CIVIL AVIATION PUBLICATION

ANS 04

ATC TRAINING

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CHAPTER 1

INTRODUCTION

1.1   GENERAL

As a member of the International Civil Aviation Organisation (ICAO), The Bahamas complies, as far as possible, with the standards contained in the annexes to the Convention on Civil Aviation.

This guidance material (GM) is produced in order to ensure that any organisation that provides Air Traffic Services (ATS) training in The Bahamas, maintains a certain standard in accordance with international standards and practices.

This GM represents objectives for training with respect to the issuing of a student ATS licence or for any training that relates to any additional ratings or unit endorsements to an ATS licence.

The contents of this document apply to any organisation that wishes to provide ATS related training in The Bahamas.

It is the intention of the CAA-B that this document will provide the necessary guidance for organisations to ensure that they meet internationally recognised standards expected of an ANSP to provide a safe, orderly and expeditious air traffic service to aircraft operating to and from aerodromes in The Bahamas.

1.2   DEFINITIONS

Please refer to CAR DEF – Definitions and CAR ANS for further definitions

Unusual and Emergency situations

The collective term referring to situations, including degraded situations, which are not routinely or commonly experienced and for which automatic skills have not been developed, and serious and dangerous situations requiring immediate actions

Ab-initio

An individual, without previous air traffic control qualifications, who is undertaking initial air traffic control training.

Competence

The appropriate knowledge, skills and behaviours to provide air traffic control services stated in an air traffic controller's licence

Course Design Document

For the purposes of this document, a course design document is a submission from a training organisation seeking approval to conduct a course of ATC training

Exposition

For the purposes of this document, an exposition is a submission from an organisation seeking certification as an ATC training organisation

Formative report

A report that describes the progress of a student, mainly for the benefit of the student

Terminal Objective

A terminal objective is a specific statement of the performance which students must demonstrate in order to attain the course aim. A terminal objective identifies what the student will be able to do in terms of observable and assessable behaviour

Unit Evaluator

An air traffic controller authorised by the CAA-B to make judgements about performance against the requirements of a Unit Endorsement Course

Verifier

A unit evaluator, approved by the CAA-B, to ensure that a process is carried out according to set procedures and to the specified requirements

1.3   REFERENCE DOCUMENTS

- CAR ATS

- ICAO Doc 10056

- UK CAA CAP 584

1.4   GENERAL REQUIREMENTS AND ADMINISTRATION

1.4.1   Introduction

In accordance with ICAO, it is generally recognised that air traffic training is divided into three phases:

- Initial training which may incorporate basic and/or rating training for the issue of a full licence, or rating endorsement training.

- Unit Training which may comprise rating/transitional pre, and on-the-job training (OJT)

- Continuation training which may comprise refresher and, when relevant conversion training

Training should only be conducted when an individual has been assessed as being fit and suitable for training, either by a pre-training assessment in the case of an ab initio student, or an assessment of previous competence for an individual that may hold a licence of another State (see Chapters 8 and 11), or has previously provided an ATS in The Bahamas.

Air Traffic Control Training should be based on the requirements of ICAO recognised ATS courses such as 051 (Basic), 052 (Aerodrome Control), 053 (Approach Procedural) or 054 (Approach Surveillance).

It is recognised that, at present, The Bahamas has no requirement to train Area rated controllers; however, should this change in the future it is expected that the standards applicable will be in accordance with those covered by ICAO courses 054 (Area Surveillance) and 055 (Area Procedural).

The Bahamas' CAA will only issue a certificate of approval to a training organisation if it is satisfied that the applicant follows the guidance as recommended in this document.

1.4.2 General Guidance for the certification of ATS training organisations

Prior to any application for CAA-B Approval, it is recommended that any organisation that wishes to apply for an approval as an ATS training organisation, only does so after liaising with the CAA-B in order to open preliminary discussions and to seek, where needed, any guidance from CAA-B.

The CAA-B will only accept details regarding courses from organisations that are already certified, or from an organisation that has entered into formal discussions with the CAA-B in order to seek approval.

Organisations wishing to provide approved courses should only expect full approval and certification after satisfactorily demonstrating at least one full course of training to the CAA-B.

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CHAPTER 2

CERTIFICATION OF ATS TRAINING ORGANISATIONS

2.1   APPLICATION

Applications for certification of approval should be submitted to the CAA-B where the applicant has its main place of operation in The Bahamas. Applications can be made on Form ANS 07 and will need to include, inter alia:

- The name and address of the organisation wishing to provide training

- The names of the Accountable Manager, the Head of Training and, the nominated person who will be responsible for communicating with CAA-B

- An organisational chart

- where the training will take place,

- the type of training,

- details of the training to be provided including how the course will be managed including any manuals; and

- course dates.

Applications will only be considered if presented to the CAA-B a minimum of four months prior to the start of any proposed training. The CAA-B will plan to conduct an audit of the organisation which will include an assessment of the training material; the results of the audit will determine if the CAA-B is satisfied that the required standard is met in order to grant a conditional approval to the organisation.

The grant of a full approval will be on condition that the first course is conducted to a satisfactory standard.

2.2   COMPLIANCE

Any organisation that holds a certificate of approval is will need to ensure that it notifies the CAA-B of any proposed changes that may affect its approval prior to making any change. Such changes will include but are not restricted to:

- The name of the organisation

- Any change to the legal status of the organisation

- The address of the organisation

- The type of training provided including changes to any syllabus

- Training plans and/or competency schemes

- Names of the accountable manager or other approved training staff including instructors or examiners

- Any changes to any manuals or management system it may have in place

The CAA-B will conduct periodic checks of an organisation in order to satisfy itself that the organisation continues to fulfil its obligations in accordance with its certificate of approval.

2.3   ADMINISTRATIVE PROCEDURES

In accordance with CAR LIC, training is not to be provided by any organisation unless approval has been granted by the CAA-B

The granting of a certificate of approval will only be given by the CAA-B when CAA-B has conducted an audit, and that it is fully satisfied that the organisation meets any requirements specified by CAA-B.

Any communication between an applicant for a certificate of approval, or an approved organisation and the CAA-B is to be with the Director of ANS oversight at the CAA-B.

CHAPTER 3

INITIAL TRAINING

3.1   GENERAL

As already specified, any training that leads to the issue of a student license or for the issue of an additional rating is to be in accordance with ICAO. Basic Training should include theoretical and practical knowledge that will enable a student to understand and implement basic operational procedures

Training for a specific rating should include theoretical and practical knowledge that will enable a student to understand and provide ATS in accordance with an Aerodrome or Approach control service as applicable.

Students are expected to reach a required standard and attain certain performance objectives through the use of a combination of examination and continuous assessment. It is expected that initial training objectives will include, but are not restricted to knowledge of:

- The Bahamas Civil Aviation Regulations

- The Bahamas AIP

- The Rules of the Air (Annex 2 and CAR OPS 0)

- ICAO Doc 4444

3.2   TRAINING COURSE APPROVAL

3.2.1   Training Course

In the event that an organisation wishes to promote its services, it should not include details regarding course or training plan approval until such time that full CAA-B approval has been granted.

When Initial training plans are to be established, they may be in the form of a Course Design Document (CDD); this should contain a statement from the training organisation's accountable manager that the course(s) meet the standards relating to the relevant ICAO course syllabus.

It is recommended that a CDD is forwarded to the CAA-B in line with the initial application for approval but in any case, not less than eight weeks prior to any planned date to begin training.

An initial training plan or CDD should include as a minimum:

- The composition of the training

- The structure of the training

- The process for the conduct of the training

- Training methods

- Duration of training

- Assessment for prior competency and the provision of any exemptions from elements of the course

- Training personnel qualifications roles and responsibilities

- Process for early termination of training (if required)

- Any appeal processes

- Process for completing and retaining training records

- Process for the review of any plans and submission to CAA-B

Plans or CDDs are to be subject to a document control system with a master copy retained by the provider. An example of the structure of a CDD is as follows:

- **Content**

  o The document should be typed, with paragraphs and pages numbered, following the sequence specified below.

- **Cover page**

  o name of training organisation

  o title of submission

  o version number

  o date of document

- **General**

  In this section, the training organisation should provide:

  o type of training course e.g., ADV, ADI, APP, APS;

  o structure and composition – breakdown of theoretical and practical delivery;

  o the proposed start date of the first course;

  o the number of courses planned per annum;

  o the number of simulator training positions available for the course and therefore the maximum number of students;

o   a chronology for the course showing the order of delivery - e.g., lessons which need to be delivered before a practical phase commences;

o   a timetable of lessons and practical exercises for the course, including details of any self-study arrangements. The timetable should show that briefings relating to practical simulation exercises are provided to the students at appropriate times;

o   an outline of lesson plans showing the topic to which the lesson relates;

o   details of the practical simulation exercises showing how they increase in complexity and traffic loading through the course and the topics to which the practical exercises relate;

o   the practical feedback or reporting forms for the formative practical exercises;

o   the planned assessment scheme including reporting forms showing the practical objectives that are to be met;

o   the process used to obtain student and/or any other relevant feedback on the course;

o   a document that demonstrates where the relevant regulatory content of the course is delivered

3.2.2   Continued Compliance

Training providers are responsible for the update of any training plans and ensuring that they are kept current in accordance with any changes to national or ICAO requirements.

