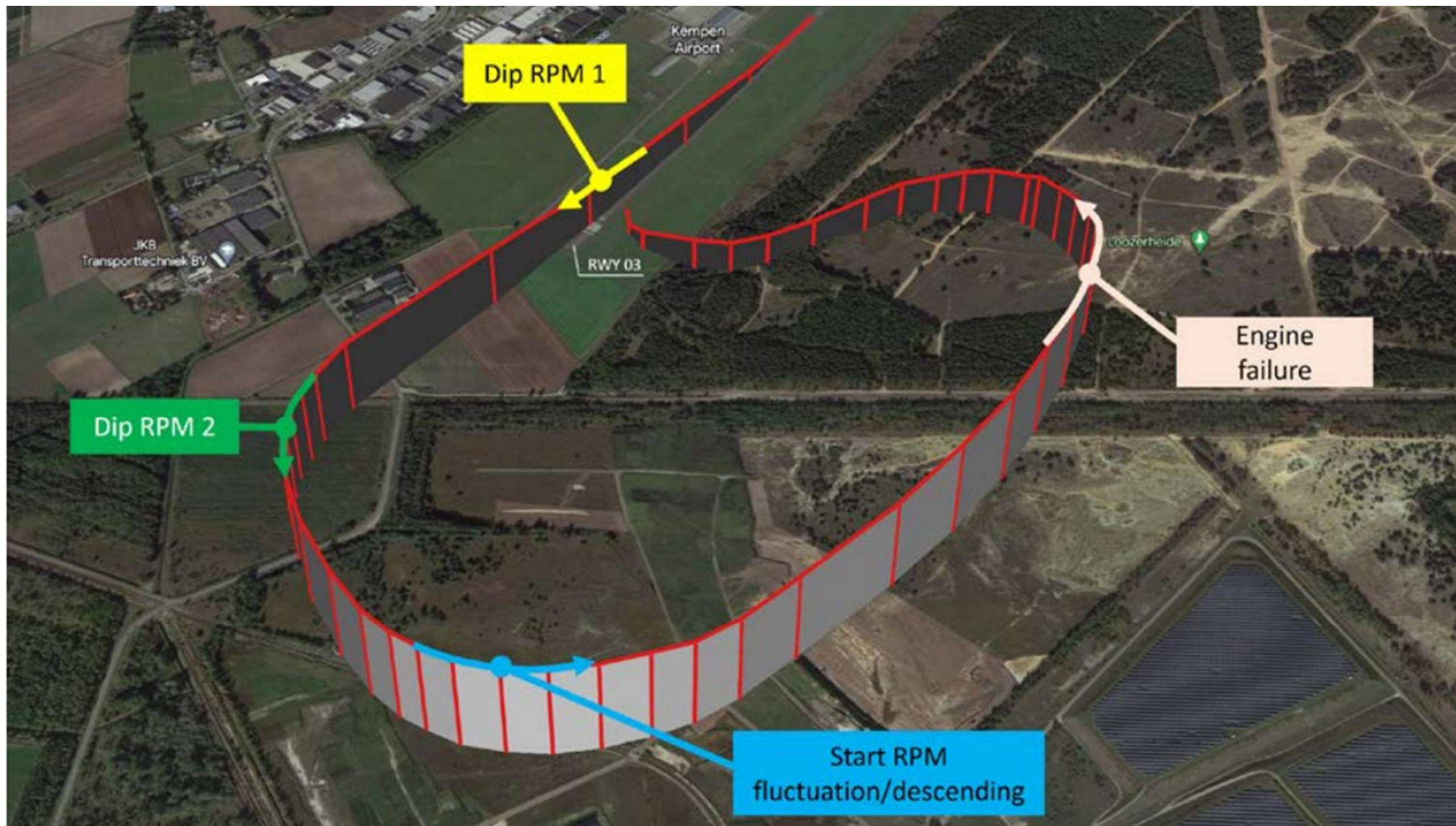
