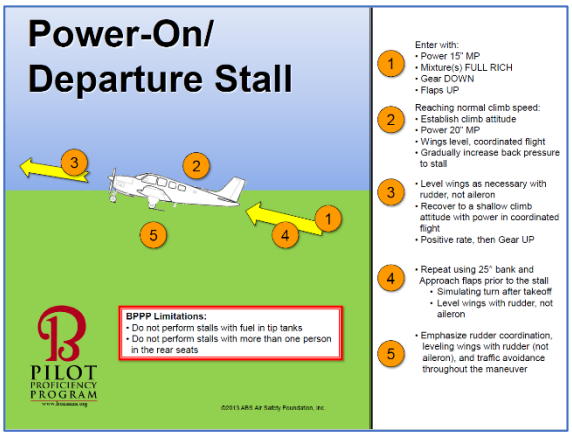
- Carb heat: OH
- Power: 2100 RPM
- Flaps: 10° (first notch)

The airplane will settle into level flight at approximately 90 mph indicated airspeed with the elevator trim in approximately the Takeoff setting. Add or reduce RPM slightly as needed to compensate for aircraft weight and density altitude.

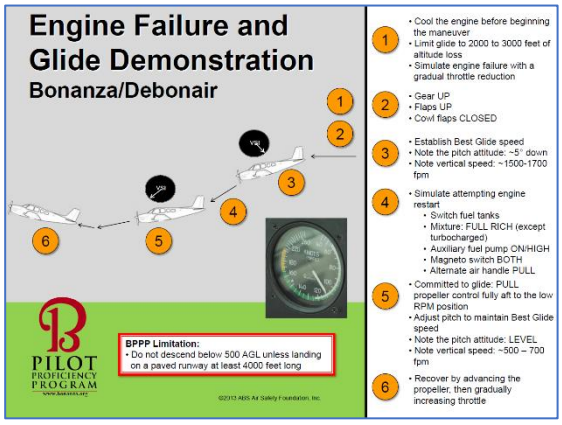
When intercepting the glideslope/advisory glidepath, reduce power by 200-300 RPM. The airplane will nose down slightly to maintain speed, and descend at approximately 500 FPM with no change in airplane trim. Add or reduce RPM slightly as needed to maintain glideslope/glide path alignment with variations in ground speed and approach path angle. Fly at this attitude, speed, rate of descent, flap position and trim setting until "going visual" or until beginning a missed approach.

Use this same entry technique—carburetor heat, 2100 RPM, one notch of flaps and trimmed for 90 MPH in level flight—prior to entering the VFR traffic pattern and until you begin descent from pattern altitude.

3. POWER-ON/DEPARTURE STALL



4. ENGINE FAILURE GLIDE DEMONSTRATION



Training for Proficiency

The second level of type club flight training is what we call “training for proficiency.” This level starts with creating of Pilot’s Notes and adds a recommended transition training flight syllabus. It also suggests criteria for selecting an instructor to administer the transition training—instructor certification, training, instructional experience and time in type. Optimally the type club will maintain a current list of flight instructors meeting those criteria and their contact information on its website.

Guided by the type club, the transitioning pilot will review the Ground Study materials, then locate a flight instructor meeting the suggested criteria. The two will then complete the recommended syllabus to the suggested completion standards.

Examples:

5. SYLLABUS LESSON PLAN

Flight Lesson #2: Basic Maneuvers

Objective: Introduce student to the flight characteristics of the ZippyQuick series of aircraft by introducing basic flight maneuvers and procedures. This lesson is to be completed after student completes flight lesson #1.