3.2.3   Facilities and Equipment

Any approval granted by the CAA-B will also be dependent on the organisation being able to provide suitable facilities and equipment. General areas should consist of sufficient:

•   Office space for managerial and administrative as well as training staff

•   Rooms for study and testing

•   Library facilities; and

•   Storage areas, including somewhere secure for the retention of training and personnel records.

•   Rest and toilet facilities

Where practical training takes place, facilities should include:

•   Suitable rooms for providing briefing and debriefing; and

- Rooms suitable for the conduct of practical training

Where synthetic training devices (STD) are to be used these should be classified as either a Simulator (SIM) or, a part-task trainer (PTT). The CAA-B is only likely to approve the use of an STD if it can be demonstrated that:

- The device is suitable for the type of training including its display and functionality

- The device is located in a suitable environment for the type of training

- The equipment is able to realistically emulate the desired operational environment (particularly when used towards providing OJT); and

- Where co-located with any operational equipment, it does not interfere with the live operational environment.

CHAPTER 4

STAFFING

4.1 INSTRUCTORS

The CAA-B is unlikely to grant an approval unless it is satisfied that all instructors are suitably qualified and experienced.

Theoretical Instructors are expected to either hold, or have held a recognised ICAO ATS license, or, where this is not directly related to an ATS rating, be qualified in the subject being taught, in addition the instructor should hold an acceptable level of instructional skills and have the ability to be able to provide the appropriate level of training.

Practical instructors are expected to either hold, or have held a recognised ICAO ATS license along with the appropriate rating for the discipline being instructed, along with being able to demonstrate the ability to provide an acceptable standard of instruction expected by the CAA-B such as an OJTI endorsement or STD instructor endorsement.

The CAA-B will not approve an individual to provide OJTI unless that individual holds an accepted OJTI endorsement.

Whilst it is recognised that there is no requirement for a theoretical or practical instructor to hold a valid medical, any instructor providing OJT should not do so in an operational environment unless a valid medical certificate is held.

4.2 EXAMINERS AND ASSESSORS

In order to obtain an approval from the CAA-B, the organisation will need to demonstrate that its examiners, and any assessors, are suitably qualified and experienced. This will include a need to conduct, under supervision, at least two assessments/examinations observed by CAA-B.

The CAA-B will also expect any examiner or assessor to at least have held, or currently hold an ATS licence endorsement in the associated discipline.

4.3 SIMULATOR STAFF

Simulator input staff are expected to be appropriately trained to conduct the tasks relevant to ATS training.

The CAA-B is unlikely to grant an approval until it can be demonstrated that simulator staff are competent to carry out the tasks relevant to ATS training,

Individuals should not be utilised to deliver ATS practical training until they have satisfied the organisation that they are able to carry out the relevant tasks associated with ATS training including, where the use of RT is required, individual staff members are proficient in the use of aviation phraseology in accordance with ICAO Doc 9432.

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CHAPTER 5

CONDUCT OF INITIAL TRAINING

5.1   COMPLIANCE

Each training course should comply with the relevant CAA-B course approval. The accountable manager is responsible for ensuring that there are appropriate processes in place such that, theoretical and practical instruction is given in accordance with the relevant regulations with respect to both content and delivery.

In the event of any unexpected circumstances which may involve issues regarding compliance with the course approval, the organisation should contact the CAA-B for advice.

Within the constraints of any course approval, changes to a programme, lesson material or delivery methods may be made without reference to the CAA-B although such changes should be recorded and made available on request to CAA-B.

Training times may be adapted in accordance with the learning rates of individual students.

Provided these are within 10% of the time normally spent on a particular subject or phase, no notification to the CAA-B is required.

5.2   RECORD KEEPING

Training organisations are to ensure that all students have comprehensive records kept during the course of their training. It is extremely important that records are kept up to date and that instructors are aware of the importance of keeping honest and detailed records for each student and phase of training.

The CAA-B will not issue a full certificate of approval until it is satisfied that the training organisation's method of record keeping meets the needs of both the organisation and students in order to provide a comprehensive record of training.

It is also expected that the training organisation maintains records of course development and, where applicable, any assessments of prior competency or language assessments that may have been conducted.

The following is a suggested list of records that should be retained by a training provider. This list is not to be considered as exhaustive:

- The TO should maintain records to show that each student has undertaken, in full, the approved course of training.

- Where periods of absence have occurred, records should show how missed training has been recovered.

- The following records (electronic or paper) should be retained permanently by training providers who provide initial training:

o   TO Exposition (current master copy).

o   TO Initial Training Plan/Course Design Documents (current master copies).

- Training and assessing records (electronic or paper) should be retained for 5 years following the completion of a course, as follows:

  o   course nominal rolls;

  o   list of course managers, instructors and assessing staff for each course;

  o   written assessment question papers;

  o   written student answer papers;

  o   oral examination reports including questions asked and records of student responses;

  o   practical training and assessment reports;

  o   consolidated course results sheet with final assessment/exam for each student;

  o   course log detailing changes made to the course conduct and any significant events affecting the running of the course;

  o   attendance records and any course programme changes made to accommodate student absence to ensure any missed was recovered; and

  o   evidence that each student has a copy of the TO's appeal procedure.

- Records of instructional, simulator input and assessing staff competence, showing:

  o   name and forename;

  o   air traffic controller licence qualifications, if appropriate, including:

  o   licence number; and

  o   State where licence issued

  o   ratings and licence endorsements held and unit endorsement records.

  o   details of OJTI, and where relevant any evaluator, verifier and/or assessor training undertaken; and

  o   details of competence training and date(s) of last relevant competence check(s) undertaken at the training provider.

  o   Records of audits

5.3   COURSE OBJECTIVES

5.3.1   General

Each course prepared by a TO should include a set of objectives that are expected to be achieved by students prior to successful completion.

Objectives should cove the entirety of expected theoretical knowledge, practical exercises and where required, any OJTI training needed in order to meet and maintain the necessary skills to be able to provide a safe, orderly and expeditious air traffic control service.

Training objectives should, as a minimum, include but are not restricted to the following:

5.3.2   Aerodrome Control

- Aviation Law

- Details on the CAA-B

- Make-up of The Bahamas AIP particularly information pertaining to Aerodromes

- Format of ATS licensing requirements and privileges of an Aerodrome Control Rating

- Knowledge based on ICAO Doc 4444 with particular emphasis on:

  o   General provisions for ATS

  o   Separation methods

  o   Separation in the vicinity of an aerodrome

  o   Procedures for aerodrome control service

  o   Flight information and alerting services

  o   Coordination

  o   Phraseology

  o   Meteorology relating to an Aerodrome Control Service

  o   Training in the handling of unusual circumstances and emergency situations

  o   Incident reporting

  o   Safety Management

- Duty limitation hours

Approach Control training objectives should be as per the above list relevant to the provision of Approach Procedural and/or Approach Surveillance services:

• Search and Rescue

• Format of ATS licencing and privileges of an Approach control rating

• Aviation law

• Knowledge of The Bahamas AIP particularly information regarding the movement of traffic between islands and overseas states (including IFR & VFR and the difference between IMC/VMC and IFR/VFR)

• also based on ICAO Doc 4444 with particular emphasis on:

    o   Separation standards

    o   Integration with Aerodrome, Area Control and coordination with other ATS units

    o   ATS Surveillance Services

    o   Phraseology

    o   Training in the handling of unusual circumstances and emergencies

CHAPTER 6

ASSESSMENTS AND EXAMINATIONS

6.1   GENERAL

It is essential that TO have in place a robust process for the conduct of training assessment and examinations. These processes will be reviewed by the CAA-B as part of the approval process and should, therefore be as clear and concise as possible.

Examinations and assessments should cover the objectives described in the previous section of this document. Students should not be assessed or examined in any subject that either does not appear on the course syllabus but more importantly, may be included in the syllabus but has not, for whatever reason, been taught prior to an assessment or exam.

Each course should include at least one written and one oral examination together with a practical assessment as determined by each course objective.