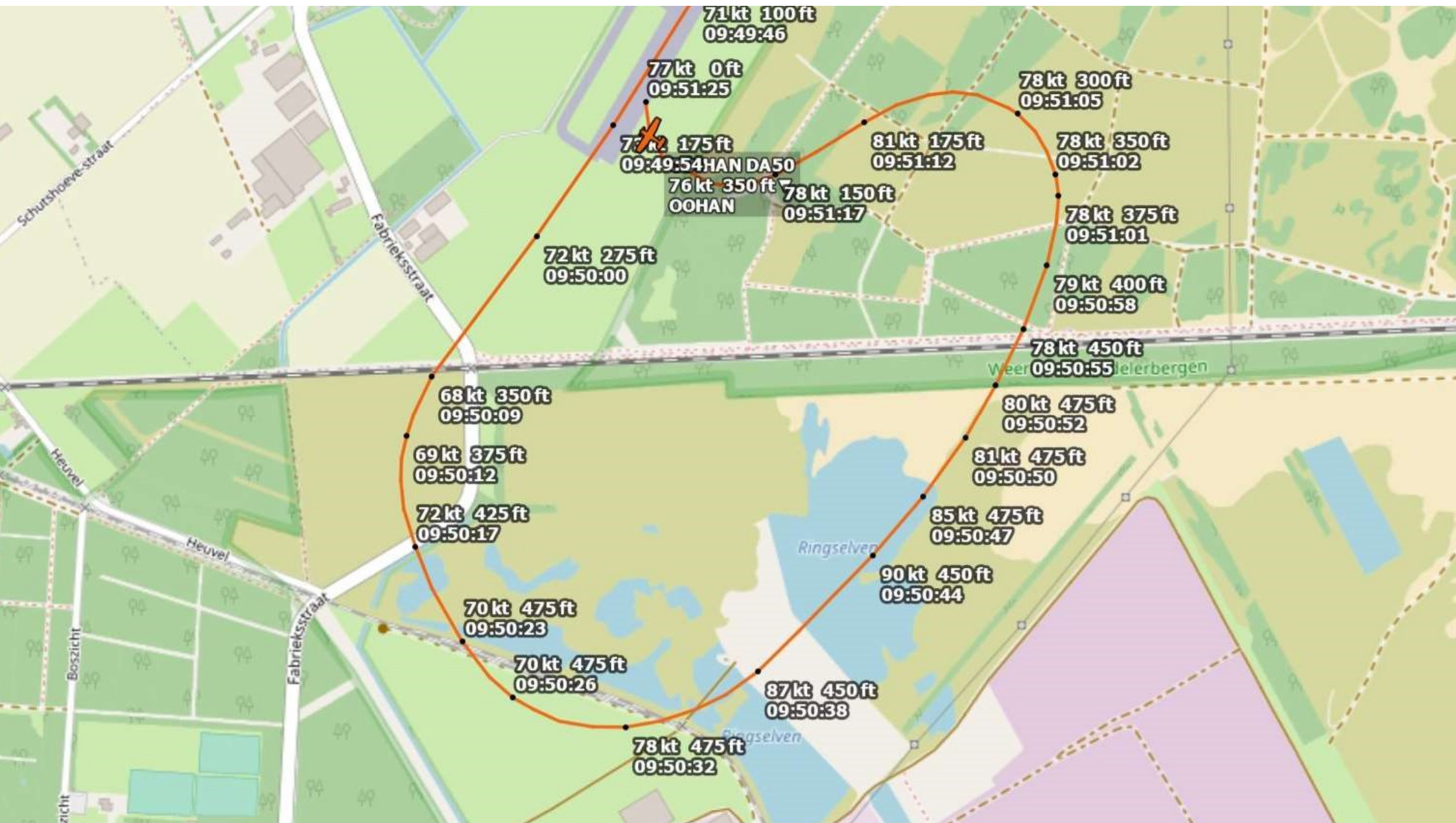