Planned Time: As Needed

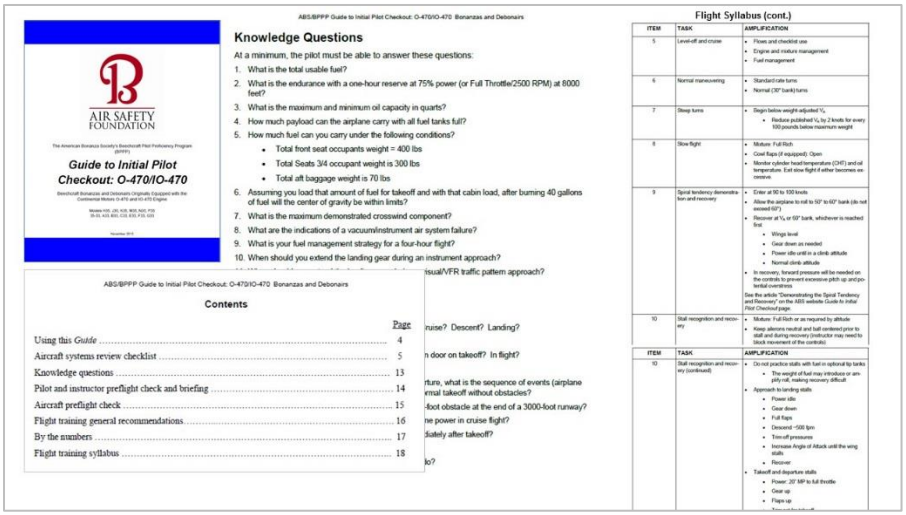
Content:

- *Basic Flight Maneuvers*
  - Straight and level flight
  - Normal climbs and descents
  - Shallow and normal turns
- *Performance Maneuvers*
  - Steep turns
  - Slow flight
- *Stall Maneuvers*
  - Power off stalls
  - Power on stalls
  - Accelerated stalls
  - Effect of flap settings
- *Ground Reference Maneuvers*
  - S-turns across a road
  - Turns around a point
  - Rectangular course

Note: Instructor may repeat lesson if necessary to ensure student attains mastery of aircraft control necessary to move onto next lesson.

Completion Standards: Student will become familiar with the performance and handling characteristics of the ZippyQuick aircraft. Maneuvers will be performed within practical test standards applicable to the pilot certificate held by the student.

6. COMPREHENSIVE TRANSITION TRAINING GUIDE



7. PREREQUISITES FOR FLIGHT INSTRUCTORS

Flight Instructors must meet the following minimum requirements:

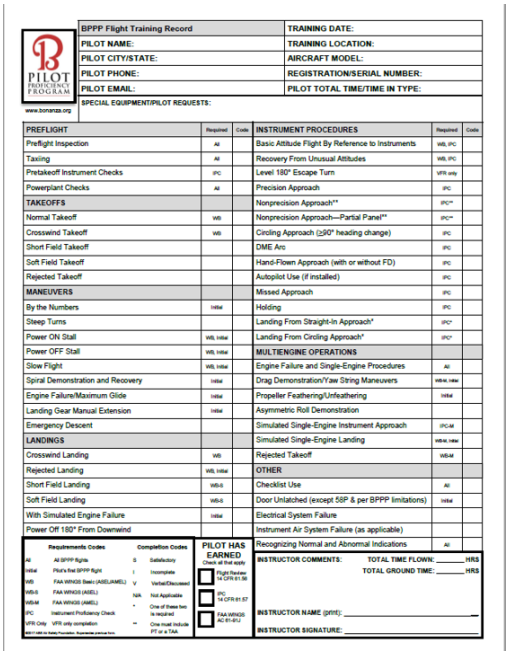
1. Hold a current Certified Flight Instructor certificate or a current Sport Pilot Flight Instructor certificate.
2. Have a minimum of 5 hours flight time in the type of training aircraft being used.
3. Meet all currency requirements outlined in 14 CFR Part 61.
4. Meet medical certification requirements called out in 14 CFR Part 61 as they pertain to the training being given.
5. Possess a Letter Of Deviation Authority (LODA) from the cognizant FAA Flight Standards District Office (FSDO) listing the specific aircraft being used for the training and the instructor's name.

Training for Mastery

The highest level of type club-led transition training is Training for Mastery. In this system the type club specifies the flight training syllabus and completion standards, trains and accredits the instructors who provide the training, and reviews completed training records to ensure the pilot experienced all skills, tasks and maneuvers on the syllabus and performed at or better than completion standards. After the type club reviews and approves flight training records, it issues a Course Completion Certificate to the transitioning pilot. That certificate may be recognized by insurance companies for a discount on policy premiums. In some airplane types a training completion certificate may be a requirement to obtain insurance at all.