Unless otherwise advised, and there is a valid medical or other reason for absence, candidates will be assumed to be fit to be assessed or examined at the appropriate time. Candidates should not expect to be able to appeal against an unsatisfactory result unless either prior notification for absence is given to the TO or, where this is not possible, the TO can be satisfied that there is just cause for absence.

TOs are expected to supply candidates with any results pertaining to an assessment or examination in a reasonable period of time, which should, in any case, be no longer than two working days.

6.2   ASSESSMENTS

Those courses that include periodic assessments, be they for the issue of a rating or unit endorsement, should only be conducted by a suitably qualified and experienced person approved to conduct assessments.

It is recommended that courses for the issue of a rating include at least five practical exercises which should be completed and assessed in order to determine whether a candidate meets the required standard to progress to the next level or requires additional training in order to meet the standard necessary to progress to the next stage of training.

Where an assessment requires the use of a simulator, the equipment should be serviceable throughout the period of an assessment. In the event of any equipment failure, Assessments should not be considered as valid unless it contains at least a run of thirty minutes of unbroken practical demonstration.

A suitably qualified and experienced instructor should complete a comprehensive and detailed report for each assessed exercise. Reports should be signed by the instructor and the person responsible for assessing each exercise.

Exercises used for assessments should not be used for day-to-day practical training and should not in any way, be available to candidates prior to an assessment.

6.3   EXAMINATIONS

Wherever possible, examinations should be conducted with the candidate in attendance under supervised at the TO's premises. However, it is recognised that this may not always be possible.

Where it is not possible for a candidate to sit an examination by physically attending the exam venue, arrangements should be made for the examination to be completed via electronic means on a secure portal. Whilst it is difficult to do so, in such circumstances, TOs should make arrangements to ensure that where an examination is considered to be 'closed-book', there is no opportunity for a candidate to utilise pre-prepared notes or have access to reference materials.

The following is a recommended list of items to be considered for written examinations:

(a)   Entering the examination room:

Candidates should plan to arrive at the examination room 10 minutes before the scheduled start time. No one should enter the examination room more than 30 minutes after the start time.

(b)   Leaving the examination room:

No one should leave the examination room during the first 30 minutes or the last 15 minutes of the examination

(c)   Supervised Absence

No candidate should leave and return to the examination room during an examination unless supervised by an invigilator while absent.

(d)   Communications during an examination:

Unless authorised by the invigilator, candidates should not communicate with any person other than the invigilator

(e)   Permitted items:

- Wrist watch (not smart watches)

- Non-programmable calculator

- Soft drink (not fizzy)

- Writing implements suitable for the examination

(f)   Prohibited items:

- Unauthorised material (including revision notes) or equipment relevant to the exam

- Coats, bags and hats (should be left in the designated area)

- Electronic devices which can store material (including pictures) access the web, send emails etc. This includes mobile phones, programmable calculators or other valuables (should be switched off and should be placed on the nominated desk)

- Food

(g)   Cheating   In particular it is a disciplinary offence for a candidate to:

- Have unauthorised items or texts at his or her desk in the examination room during the examination;

- Make use of unauthorised items or texts during the examination;

- Copy from the script of another candidate during the examination;

- Dishonestly receive help from another person during the examination;

- Dishonestly give help to another person during the examination;

- Act dishonestly in any way, whether before, during or after the examination, so as to assist another candidate to obtain an unfair advantage in the examination.

Should a candidate be suspected of cheating during the examination, the invigilator should remove from the candidate any unauthorised material, indicate on the candidate's script that it has been confiscated due to suspected cheating, and remove the examination paper including any other script or material.

TOs should determine a policy, agreed with the CAA-B, on whether or not a candidate will be given further examination books and permitted to complete the examination. Invigilators should seek an explanation from the candidate at the end of the examination, and submit an incident report to the Training Centre Management.

It should be explained to candidates that in the event that a candidate feels ill during an exam the invigilator should be immediately informed. Similarly, in the event that there is any other form of distraction, e.g., excessive noise that may cause an adverse effect on a candidate's performance, this should be reported at the time of the occurrence.

In the event of a fire alarm or other emergency necessitating the evacuation of the examination room, the invigilator should instruct candidates to stop writing and leave their answer books on their desks. The building fire and evacuation procedures should be followed with no-one being permitted to re-enter the building until such time that the building has been declared safe. In such circumstances the CAA-B is to be informed and will agree to any rescheduling that may be necessary.

6.4 ASSESSMENT AND EXAMINATION OUTCOMES

A student who does not achieve a satisfactory practical assessment should be deemed to have failed the course.

A student who does not achieve a satisfactory result after two consecutive attempts at a written or oral examination should be deemed to have failed the course.

In the event of a student failing a course, the TO should have in place a process to perform an analysis of a student's record of training in order to enable the student to recommence training at a certain period during a course that is deemed suitable by the TO. Such a process should be agreed with the CAA-B.

If a period of more than twelve months has elapsed since the date of failure, the training organisation should carry out an assessment and/or examination of the student's retained knowledge and skills to determine the point at which the student may be re-coursed.

A student unsuccessful at a second attempt at a course may be required to undertake that course in full, or as determined by the TO's course approval as agreed with the CAA-B.

If, during initial training, a period of more than twelve months separates the successful completion of basic training and the commencement of the first rating training course, it is essential that the TO carry out an assessment and/or examination of the student's retained knowledge and skills and, if necessary, require the student to attend a period of refresher training before commencing rating training.

6.5 APPEALS

TOs should establish, agree with the CAA-B and publish an internal appeal procedure for examinations and assessments.

Any student who believes he/she has been disadvantaged by the conduct of an examination and/or assessment should have a right of appeal. Such an appeal does not apply to disagreement over a professional judgement.

TOs should maintain records which show that students have acknowledged receipt of the appeal procedure.

Students should be informed of the TO's appeal procedure and of their right to appeal against the conduct of an assessment.

A student who has attempted an examination and/or assessment should not be permitted to subsequently appeal on the grounds of medical fitness.

CHAPTER 7

ENGLISH LANGUAGE PROFICIENCY ASSESSMENTS FOR CONTROLLERS

7.1   ASSESSMENT SCHEMES

Whilst English is the national language of The Bahamas, it is recognised that there are many different accents and dialects around the World associated with native English speakers. With this in mind, it is essential that individuals are able to communicate effectively using English in a clear and concise manner that will be understood potentially by pilots whose first language is not English.

The CAA-B requires that the initial assessment for an English language endorsement for an ATSO licence should normally take place during initial training during an advanced phase of an air traffic controller rating course.

English Language Proficiency at Expert Level (Level 6) of the ICAO Language Proficiency Rating Scale should be conducted by TO assessors during a student's first initial rating course.

7.2   PROCESS FOR ENGLISH LANGUAGE PROFICIENCY ASSESSMENTS

Initial training assessors need to have a good understanding of the ICAO Language Proficiency Requirements and in particular the Holistic Descriptors for Expert Level (Level 6) as described in ICAO Doc 9835.

Assessments should be carried out as part of the practical element of the course on a simulator during an advanced exercise of the rating course.

If, during this assessment, a candidate does not demonstrate English Language Proficiency at the Expert Level (Level 6) of the ICAO Language Proficiency Rating scale, a further assessment should be performed to determine the Language Proficiency Level of the candidate.

This assessment should be undertaken by a minimum of two English Language Proficiency assessors who have been approved to conduct such assessments for air traffic controllers by the CAA-B.

7.3   REQUIREMENT

Assessment of English Language Proficiency against the ICAO Language Proficiency Rating Scale should be undertaken when:

- a student has failed to demonstrate Language Proficiency at the Expert Level (Level 6); or

- an English Language Proficiency Endorsement at Level 4 or Level 5 held by an air traffic controller licence holder is due for a revalidation or renewal;

- specifically required by the CAA-B.

In order to be able to conduct language assessments, the TO will need to be approved to do so by the CAA-B.

Language assessments should be in accordance with the guidance in ICAO Doc 9835, conducted by at least two assessors of which one should be a qualified ATSO. Assessments should be conducted, at least in part on a simulator or in a simulated environment.

Assessments should elicit plain language together with both standard and non-standard RTF phraseology. Assessments should be capable of differentiating between Levels 3, 4, 5 and 6 of the ICAO Language Proficiency Rating Scale.

Assessments should enable evaluation of all 6 elements of the ICAO Language Proficiency Rating Scale, being: pronunciation, structure, vocabulary, fluency, comprehension and interaction.

Assessments should enable recording against each of these six elements.

7.4   RECORDS AND DOCUMENTATION

TOs should maintain records of all language proficiency assessments in accordance with existing requirements for record-keeping in respect of approved course assessments.