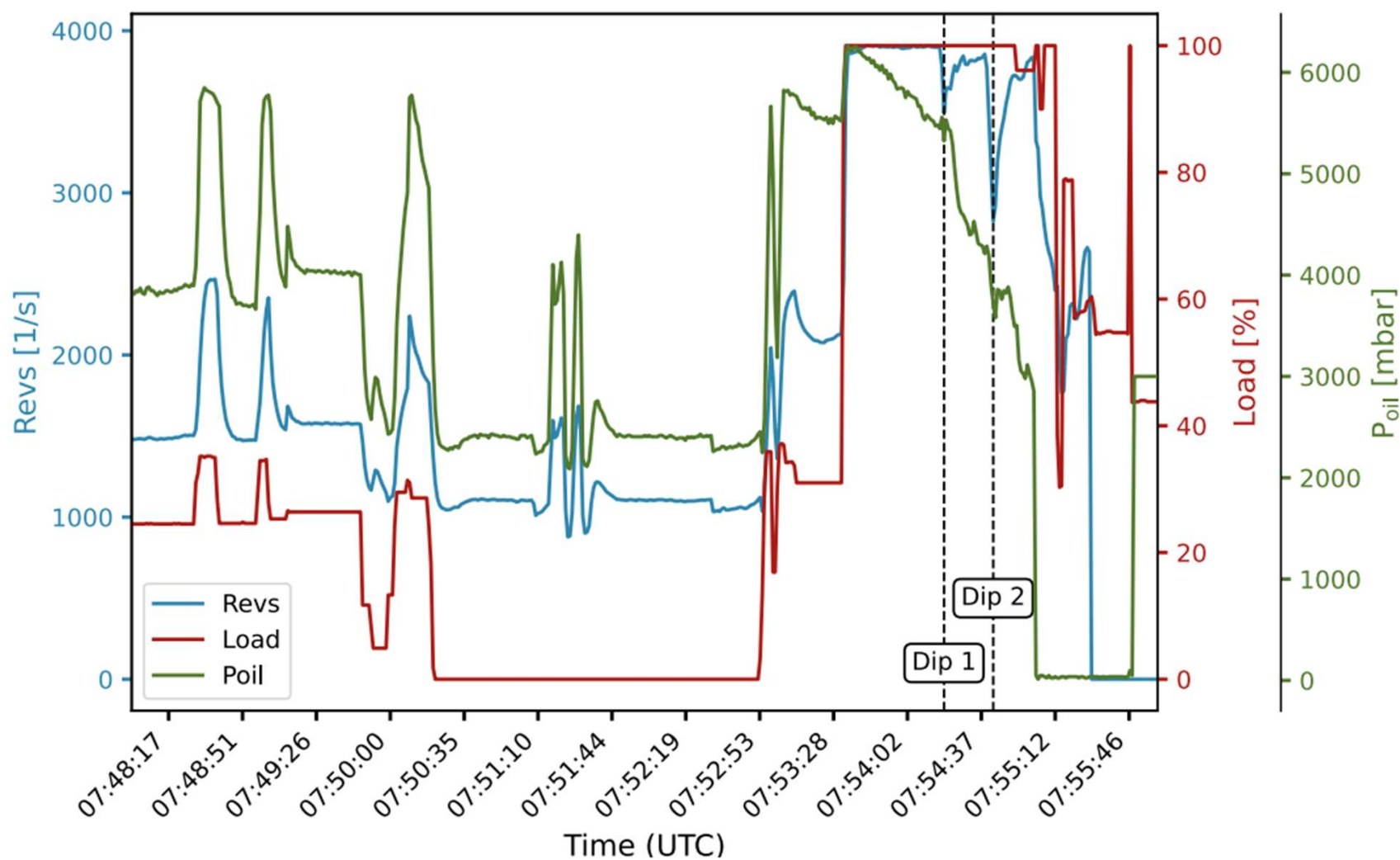
The impossible re-turn

Henrik Wallén och Therese Abrahamsson









▲ Figure 16: Part of FADEC data of OO-HAN on 2 September 2023 indicating dips in engine revolutions

Partial engine failure training

Partial engine failures present unique challenges. Unlike total power loss, the presence of some power can delay the decision to execute an emergency landing, potentially increasing the risk during critical phases of flight such as low-altitude manoeuvring. Currently, neither EASA nor Dutch regulations mandate specific training for partial engine power loss scenarios. The absence of such training means that pilots must rely on general principles and personal judgement when confronted with these situations, which are less predictable and not explicitly covered during licensure or standardized training.

AMC1 FCL.740.A(b)(1)(ii)(C) Revalidation of class and type ratings — aeroplanes

CONTENT OF THE REFRESHER TRAINING

- (a) ~~Training flight items should be based on the exercise items of the proficiency check, as deemed relevant by the instructor, and depending on the experience of the candidate.~~ Before the training takes place, ~~The briefing~~ the instructor should hold a briefing with the candidate. That briefing should include a discussion on all of the following:
- (1) TEM with special emphasis on decision-making when encountering adverse meteorological conditions or unintentional IMC;
 - (2) ~~as well as on~~ navigation flight techniques ~~capabilities~~;
 - (3) recovery strategies for different stall scenarios.
- (b) Flight training items should be based on the exercise items of the proficiency check, as deemed relevant by the instructor, and depending on the experience of the candidate. In any case, the flight training items should include exercises related to the recognition of and the recovery from the following scenarios:
- (1) simulated loss or partial loss of engine power during different phases of flight;
 - (2) selection of different stall scenarios (as specified in Exercise 2.3 of the table in point (5) of Section B of Appendix 9).