Examples:

8. TRANSITION TRAINING FLIGHT CHECKLIST



BPPP Flight Training Record	TRAINING DATE:
PILOT NAME:	TRAINING LOCATION:
PILOT CITY/STATE:	AIRCRAFT MODEL:
PILOT PHONE:	REGISTRATION/SERIAL NUMBER:
PILOT EMAIL:	PILOT TOTAL TIME/TIME IN TYPE:

PILOT PROFICIENCY PROGRAM
www.bonanza.org

SPECIAL EQUIPMENT/PILOT REQUESTS:

PREFLIGHT	Required	Code
Preflight Inspection	All	
Taxiing	All	
Pretakeoff Instrument Checks	IPC	
Powerplant Checks	All	
TAKEOFFS		
Normal Takeoff	WB	
Crosswind Takeoff	WB	
Short Field Takeoff		
Soft Field Takeoff		
Rejected Takeoff		
MANEUVERS		
By the Numbers	Initial	
Steep Turns		
Power ON Stall	WB, Initial	
Power OFF Stall	WB, Initial	
Slow Flight	WB, Initial	
Spiral Demonstration and Recovery	Initial	
Engine Failure/Maximum Glide	Initial	
Landing Gear Manual Extension	Initial	
Emergency Descent		
LANDINGS		
Crosswind Landing	WB	
Rejected Landing	WB, Initial	
Short Field Landing	WB-S	
Soft Field Landing	WB-S	
With Simulated Engine Failure	Initial	
Power Off 180° From Downwind		

INSTRUMENT PROCEDURES	Required	Code
Basic Attitude Flight By Reference to Instruments	WB, IPC	
Recovery From Unusual Attitudes	WB, IPC	
Level 180° Escape Turn	VFR only	
Precision Approach	IPC	
Nonprecision Approach**	IPC**	
Nonprecision Approach—Partial Panel**	IPC**	
Circling Approach (≥90° heading change)	IPC	
DME Arc	IPC	
Hand-Flown Approach (with or without FD)	IPC	
Autopilot Use (if installed)	IPC	
Missed Approach	IPC	
Holding	IPC	
Landing From Straight-In Approach*	IPC*	
Landing From Circling Approach*	IPC*	
MULTIENGINE OPERATIONS		
Engine Failure and Single-Engine Procedures	All	
Drag Demonstration/Yaw String Maneuvers	WB-M, Initial	
Propeller Feathering/Unfeathering	Initial	
Asymmetric Roll Demonstration		
Simulated Single-Engine Instrument Approach	IPC-M	
Simulated Single-Engine Landing	WB-M, Initial	
Rejected Takeoff	WB-M	
OTHER		
Checklist Use	All	
Door Unlatched (except 58P & per BPPP limitations)	Initial	
Electrical System Failure		
Instrument Air System Failure (as applicable)		
Recognizing Normal and Abnormal Indications	All	

Requirements Codes		Completion Codes	
All	All BPPP flights	S	Satisfactory
Initial	Pilot's first BPPP flight	I	Incomplete
WB	FAA WINGS Basic (AGE/LAMEL)	V	Verbal/Discussed
WB-S	FAA WINGS (ASEL)	N/A	Not Applicable
WB-M	FAA WINGS (AMEL)	*	One of these two is required
IPC	Instrument Proficiency Check	**	One must include PT or a TAA
VFR Only	VFR only completion		

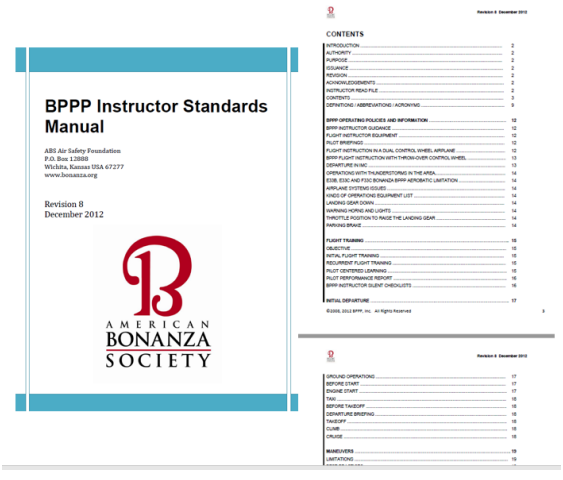
PILOT HAS EARNED
Check all that apply.
- ☐ Flight Review 14 CFR 61.56
- ☐ IPC 14 CFR 61.57
- ☐ FAA WINGS AC 61-91J