The outcome of assessments should be recorded on a certificate that is to be issued to the individual. The certificate should include:

- full name, date of birth and air traffic controller licence number (where held) of the individual to whom the certificate is awarded;

- name of the assessing organisation;

- level of English language proficiency awarded, in accordance with the ICAO Language Proficiency rating scale;

- the date the English language proficiency assessment was undertaken; and

- name, signature and position of the assessing organisation representative issuing the certificate

The outcome of any assessment should be reported as part of an individual student's records to the CAA-B as part of any licence application.

CHAPTER 8

ASSESSMENT OF PREVIOUS COMPETENCE (APC)

8.1   REQUIREMENT

An assessment of previous competence (APC) is required for student air traffic controllers or air traffic controllers who have not exercised the privileges of their licence/rating for specified periods of time or an air traffic controller who holds a licence issued by another State and wishes to provide an ATS in The Bahamas.

In the case of a student ATSO, an APC is required if training has not commenced within 12 months of completing the initial rating training.

In the case of a licenced controller, an APC is required if that controller has not exercised the privileges of a particular rating for a period of four or more consecutive years. In addition to the requirements above, an assessment of previous competence may also be required at the direction of the CAA-B.

APCs should be carried out by a CAA-B certified training organisation authorised to conduct initial training, and should be assessed against the objectives of the relevant rating course by assessors competent to assess that rating.

8.2   CONDUCT OF APCS

Candidates who are required to undertake an assessment for previous competence should apply to the CAA-B's ATS Licensing Referral Officer at ats.licensing@CAA-B.aero in order to confirm their eligibility to do so. A letter of eligibility will be issued to the candidate of which a copy should be submitted to the training organisation who intends to conduct the APC. A Training organisation should not conduct an APC without the CAA-B letter of eligibility.

Proposals from certified TOs for the conduct of assessments for previous competence should include details of APCs to be used.

TOs approved to conduct assessments for previous competence should make every attempt to notify the CAA-B at least 30 working days before any APC is planned to take place but not less than 10 working days in any event.

Prior to undertaking an APC, candidates should be interviewed and, if necessary, sit an examination to enable assessment of any present level of knowledge, understanding and experience after which the TO will make a decision as to whether a written and/or oral examination is necessary in addition to a practical assessment.

Based on evidence from the interview and/or examination(s), a candidate may sit one or more exercises at the same standard as those used on an approved course relevant to the rating being assessed.

Prior to permitting a candidate to commence unit training, the CAA-B will require sight of the APC report which should include:

(a)   recommendations to either progress onto unit training; or

(b)   to address those areas in need of additional training.

In the event that additional training is needed, in consultation with the CAA-B, it should be decided if this may be delivered at the TO or at the relevant unit depending on the subject matter.

In circumstances where additional rating training is required to bring an individual up to rating standard again, the scenario may arise where the individual fails to achieve the rating standard following the additional training. In this event, consultation with the CAA-B should take place as licensing action may be required.

An individual who has completed an APC should have full access to the APC report, whether it be successfully completed or otherwise.

An example of an APC report is shown below:

Rating	
Name	
Licence number	
Dates of APC programme	
Interview observations	
ELA (if required)	
Written test result (if required)	
Verbal assessment result (if required)	
Practical result	
Recommendation for any training required or to progress onto unit training	
Assessor name	
Assessor signature	
Report date	

Table 1 - Example APC Report

CHAPTER 9

UNIT TRAINING

9.1   GENERAL ADMINISTRATIVE PROCEDURES

A training organisation who intends to provide unit training should submit an application and follow the processes described in Section 2 of this document in order to obtain CAA-B certification.

A training organisation who intends to provide evaluator and verifier training should submit a training plan.

9.2   UNIT TRAINING PLAN

9.2.1   General

Every air traffic control unit should have a unit training plan (UTP), approved by the CAA-B. UTPs should contain a list of the unit endorsement courses (UEC) for each unit endorsement at the unit. The UEC should contain at least the following:

(a)   A transitional training phase;

(b)   A pre-OJT phase followed by an OJT phase

All UECs should be submitted to the CAA-B for approval. Adapted UECs may, from time-to-time be agreed with the CAA-B where it is known that an ATSO under training (UT) has held relevant previous experience.

Whilst these phases should be described separately in detail they may be delivered as an integrated course. UECs should include a detailed syllabus along with clearly defined objectives which should include theoretical knowledge and practical training objectives relevant to the rating being exercised.

9.2.2   Development of unit training plans

It is recommended that, subject to the size and complexity of a unit, one of the following should be adopted and agreed between the unit and the CAA-B.

(a)   A level 1 UTP managed by the Unit Training Manager and the OJTIs; or

(b)   A Level 2 UTP managed by the Unit Training Manager and a number of qualified evaluators and verifiers

9.2.3   Phases of unit training

Because all operational ATS units are different, controllers under training (UTs) it is recognised that there may be a need to conduct specific unit training in addition to initial training prior to starting live OJT.

Unit training may vary, from a UT being required to become familiar with the local area and unit procedures, to complex courses using high fidelity simulators to prepare for high traffic levels and/or complex unit procedures.

Units should notify the CAA-B when a candidate commences a unit training plan. Unit training may be divided into the phases as described above in 9.4 and may, depending on the type and complexity of traffic, require an additional and final phase which is specific to handling dense and complex traffic situations.

9.2.4 Administration procedures

In order to ensure continued approval, TOs should submit to the CAA-B a UTP and a UEC for each unit endorsement at the unit, and should notify the CAA-B of any proposed changes and amendments to their UTP.

9.2.5 Contents of a UTP

A UTP should contain at least the following contents:

- ratings and endorsements for which the training is conducted;

- the structure of the unit training;

- the list of unit endorsement course(s)

- the process for the conduct of a unit endorsement course;

- the training methods;

- the minimum duration of the unit endorsement course(s);

- process for adapting the unit endorsement course(s) to take due account of the acquired ratings and/or rating endorsements and experience of applicants, when relevant;

- processes for demonstrating theoretical knowledge and understanding, including the number, frequency and type of, as well as pass marks for examinations, which should be a minimum of 75 % of the marks allocated to these examinations;

- processes for assessments conducted in an operational environment, including the number and frequency of assessments;

- training personnel qualifications, roles and responsibilities;

- process for early termination of training;

- the appeal process;

- identification of records to be kept specific to the unit training;

- a list of identified abnormal and emergency situations specific for each unit endorsement;

- process and reasons for reviewing and amending the unit training plan and its submission to the competent authority.

The review of the unit training plan shall take place at least once every three years.

UTPs will be required to be approved by the CAA-B.

Where a UTP includes training ATSOs to provide Surveillance Radar Approaches (SRAs), it should specify a minimum number of Surveillance Radar Approaches which a student or trainee controller should complete prior to an assessment of competence being undertaken.

In the case of SRAs terminating at not less than 2 miles from touchdown, it is recommended that the minimum number should be 25 for the first award of an SRA endorsement, and at least 10 for subsequent endorsements. In the case of SRAs terminating at less than 2 miles, it is considered the numbers should be 50 and 25 respectively.

Providers of air traffic services should ensure that UTs are kept aware of their progress, including any areas where improvement is required including any goals needed to be achieved to successfully complete training.

To prevent fatigue, providers of air traffic services should ensure that provision is made to ensure that UTs are provided with the same breaks from operational duties as if they were qualified ATSOs at the unit.

Providers of air traffic services should ensure that a report of the student and/or trainee air traffic controller's performance is completed after each training session and that the reports should be sufficiently detailed to enable other OJTIs to determine the strengths and weaknesses of the trainee, together with his level of competence. These reports should be completed at regular intervals.

Units should expect the CAA-B to conduct audits of all aspects of any training being conducted at a unit.

Where units provide refresher training in a live traffic situation to controllers who are employed as instructors at an approved TO, the provider of air traffic services should capture the process for competence which ensures that such controllers are sufficiently prepared before undertaking such training under the supervision of an OJTI in the UCS.

9.3   EVALUATION AND VERIFICATION

9.3.1   Requirement

It must be understood that in the context of ATS training there is a clear difference between an examination and an assessment. Examination is the testing of theoretical knowledge which can be done by a written and/or oral test. Assessments are considered to be practical tests.

It is recommended that the pass mark for examinations should be at least 75%. Assessments should be conducted at least once after OJTI in the applicable operational environment under normal operational conditions.

In the case of pre-OJT when training is conducted on a synthetic training device, an assessment should be conducted on that device prior to proceeding onto live OJT. (There may also be occasions when it is necessary to use a simulator to train certain scenarios which might not be regularly encountered in live OJT).