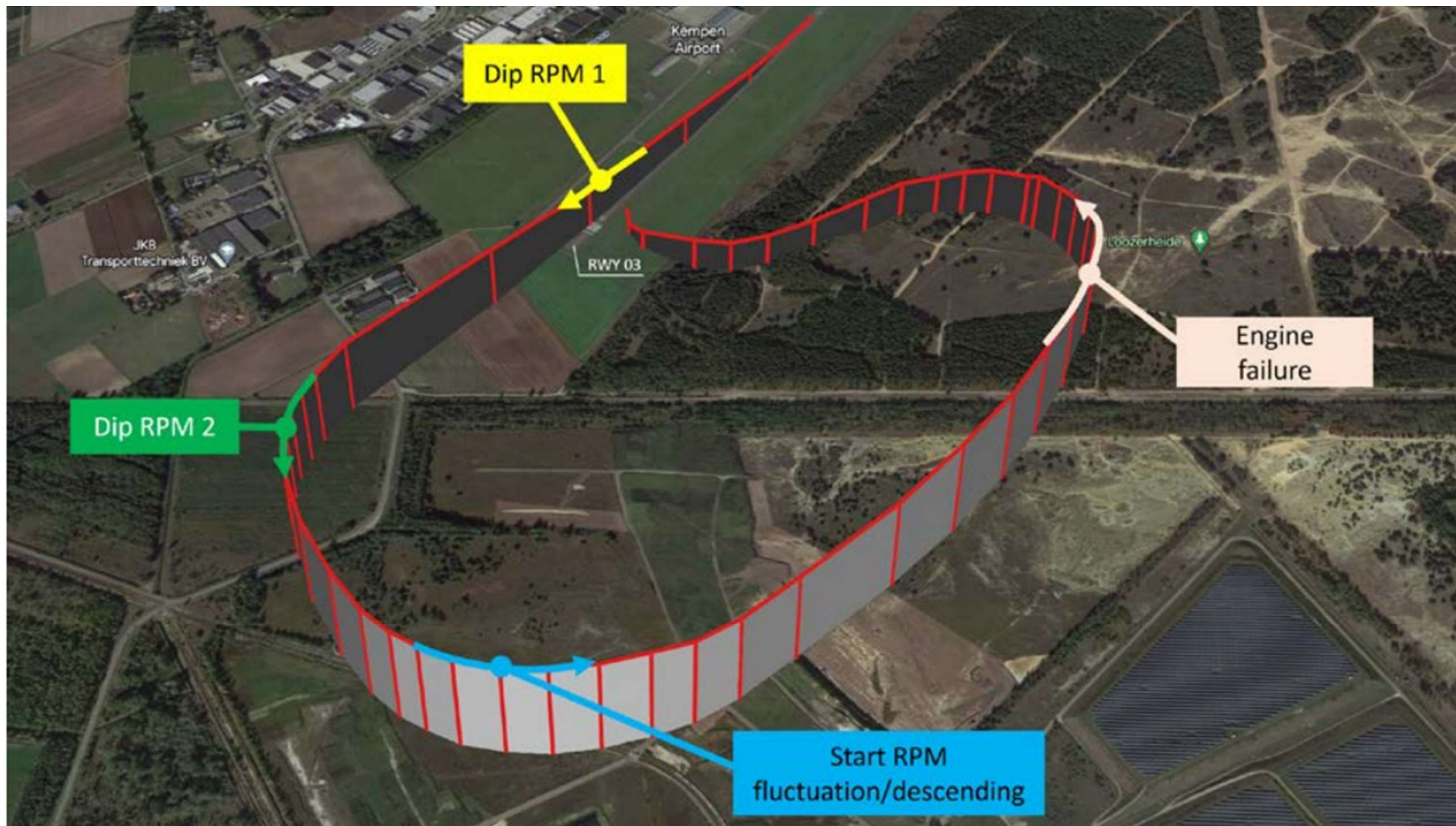


Hur tränar vi beslutfattande?

- Teoretiskt?
- Scenarion
- Skapandet av ny övning
 - Regelverket
 - Mål
 - Kompetens







När vi vill öva på nya nödsituationer

- Riskanalys – high risk övningar/riskregister
 - När i utbildningen?
- Information/utbildning till instruktörerna
- Information till eleverna
- Standardisering
- Uppdaterad SOP
- Supervision