INSTRUCTOR COMMENTS: TOTAL TIME FLOWN: _____ HRS
TOTAL GROUND TIME: _____ HRS

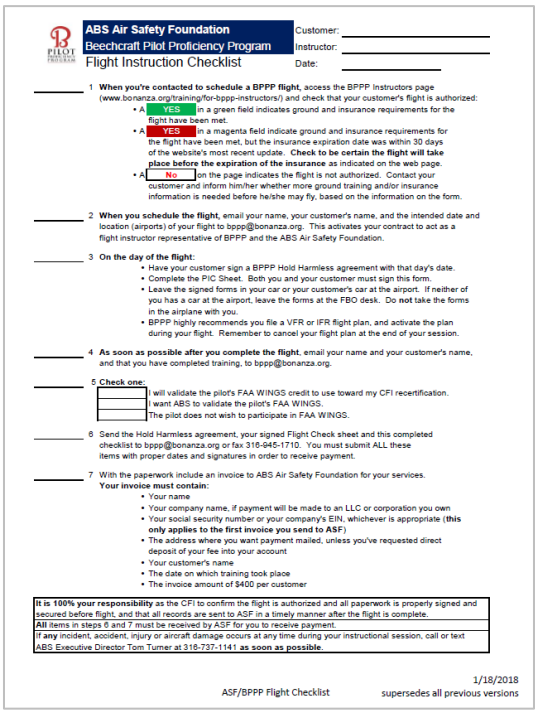
INSTRUCTOR NAME (print): _____

INSTRUCTOR SIGNATURE: _____

9. PILOT AND FLIGHT INSTRUCTOR STANDARDS



10. INSTRUCTOR'S TRAINING CHECKLIST



ABS Air Safety Foundation
Beechcraft Pilot Proficiency Program
Flight Instruction Checklist

Customer: _____
Instructor: _____
Date: _____

_____ 1 **When you're contacted to schedule a BPPP flight,** access the BPPP Instructors page (www.bonanza.org/training/for-bppp-instructors/) and check that your customer's flight is authorized:
- A YES in a green field indicates ground and insurance requirements for the flight have been met.
- A YES in a magenta field indicate ground and insurance requirements for the flight have been met, but the insurance expiration date was within 30 days of the website's most recent update. **Check to be certain the flight will take place before the expiration of the insurance** as indicated on the web page.
- A No on the page indicates the flight is not authorized. Contact your customer and inform him/her whether more ground training and/or insurance information is needed before he/she may fly, based on the information on the form.

_____ 2 **When you schedule the flight,** email your name, your customer's name, and the intended date and location (airports) of your flight to bppp@bonanza.org. This activates your contract to act as a flight instructor representative of BPPP and the ABS Air Safety Foundation.

_____ 3 **On the day of the flight:**
- Have your customer sign a BPPP Hold Harmless agreement with that day's date.
- Complete the PIC Sheet. Both you and your customer must sign this form.
- Leave the signed forms in your car or your customer's car at the airport. If neither of you has a car at the airport, leave the forms at the FBO desk. Do **not** take the forms in the airplane with you.
- BPPP highly recommends you file a VFR or IFR flight plan, and activate the plan during your flight. Remember to cancel your flight plan at the end of your session.

_____ 4 **As soon as possible after you complete the flight,** email your name and your customer's name, and that you have completed training, to bppp@bonanza.org.

_____ 5 **Check one:**
- ☐ I will validate the pilot's FAA WINGS credit to use toward my CFI recertification.
- ☐ I want ABS to validate the pilot's FAA WINGS.
- ☐ The pilot does not wish to participate in FAA WINGS.