It is recommended that units adopt an evaluation/verification system of level checks to facilitate progression along a UEC which requires evaluators and verifiers; this is to distinguish between that of an assessor who conducts assessments for the issue of a unit endorsement therefore where the regulation refers to assessment for a UEC this equates to evaluation in this document.

Providers of air traffic services should ensure that the training progress of student and/or trainee air traffic controllers undertaking unit training is assessed:

(a)   at a unit with a Level 1 UTP, by an OJTI;

(b)   at a unit with a Level 2 UTP, by a unit evaluator authorised by the CAA-B.

9.3.2   Unit evaluators

To conduct evaluations on a UEC a controller should:

* hold a valid rating and rating endorsement(s), at that unit in the rating to be evaluated;

* be a practising OJTI for at least one year immediately prior to becoming an evaluator;

* have successfully completed an approved course of evaluator training;

* provide evidence of having satisfactorily conducted at least two evaluations in accordance with the UEC under the supervision of a qualified evaluator in the rating(s) they will be evaluating; and

* be assessed by a unit verifier as competent to conduct evaluations.

ATSOs authorised to assess on a UEC should only evaluate the progress of trainees at that unit. Authorisation to evaluate training progress does not confer the privilege to sign a unit endorsement associated with the air traffic controller licence.

On transferring to another unit, the details above apply.

9.3.3   Roles and responsibilities

Unit evaluators are responsible for:

(a)   the conduct of individual evaluations;

(b)   collecting and collating evidence of the trainee's performance;

(c)   grading the trainee's performance; and

(d)   reporting findings, in accordance with the UEC and UTP.

9.4   PROVIDERS OF AIR TRAFFIC SERVICES

9.4.1   General

Providers of air traffic services at units where they are responsible for the provision of air traffic control services should have processes, procedures and competent personnel to ensure that:

(a)   the controllers they nominate to be unit evaluators are appropriately licensed and meet the experience requirements in paragraph 9.30 above;

(b)   the unit has sufficient unit evaluators;

(c)   unit evaluators are competent to evaluate training progress on the UEC;

(d)   a list of unit evaluators is maintained at the unit.

9.4.2   Requirement

Providers of air traffic services should ensure that any evaluation process associated with Level 2 UTPs is verified by unit verifiers authorised by the CAA-B.

9.4.3   Unit verifiers

To verify the evaluation progress on a UEC, controllers should:

(a)   have held an evaluator qualification at that unit for at least one year;

(b)   have successfully completed an approved course of verifier training;

(c)   provide evidence of having satisfactorily conducted, under the supervision of a qualified unit verifier, at least two evaluations in the rating(s) they will be verifying: and

(d)   have been assessed as competent to carry out verification of the evaluation process.

Providers of air traffic services should ensure that a list of unit verifiers is maintained at the unit. Controllers who are authorised to verify Assessments process on UECs should only verify evaluations on the UEC at that unit.

Authorisation to verify the evaluation process does not confer the privilege to sign a unit endorsement associated with the air traffic controller licence. On transferring to another unit, a verifier will have to satisfy the criteria expected at the new unit.

Unit verifiers are responsible for:

(a)   ensuring evaluations are correctly conducted in accordance with the requirements of the UEC and UTP;

(b)   establishing best evaluation practice;

(c)   ensuring that the result can be justified by the evidence;

(d)   giving feedback to evaluators and providers;

(e)   assessing the competence of evaluators.

9.4.4   Providers of Air Traffic Services

Providers of air traffic services at units where they are responsible for the provision of air traffic control services should have processes, procedures and competent personnel to ensure that:

(a)   the controllers they nominate to be unit verifiers are appropriately licensed and meet the applicable experience requirements;

(b)   the unit has sufficient unit verifiers;

(c)   unit verifiers are competent to verify Assessments process associated with the UTP; and

(d)   a list of verifiers is maintained at the unit.

9.4.5   Truce Assessments

Assessments for a controller's competence to handle unusual circumstances and emergency situations as part of the UEC should be conducted by Evaluators.

9.5   APPROVAL OF UNIT TRAINING PLANS

9.5.1   Requirement

The CAA-B requires that all ATS units are to have an approved UTP. Units should submit a unit training plan and unit endorsement courses to the CAA-B. Guidance for the development of a UTP is shown below:

9.5.2   Unit training plan documentation

A UTP should be approved by the CAA-B and include the following:

• ratings and endorsements for which the training is conducted;

• the structure of the unit training;

• the list of unit endorsement course(s);

- the process for the conduct of a unit endorsement course;

- the training methods;

- the minimum duration of the unit endorsement course(s);

- process for adapting the unit endorsement course(s) to take due account of the acquired ratings and/or rating endorsements and experience of applicants, when relevant;

- processes for demonstrating theoretical knowledge and understanding including the number, frequency and type of, as well as pass marks for examinations, which should be a minimum of 75 % of the marks allocated to these examinations;

- processes for the assessment, including the number and frequency of assessments;

- training personnel qualifications, roles and responsibilities;

- process for early termination of training;

- the appeal process;

- identification of records to be kept specific to the unit training;

- a list of identified abnormal and emergency situations specific for each unit endorsement;

- process and reasons for reviewing and amending the unit training plan and its submission to CAA-B. The review of the unit training plan should take place at least once every three years.

9.6   PHASES OF UNIT TRAINING

9.6.1   Structure

Unit training is broken down into three phases, Transitional, Pre-OJT and OJT. Pre- OJT may only be appropriate at large, complex units where simulator facilities are available. Unit training may therefore consist of all three phases, or just transitional training and OJT. Whatever the structure of your unit training, the phases of training should be identified in your UTP. A student/trainee should demonstrate that the required standard for each of the objectives for each phase of training are met before being allowed to commence the next phase.

9.6.2   Transitional training phase

The objective of transitional training is to take students/trainees from the level of knowledge and skill they will have reached on successful completion of initial training to a level where they can commence pre-On- the-Job Training (pre-OJT), or, at smaller units with no pre-OJT, proceed directly to OJT.

Transitional training consists generally of classroom sessions or guided self-study during which the student learns about the unit, its environment, associated airspace and ATS procedures.

Training and assessment in the application of ATS procedures may include the use of part task and full task training on simulators that do not replicate the operational environment to a high level of reality. The success of this training, that is, the results of written or oral assessments and, where appropriate, practical exercises should be assessed before progression to the next phase of training.

The simulators used during transitional training will be approved as part of the UTP approval process, the ATS organisation being required to demonstrate how the simulator and the associated exercises will provide adequate support for the particular training plan.

The simulations carried out in this phase will relate to specific parts of the controller's task which build towards the full task. This may include issues such as airspace familiarisation, an introduction to basic ATS techniques used at the unit and equipment training. Although the skills being learned during this phase are a series of individual tasks, the terminal objectives should still be stated, i.e., when measured against the performance objectives, what the students/trainees are expected to know and to be able to do at the end of this phase of training.

9.6.3 Pre on-the-job training

This term is interpreted to indicate that pre-OJT is the phase where individual tasks, learned during transitional training, are integrated into simulation of the whole task. Students should meet the terminal objectives for this phase of training if they are to proceed to on-the-job training (OJT).

Pre-OJT is a safety-critical phase of the training during which students/trainees will integrate all previously learned procedures and routines, including national ATS procedures, into the decision-making process and learn to allocate priority.

Particularly at busier units, pre-OJT training has the advantage of freeing up operational training slots enabling the student/trainee to operate in a realistic operational environment with considerable autonomy without any impact on operational efficiency or safety. Students/trainees who have undergone pre-OJT training should be better equipped to benefit from OJT and to adapt to the operational environment.

The terminal objectives of pre-OJT should be fully stated and should be justified in terms of what the student/trainee should know and be able to do, prior to commencing OJT.

At some units, such as small, relatively quiet aerodromes, there will be no pre-OJT and students/trainees will go directly from transitional training to OJT. They will apply and integrate the procedures, learned during the transitional phase, while training in the live environment.

The quality of any simulator will determine the extent to which it may be used in the training plan. Simulators for pre-OJT should be able to generate the operational environment to the extent that all ATS procedures relating to a particular operational position or sector can be applied at the same time. This does not necessarily mean that the simulator should be a faithful representation of an operational position, but it should enable the student/trainee to meet the stated terminal objectives of this phase of training.

A simulator for ground movement control could be a 2-D plan view of an aerodrome.

During the transitional phase, it may be used to meet a specific training objective, such as requiring a student/trainee to give arriving aircraft the appropriate taxiway routing to their allocated stands when a specific runway is in use. In the pre-OJT phase, it could be used to assess, at the same time, other training objectives, for example, requiring the student/trainee to taxi departing aircraft to the departure runway holding points in the appropriate order for departure. Similarly, surveillance simulators which do not use the same display or communications equipment or visual displays as operational equipment, but which accurately replicate the airspace, aircraft types and traffic loadings could be used for pre-OJT.

It is important to note that simulators used during pre-OJT should not result in students/trainees learning routines that they are subsequently required to unlearn during OJT. Any such limitations will result in a corresponding limitation in the use of the simulator for pre-OJT.

9.6.4   On-the-job training (OJT)

During this phase students/trainees will be providing an air traffic control service under the supervision of an On-the-Job Training Instructor (OJTI) who should hold a valid rating appropriate to the service being provided.

All phases of training should be reported upon and assessed before the student/trainee commences the next phase, and particularly OJT. Reports of these assessments should be included in the student/trainee records and be available for audit by the CAA.

9.6.5   Unit endorsement course

The starting point for a unit developing its first training plan will be the terminal objectives of the initial rating training courses conducted by organisations of initial training. Units should therefore familiarise themselves with the knowledge and skills the initial training organisations require a successful candidate to have demonstrated.

9.6.6   Unit training prior to OJT

Although the unit training conducted before OJT does not directly impinge on safety, it should provide a sound basis on which the safety critical OJT will be built. Your unit will need to assess what students/trainees should know and be able to do before they are allowed to start OJT. This assessment will determine the training objectives and establish whether it will consist of transitional training alone, or transitional and pre- OJT training. The objectives of this phase (or phases) of training should be documented to ensure that the students/trainees are aware of what they have to achieve before commencing OJT and to enable the OJTIs to be confident about what students/trainees know and are able to do.

Units should take the following into consideration when developing a UTP:

(a)   Skills required to operate equipment including:

(1)   data input;

(2)   ATS surveillance system(s);

(3)   ground movement surveillance;

(4)   information systems;

(5)   communication systems.

(b)   The task including:

(1)   local and adjacent environment;

(2)   local ATS procedures;

(3)   co-ordination within the unit and with other ATS units or agencies;

(4)   the level of decision making and negotiation skills required;

(5)   requirement for specialist controlling techniques;

(6)   the tolerance of the environment to controlling errors;

(7)   unusual circumstances and aircraft emergencies.

(c)   The traffic levels:

(1)   the periods during which traffic levels are appropriate to introduce students/trainees to OJT;

(2)   acceptable loss of efficiency to aircraft operations.

(d)   The training environment:

(1)   facilities for monitoring and intervention;

(2)   availability and types of simulations;

(3)   opportunities for retraining;

(4)   the training commitment (number of students/trainees engaged in OJT).

9.6.7   Task analysis

The training for any task should start with a task analysis to determine what knowledge and skills need to be taught to enable the student/trainee to do that task.

9.6.8   Air Traffic Controllers – Performance objectives

As part of a UTP, units will need to include detailed training objectives. These objectives should be relevant to the unit's local ATS instructions and standard operating procedures.

Note: Examples of objectives are available in ICAO Doc 10056

9.7   DEVELOPING TRAINING OBJECTIVES

Objectives should indicate what is required of students/trainees and reflect the way in which they will be assessed. It is useful to think of the phrase 'a student/trainee should be able to' as prefixing every objective. It is therefore inappropriate to require a student to 'know' the aerodrome layout. The objective could be expressed as: 'Using an outline map of the aerodrome, indicate the runway designations, holding points and taxi routes'. If instead of using a map an OJTI wanted to test the student/trainee's knowledge of an aerodrome orally, the objective could be: 'From the visual control room, indicate and name the runways, taxiways, holding points, etc.'

Units should avoid having a large number of objectives and this may be achieved by writing general objectives. Although a student/trainee should, for example, be able to name the visual reporting points (VRPs) and give their position, a separate objective is not required for each VRP. Oral examination objectives could be as simple as: 'Name and give the position of the VRPs', and at a later stage during OJT: 'Use the VRPs to integrate inbound VFR traffic into the circuit'. Specific objectives will only be required where a particular unit procedure varies significantly from national procedures or from other unit procedures.

9.8   TRANSITIONAL TRAINING

9.8.1   Initial Training Course

The initial training courses will deliver student air traffic controllers who have demonstrated their ability to apply basic ATS procedures in a simulated environment. Transitional training objectives will therefore be focused on the local ATS procedures and the ATS environment, for example aerodrome layout, taxi routes, associated airspace, etc. Although it is convenient to teach students all the local ATS procedures during Transition Training, it is unrealistic to expect them to retain this theoretical knowledge, particularly where they do not practice its application using simulation. It may be appropriate to phase in the training of some ATS procedures while the students/trainees are undertaking OJT. Where additional theoretical training is conducted during OJT, it should be noted in the training plan.

9.8.2   Pre-OJT training

The objectives for pre-OJT will relate to application and demonstration of the ATS procedures learned during transitional training in a simulated environment. The objectives for assessment using a simulator will be similar to those for OJT, but where necessary they should reflect any limitations imposed by the simulator.

9.8.3   OJT

During OJT the progress of students/trainees should be regularly assessed.

These assessments are normally made at 50-hour intervals, but other time periods may be appropriate. Whatever the period selected; units will have to decide what objectives a student/trainee of average ability can be expected to have achieved by the end of each training period.

Assessments conducted at the end of each selected period are known as 'level assessments', for example, 'level 50 assessment' or 'level 100 assessment', etc. However, assessment of the 100 level will not necessarily be at 100 hours; a slow student may take 120 hours to meet the 100 level objectives. On the other hand, an experienced trainee controller, who already holds the rating in which he is undertaking OJT, might reach the 100 level in less than the target time and may be accelerated through the training plan.

Objectives developed for the level assessments should be referenced against the Topics and Sub-Topics from the performance objectives. Objectives for successive assessments should allow for a steady progress through the OJT phase of training, leading to a final assessment at a level where students/trainees will be expected to demonstrate their competence to provide a safe ATS service without support from the OJTI.

The OJT phase is also a time when students/trainee's knowledge and understanding of the application of local ATS procedures should be reinforced. OJTIs should question students during the pre-brief and explain the use of procedures if students are unsure of their application.

This should also be done during de-brief if the student's performance indicates a lack of knowledge of ATS procedures or a misunderstanding of their application.

9.8.4   Setting targets

The UTP should include targets for the student/trainee based upon the expectations of the unit. The rate at which a trainee develops will be determined by many factors including the complexity of the unit, the trainee's background or experience, the ability to absorb information and to develop skills. The plan should take as its base-line an average student/trainee who has recently qualified from a training organisation, but should have an element of flexibility built in to allow for different rates of learning. However, all students/trainees and trainers should be aware of the targets and expectations of the training system.

Students/trainees should be kept aware of their progress, including any areas where improvement is needed and the goals, they should achieve to successfully complete the training.

9.8.5   Progress/Training reports

A report of the student/trainee's performance should be completed after each training session and should be sufficiently detailed to enable other OJTIs to determine his/her strengths, weaknesses and level of competence.

Units may find it useful to complete progress reports at regular intervals, separate from any formal assessments, which indicate how the students/trainees are progressing with their training.

9.8.6   Assessing

Assessing the student/trainee's development is an integral part of the training plan.

The method of assessing will need to be detailed in the UTP. This effectively sets the targets for the trainee and trainer alike.

Evaluation is a process of gathering evidence about the student/trainee's performance to determine how they are progressing with their training and to identify any shortcomings that need to be addressed. Evaluating is not a sampling process, as all the objectives of the training should be assessed and the process fully documented to provide evidence of the trainee's performance. There is no 'pass mark'; students/trainees should know all that they are required to know and be able to demonstrate they can provide an air traffic control service to the required level of competence.

The evaluator may use both 'indirect evidence', that is, the results of tests, training reports from training section staff and OJTIs and 'direct evidence', that is, what he sees and reports upon while he is testing or supervising the student/trainee himself. If the evaluator will not be conducting OJT with the student/trainee, he will rely solely on indirect evidence. However, evaluators are trained to collect evidence and make a judgement.

9.8.7 Transitional and pre-OJT training

Trainees should be evaluated at least at the end of transitional training and, where applicable, at the end of pre-OJT. Failure to reach a satisfactory standard should preclude progression to the next stage of training. Evaluation at these phases may include written, verbal and practical assessments using simulation. These phases should also be used to confirm that the trainees have retained the knowledge and skills gained on the initial rating courses that they will be required to apply during OJT.

9.8.8 OJT

Trainees should be evaluated at the end of each level of OJT for which training objectives have been identified, for example at level 50, level 100, etc. (as previously mentioned). Evaluation of this phase consists of observation of practical work and reference to training reports from other OJTIs for supporting evidence.