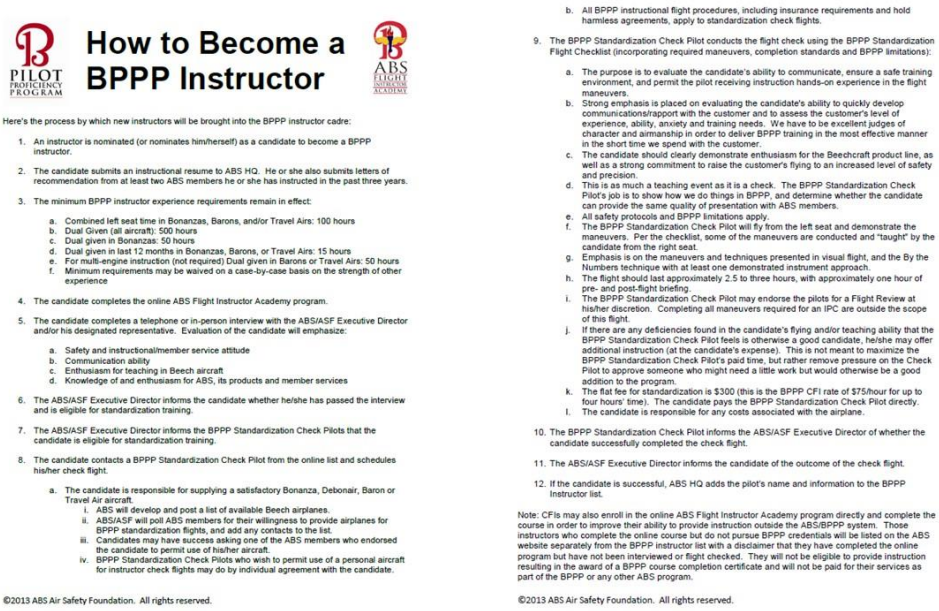
_____ 6 Send the Hold Harmless agreement, your signed Flight Check sheet and this completed checklist to bppp@bonanza.org or fax 316-945-1710. You must submit ALL these items with proper dates and signatures in order to receive payment.

_____ 7 With the paperwork include an invoice to ABS Air Safety Foundation for your services. **Your invoice must contain:**
- Your name
- Your company name, if payment will be made to an LLC or corporation you own
- Your social security number or your company's EIN, whichever is appropriate (**this only applies to the first invoice you send to ASF**)
- The address where you want payment mailed, unless you've requested direct deposit of your fee into your account
- Your customer's name
- The date on which training took place
- The invoice amount of $400 per customer

It is 100% your responsibility as the CFI to confirm the flight is authorized and all paperwork is properly signed and secured before flight, and that all records are sent to ASF in a timely manner after the flight is complete.
All items in steps 6 and 7 must be received by ASF for you to receive payment.
If **any** incident, accident, injury or aircraft damage occurs at any time during your instructional session, call or text ABS Executive Director Tom Turner at 316-737-1141 **as soon as possible.**

ASF/BPPP Flight Checklist — 1/18/2018 supersedes all previous versions

11. FLIGHT INSTRUCTOR ACCREDIATION



How to Become a BPPP Instructor

Here's the process by which new instructors will be brought into the BPPP instructor cadre:

1. An instructor is nominated (or nominates him/herself) as a candidate to become a BPPP instructor.
2. The candidate submits an instructional resume to ABS HQ. He or she also submits letters of recommendation from at least two ABS members he or she has instructed in the past three years.
3. The minimum BPPP instructor experience requirements remain in effect:
   a. Combined left seat time in Bonanzas, Barons, and/or Travel Airs: 100 hours
   b. Dual Given (all aircraft): 500 hours
   c. Dual given in Bonanzas: 50 hours
   d. Dual given in last 12 months in Bonanzas, Barons, or Travel Airs: 15 hours
   e. For multi-engine instruction (not required) Dual given in Barons or Travel Airs: 50 hours
   f. Minimum requirements may be waived on a case-by-case basis on the strength of other experience
4. The candidate completes the online ABS Flight Instructor Academy program.
5. The candidate completes a telephone or in-person interview with the ABS/ASF Executive Director and/or his designated representative. Evaluation of the candidate will emphasize:
   a. Safety and instructional/member service attitude
   b. Communication ability
   c. Enthusiasm for teaching in Beech aircraft
   d. Knowledge of and enthusiasm for ABS, its products and member services
6. The ABS/ASF Executive Director informs the candidate whether he/she has passed the interview and is eligible for standardization training.
7. The ABS/ASF Executive Director informs the BPPP Standardization Check Pilots that the candidate is eligible for standardization training.
8. The candidate contacts a BPPP Standardization Check Pilot from the online list and schedules his/her check flight.
   a. The candidate is responsible for supplying a satisfactory Bonanza, Debonair, Baron or Travel Air aircraft.
      i. ABS will develop and post a list of available Beech airplanes.
      ii. ABS/ASF will poll ABS members for their willingness to provide airplanes for BPPP standardization flights, and add any contacts to the list.
      iii. Candidates may have success asking one of the ABS members who endorsed the candidate to permit use of his/her aircraft.
      iv. BPPP Standardization Check Pilots who wish to permit use of a personal aircraft for instructor check flights may do by individual agreement with the candidate.
   b. All BPPP instructional flight procedures, including insurance requirements and hold harmless agreements, apply to standardization check flights.
9. The BPPP Standardization Check Pilot conducts the flight check using the BPPP Standardization Flight Checklist (incorporating required maneuvers, completion standards and BPPP limitations):
   a. The purpose is to evaluate the candidate's ability to communicate, ensure a safe training environment, and permit the pilot receiving instruction hands-on experience in the flight maneuvers.
   b. Strong emphasis is placed on evaluating the candidate's ability to quickly develop communications/rapport with the customer and to assess the customer's level of experience, ability, anxiety and training needs. We have to be excellent judges of character and airmanship in order to deliver BPPP training in the most effective manner in the short time we spend with the customer.
   c. The candidate should clearly demonstrate enthusiasm for the Beechcraft product line, as well as a strong commitment to raise the customer's flying to an increased level of safety and precision.
   d. This is as much a teaching event as it is a check. The BPPP Standardization Check Pilot's job is to show how we do things in BPPP, and determine whether the candidate can provide the same quality of presentation with ABS members.
   e. All safety protocols and BPPP limitations apply.
   f. The BPPP Standardization Check Pilot will fly from the left seat and demonstrate the maneuvers. Per the checklist, some of the maneuvers are conducted and "taught" by the candidate from the right seat.
   g. Emphasis is on the maneuvers and techniques presented in visual flight, and the By the Numbers technique with at least one demonstrated instrument approach.
   h. The flight should last approximately 2.5 to three hours, with approximately one hour of pre- and post-flight briefing.
   i. The BPPP Standardization Check Pilot may endorse the pilots for a Flight Review at his/her discretion. Completing all maneuvers required for an IPC are outside the scope of this flight.
   j. If there are any deficiencies found in the candidate's flying and/or teaching ability that the BPPP Standardization Check Pilot feels is otherwise a good candidate, he/she may offer additional instruction (at the candidate's expense). This is not meant to maximize the BPPP Standardization Check Pilot's paid time, but rather remove pressure on the Check Pilot to approve someone who might need a little work but would otherwise be a good addition to the program.
   k. The flat fee for standardization is $300 (this is the BPPP CFI rate of $75/hour for up to four hours' time). The candidate pays the BPPP Standardization Check Pilot directly.
   l. The candidate is responsible for any costs associated with the airplane.
10. The BPPP Standardization Check Pilot informs the ABS/ASF Executive Director of whether the candidate successfully completed the check flight.
11. The ABS/ASF Executive Director informs the candidate of the outcome of the check flight.
12. If the candidate is successful, ABS HQ adds the pilot's name and information to the BPPP Instructor list.

Note: CFIs may also enroll in the online ABS Flight Instructor Academy program directly and complete the course in order to improve their ability to provide instruction outside the ABS/BPPP system. Those instructors who complete the online course but do not pursue BPPP credentials will be listed on the ABS website separately from the BPPP instructor list with a disclaimer that they have completed the online program but have not been interviewed or flight checked. They will not be eligible to provide instruction resulting in the award of a BPPP course completion certificate and will not be paid for their services as part of the BPPP or any other ABS program.