Supplementary oral questioning should be used to test understanding of the applicable techniques and rules governing them. Understanding can be tested orally during pre-briefing and de-briefing of practical training sessions. Where time constraints are not a major consideration, table-top exercises (analytical simulations) can be used as a means of practically testing scenarios that units are unable to simulate.

Essential knowledge can also be tested orally and, although this is more difficult to administer than written questioning, it is more flexible and allows for the student/trainee's answers to be probed. Units should take care, however, not to confront the trainee with an unnecessarily intimidating oral board, as this could be counterproductive.

9.9 TRAINING AND EVALUATION REPORTS

9.9.1 Training reports

Reports of student/trainee performance during the day-to-day practical training sessions should contain the OJTI's comments on the student's performance and state whether or not he or she satisfied the training objectives, they are not graded. It is recommended that OJTIs should complete training reports on a regular basis, preferably for each training day undertaken.

A trainee should be given a verbal debrief of his performance against the target level of achievement for the stage of training and it is useful to include a précis of this feedback as part of the written report. It is advisable to have the student/trainee sign the report as confirmation of having understood the comments, both from the training viewpoint and as potential evidence in the event of an appeal against an evaluation.

9.9.2   Evaluations

Evaluations may be conducted at any stage of training where a more definitive measure of the student's progress is required, for example at the end of each level of training. They may be carried out by an evaluator or an OJTI.

During an evaluation, the performance of the student/trainee will be marked and classified as either 'satisfactory' or 'not satisfactory' against the published training objectives for that level of training. Additional written training comments should also be included where necessary, indicating areas of weakness where improvement is required. Training reports should be used to support the evidence of evaluations in determining whether a student/trainee's performance is reliable and consistent. Where evaluations confirm the student's performance as indicated by the training reports, they provide a useful additional indication of the student/trainee's progress against the expectations of the training plan. A mismatch between the evaluations and training reports is a useful indication that a student/trainee has a particular problem or that the OJTIs have been too generous or unduly harsh in their training reports.

Students/trainees should be given prior warning of any evaluation and should sign the resulting evaluation report.

It is important to make sure that the reports are formulated using the training plan objectives as a standard and should indicate the level of traffic the trainee handled during the practical session.

There is more detailed guidance giving examples of training and evaluation reports at Appendix B of this document.

9.10   REVIEWING AND AMENDING A UTP (AND UECS)

As part of a UTP there should be a process in place to enable reviews and amendments. A UTP should therefore be subject to a quality control system that not only identifies the processes, but also the roles and responsibilities of those involved.

The UECs should be regularly reviewed to ensure that the training continues to satisfy the objective of producing valid controllers. The progress of students/trainees undertaking OJT should be monitored and recently valid controllers and OJTIs should be asked to identify any additional skills or knowledge that should be taught prior to or during OJT.

Changes to the training processes which are made as a result of the review should be documented in the UTP, together with the reasons for making them.

9.11   APPROVAL OF PERSONNEL INVOLVED IN EXAMINATION, EVALUATION AND VERIFICATION

9.11.1 Requirement

The CAA-B should approve such personnel as it sees fit to carry out such examinations, or evaluations as it requires, to ensure that applicants for air traffic controller licences are competent and meet the appropriate requirements.

9.11.2 Evaluation and verifiers

Unit evaluators who evaluate training progress and unit verifiers who verify the evaluation process on UECs are authorised to do so as part of the training plan approval process. These qualifications are not included in the air traffic controller licence.

9.11.3 Assessors

Assessors who are authorised by the CAA-B to conduct examinations and assessments for the air traffic controller licence will be issued with an assessor endorsement.

The CAA-B will authorise members of its staff to examine and assess for all ratings, rating endorsements and licence endorsements, including unit endorsements and annual competence assessments for the revalidation or renewal of unit endorsements associated with the air traffic controller licence.

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CHAPTER 10

UNIT EVALUATORS AND VERIFIERS

10.1   UNIT EVALUATOR AND VERIFIER TRAINING

Certified training organisations wishing to provide evaluator and verifier training courses should submit their proposals to the CAA-B for approval.

Training Organisations wishing to provide evaluator and verifier training courses should have suitably qualified Instructors and training facilities to conduct the courses.

This course of training should be designed to provide the required additional skills for air traffic controllers, who will be engaged in Unit evaluation and verification.

This course of training should consist of theoretical and practical courses, together with simulation, when appropriate.

Training organisations wishing to conduct these courses should ensure that notification of the delivery of such courses follow the procedures in this document. Such courses should be reviewed and approved by the CAA-B at least once every two years.

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CHAPTER 11

LICENCE-HOLDERS FROM OTHER ICAO STATES

11.1 ADMINISTRATION

Holders of ATS licences issued by other ICAO States should apply to the CAA-B for an initial assessment of their licence, including details of previous courses and endorsements held.

For those air traffic controllers who satisfy mutual recognition requirements, (i.e. individuals that hold a licence issued in accordance with the provisions of Annex 1 to the Convention in International Civil Aviation signed on 7th December 1944), the Bahamas ANSP which employs them should ensure that they have been trained in the relevant Bahamas national procedures and requirements. The ANSP is responsible for identifying the required training and to submit an adapted UEC to the CAA-B for approval at least six weeks before commencement of the training. Such training should be successfully completed before the individual may commence the current CAA-B approved relevant UEC.

Training of the relevant Bahamas national requirements may be sub contracted to a TO who has the relevant knowledge and experience to assist units in the delivery of such training. It remains the unit's responsibility to ensure that the training is conducted in accordance with the approval.

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CHAPTER 12

CONTINUATION TRAINING

12.1   REQUIREMENTS FOR AIR TRAFFIC CONTROLLERS

Continuation training is training to maintain the skills of air traffic controllers. Continuation training consists of refresher training courses and conversion training courses. They may include theoretical and/or practical training, together with simulation, when appropriate. These courses should be detailed in the unit competence scheme.

A unit training organisation should establish a unit competence scheme detailing the processes, manning and timing necessary to provide for appropriate continuation training and to demonstrate competence.

All competence schemes including the refresher training courses should be reviewed and approved by the CAA-B at least once every three years.

The duration of the continuation training will be decided in accordance with the functional needs of the air traffic controllers working at that unit, taking into consideration any changes or planned changes in procedures or equipment and overall safety management requirements.

12.2   REFRESHER TRAINING

Refresher training should be designed to review, reinforce or enhance the existing knowledge and skills of air traffic controllers to provide a safe, orderly and expeditious flow of air traffic and shall contain at least:

- standard practices and procedures training, using approved phraseology and effective communication;

- unusual situations and emergency situations training, using approved phraseology and effective communication; and

- human factors training.

- A syllabus for the refresher training course shall be defined, and where a subject refreshes skills of air traffic controllers, performance objectives shall also be developed

The CAA-B will expect that units to develop the refresher training appropriate for their purposes and will allocate sufficient time to meet the units' needs.

Refresher training courses are not be conducted until such time that the course has been approved by the CAA-B. Refresher training courses should contain at least the following:

- standard practices and procedures training, using approved phraseology and effective communication

- abnormal and emergency situation training (TRUCE), using approved phraseology and effective communication

- human factors training

A syllabus for the refresher training course should be defined and performance objectives developed.

The use of simulators to provide practical experience for the three elements of refresher training courses is recommended, where this can be arranged, although it should be noted that other methods of training are also likely to be necessary such as case studies or table top exercises. ATS providers should determine the likely period of training that will be required to achieve the objectives of refresher training courses.

Units will need to include standard practices and procedures training, within the refresher training course. The maintenance of existing knowledge and skills is also a fundamental part of refresher training that should not be forgotten. This maintenance of knowledge and skills could relate to seasonally dependent traffic flows and procedures, and seldom used procedures. The CAA-B sees this element of refresher training as a positive move forward to enhance standardisation at the unit and establish good practices and procedures with standard phraseology.

Unit Assessors or CAA-B ATS Inspectors are authorised to assess refresher training courses.

Prior to the revalidation of a unit endorsement, controllers are required to satisfactorily complete the appropriate refresher training course.

In the event that a unit endorsement expires, the air traffic controller is required to successfully complete the UEC in accordance with the requirements set out in Part ATSO, Subpart D, Section 3 in order to renew the endorsement.

12.3 STANDARD PRACTICES AND PROCEDURES

The element of standard practices and procedures training, using approved phraseology and effective communication, should be incorporated into refresher training. This should enhance standardisation at the unit. The training should ensure that standard phraseology and best practices are standardised across each watch, in order to improve provision of the service.

12.4 TRUCE GUIDELINES

TRUCE should be embedded into the refresher training programme at the unit. ATS providers should ensure they continue to include all relevant staff when compiling their TRUCE training requirements.