©2013 ABS Air Safety Foundation. All rights reserved.

Which Level Works for your type club?
It's up to the type club leadership to determine which level of transition training program meets your needs. type club staffing, volunteerism, finances, instructional expertise, and risk management strategy will all factor into your decision. You may find that by starting at the Pilot's Notes level first you lay the groundwork for an easy transition to Training for Proficiency level, and later find a Training to Mastery level program is within your Club's reach.

In a **Pilot's Notes**-level training system the type club leaves it to the individual pilot to learn about the airplane, and may not may not suggest the specific skills, maneuvers or completion standards for transition flight instruction—if the pilot receives flight instruction at all. This level leaves success or failure to the skills and judgment of the transitioning pilot.

ADVANTAGES: Pilot's Notes is the easiest way for a type club to document its collective experience flying the aircraft type and getting vital information and advice to transitioning pilots. It requires the least amount of investment in type club time and finances, and does not require constant administrative attention.

DISADVANTAGES: Pilot's Notes does not require a pilot to demonstrate understanding of the information provides, or application of the information to actual flying. The type club has no quality control and limited feedback from the pilot community. It provides the type club little liability protection and may expose the club to liability for the use of the information provided.

The **Training for Proficiency** level provides the type club's best recommendations for flight training and may suggest qualified flight instructors, but the type club does not vet instructors, does not assure that flight instruction actually takes place, and has no system of confirmation and review to determine the full syllabus was presented to the transitioning pilot or whether he/she flew to the club's standards for completion. This level leaves success or failure in the hands of a potentially unknown, untrained and un-vetted instructor pilot.

ADVANTAGES: This level provides more structured guidance on those items that should be included in transition training and the qualifications of instructors who should provide that instruction. It does not take much more investment or administrative attention than the Pilot's Notes level—it is fairly easy to advance to Training for Proficiency once the club has established the lower-level program.

DISADVANTAGES: This level does not ensure that the pilot flies with a qualified instructor, that he/she experiences the entire flight syllabus using the techniques and procedures the club recommends, or that the pilot performed to course completing standards. It provides the type club limited liability protection and may expose the club to liability for the use of the information provided.

The **Training for Mastery** level not only documents the type club's Best Practices for the option of the aircraft is supports, it also ensures to the best of the club's ability that the training is conducted by qualified instructors using Club-endorsed techniques and procedures, that the entire syllabus was presented to the transitioning pilot, and that the pilot performed to established completion criteria. Training for Mastery is the pinnacle of type club-sponsored training and provides the maximum customers service for Club members.

ADVANTAGES: This level provides standardized guidance on those items that are included in transition training, vets and standardizes the instructors who provide that instruction, and fully documents the pilot's performance. It provides the type club a mechanism to maintain quality control over the entire instructional process. Training for Mastery programs are a significant value-added service to recruit and retain members in the type club, and enhance the club's reputation and standing in the industry. Flight Instruction may be used as a profit center to help fund the type club. This level may assist the type club in defense of any liability that results from flight instruction and related technical services, especially when it can document pilots who fail to meet completion standards and withholds endorsement and completion certificates from those pilots.

DISADVANTAGES: Setting up and ongoing administration of a Training for Mastery program is time- and resource-intensive. Depending on the size of the type club's fleet it may require one or more full-time employee to administer. There may be significant ongoing time commitment and costs associated with standardizing flight instructors. The club will have to carefully vet instructors and monitor the process and outcomes of training or it may face legal liability in the event of an aircraft accident involving a pilot during or subsequent to flight training.

Hopefully the sample text on the previous pages has provided your type club with an example of how each section should be completed.

Additional examples of training manuals, including the full text that you can adapt to your aircraft type, are available from the EAA Type Club Coalition (TCC) at *www.eaa.org/typeclubs*. You can use this Guide, these examples, and your type club's expertise to create your own training outline.

If you need additional assistance please contact the EAA TCC point person, **tcc.chairman@eaa.org.**