Unusual circumstances are those which are neither routinely nor commonly experienced and for which an air traffic controller has not developed automatic skills, including degraded systems, whereas an emergency situation is a serious, unexpected and dangerous situation requiring immediate actions.

The CAA-B expects that TRUCE training will cover the full scope of a unit's operations and, as a minimum, satisfy the requirements of the unit competence scheme. Examples of topics that should be addressed in TRUCE include:

- Aircraft emergencies

- Incident/conflict resolution

- ATS facility evacuation

- Partial/total staff incapacitation

- Failure of equipment

- Unusual operating configurations, e.g. reduced runway length operations, non- standard sector configurations, operations in adverse weather conditions.

The following may be available for reference and training material;

- Video programmes may be of value, particularly those showing aircraft flight deck procedures

- Liaison visits with local aircraft operators and familiarisation flights

- Liaison visits with adjacent aerodromes, ATS units, emergency services

- Consultation with typical operators who receive a service from the unit

- Incident and accident summaries and reports

- Participation in line-orientated flying training (LOFT)

- Simulator exercises

- Table-top exercises

TRUCE exercises should be organised as team exercises wherever possible and include support staff, if appropriate. Knowledge of the resources available to controllers and of techniques for managing them efficiently, sometimes known as 'team resource management' (TRM), are often fundamental to satisfactory handling of an abnormal circumstance or aircraft emergency. The potential contribution of other team members as a resource should not be overlooked.

12.5   HUMAN FACTORS (HF) GUIDELINES

12.5.1 General

In recent years HF training has been highlighted, especially with regards to team resource management. We consider that HF is generally covered as part of standard practices and TRUCE usually through team work, effective communication and critical incident stress management.

However, HF training under the new regulation is now a specific requirement and should therefore be documented in the refresher training courses.

Where applicable, refresher training dealing with human factors should include team resource management, fatigue and stress management. This training may be a combination of practical and knowledge-based training e.g. case studies. A refresher training exercise may be developed with typical human factors issues incorporated such as designed distractions, interruptions and other changes in the normal operational environment.

To assist in developing this subject an example list of training objective guidelines has been produced below, this is not a definitive list and it is expected that units will adapt training objectives to their specific needs.

12.5.2 Teamwork and self-management Requirements:

- Operate as an effective team member

- Communicate effectively with the team

- Adapt to differing workload conditions

- Recognise where and when assistance is needed

- Request assistance when required

- Manage time effectively

- Use ATS equipment efficiently and effectively

- Uses eye contact, body movements and gestures that are consistent with verbal messages and the environment

- Communicates relevant concerns and intentions

- Manages stress in an appropriate manner

- Self-evaluate to improve performance

- Use feedback to improve performance

- Adapts to the demands of a situation as needed

- Engage in continuous development activities

12.6 PROCEDURES FOR CONVERSION TRAINING

Conversion training course(s) should be developed and provided by training organisations and are to be approved by the CAA-B.

Conversion training courses are not to be conducted until such time that the course has been approved by the CAA-B.

Conversion training should be designed to provide knowledge and skills appropriate to a change in the operational environment and only provided by training organisations when the safety assessment of the change concludes the need for such training.

Conversion training courses should include the determination of:

• an appropriate training method

• duration of the course, taking into account the nature and extent of the change; and

• the examination and/or assessment methods for the conversion training.

The CAA-B will expect that ATCOs are provided with conversion training before exercising the privileges of their licence in the changed operational environment.

Apart from OJTI, Assessor, Evaluator and Verifier training, a TO that has identified a need for conversion training should submit their proposals to the CAA-B.

A training needs analysis should identify the degree of training required and a training plan should be developed. This proposal should contain details of the conversion training to be provided and, include the training method together with the timetable for the completion of the proposed training and the examination and/or assessment methods.

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CHAPTER 13

TRAINING REQUIREMENTS FOR AIR TRAFFIC CONTROLLERS

13.1   OJT INSTRUCTOR, SYNTHETIC TRAINING DEVICE INSTRUCTOR AND ASSESSOR ENDORSEMENTS

Training of assessors and instructors should be designed to provide the required additional skills for air traffic controllers, to obtain an On-the-Job-Instructor (OJTI) endorsement, Synthetic Training Device Instructor (STDI) endorsement or Assessor endorsement.

Training organisations wishing to conduct this type of training will be required to make their application for course approval to the CAA-B in accordance with the provisions of Chapter 3 of this document:

Training organisations wishing to conduct this type of training course should ensure that the qualifications of those instructing on the course meet the requirements of Chapter 4, Instructors, of this document.

Training organisations wishing to provide these courses are to notify the CAA-B of the intent to do so and ensure that CAA-B approval has been granted prior to the delivery of such courses.

Such courses should be reviewed and approved by the CAA-B at least once every two years.

An important element of training towards the issue of an Assessor Endorsement is exposure to the many differing aspects of ATSO competence. This is best achieved by ensuring that the courses include participants drawn from a broad cross section of the industry and that they are supported by training facilities (e.g. simulator facilities, classrooms, practical exercises etc.) that allows them to interact and engage. ANSPs may consider that this environment is most easily provided by a TO and that this is the best environment to conduct these courses.

13.2   CAA-B APPROVED COURSES

Such courses include English Language Rating Training, Classroom Instructional techniques course, or any other type of course which will enhance the skills of Air Traffic Controllers.

This may consist of theoretical and practical courses, together with simulation, when appropriate. Training and performance objectives should be produced by the certificated training organisation and will form part of the course submission.

Training organisations wishing to conduct this type of training will be required to make their application for course approval by submitting a training plan, which may be in the format of a course design document (CDD).

Training organisations wishing to conduct this type of training should ensure that it has sufficient suitably qualified and experienced instructors in order to fulfil its training requirements.

Such courses should be reviewed and approved by the CAA-B at least once every two years.

13.3 REFRESHER TRAINING FOR THE REVALIDATION OF OJTI, STDI AND ASSESSOR ENDORSEMENTS

13.3.1 OJTI

The validity of on-the-job-training instructor endorsement should be three years and should be revalidated by successfully completing refresher training on practical instructional skills during the validity period.

Refresher training in practical instructional skills should be developed to prevent knowledge and skills erosion and should include a method of validation.

Any refresher training for an OJTI should be detailed in the UCS and submitted to the CAA-B for approval.

13.3.2 STDI

The validity of synthetic training device instructor endorsement should be three years and should be revalidated by successfully completing refresher training on practical instructional skills during the validity period.

Refresher training in practical instructional skills should be developed to prevent knowledge and skills erosion and, be designed to maintain awareness of the current operational practices.

Refresher training should include a method of validation. Refresher training for OJTI should be detailed in the UCS and submitted to the CAA-B for approval.

13.3.3 Assessor

An assessor endorsement should be valid for a period of three years. Assessors will need to be to be revalidated by successfully completing refresher training in assessment skills during the validity period.

Assessor refresher training should be developed to prevent knowledge and skills erosion and, be designed to maintain skills in assessment techniques and awareness of the regulatory requirement.

The refresher training should be validated. The refresher training for assessors should be detailed in the UCS and submitted to the CAA-B for approval.

APPENDIX 1

GUIDANCE FOR THE DEVELOPMENT OF UNIT TRAINING PLANS – GENERIC UTP AND UEC

1.   **Application of the guidance**

The guidance in this document is not intended to prescribe the layout of a UTP, UEC(s) or the quality process to be involved. However, it does indicate the minimum that would be needed to satisfy the criteria for CAA-B approval. The layout below may be helpful.

2.   **Suggested content of the UTP**

Introduction and contents pages

The introduction should identify the Unit, the Provider of Air Traffic Services and the level of UTP. i.e., Level 1 or Level 2. Both Level 1 and Level 2 UTPs should contain all sections below. A list of contents is useful but, at the least, all pages should clearly indicate the page and version number, and the date.

Level 1 UTP

Level 1 unit training plans will consist of transitional training and OJT. An outline structure of unit training will be required, together with a description of the training, how it will be accomplished, and Assessments process. A list of the UEC(s) and their objectives.

Transitional training will usually consist of guided self-study and briefings from an OJTI. Assessment will normally consist of oral testing conducted by the OJTI in the VCR and more practical assessments that enable the student/trainee to demonstrate his knowledge and skills.

Level 2 UTP

Level 2-unit training plans will consist of transitional training, Pre-OJT and OJT or just transitional training and OJT.

The transitional training is expected to be more structured than for level 1 UTPs and will consist of classroom instruction, formal written and oral examinations and, where appropriate, simulator training and Assessments of the application of ATS procedures.

Pre-OJT training will only be conducted where the unit has a simulator capable of faithfully replicating the ATS environment and operations at that unit.

Units with level 2-unit training plans that also participate in the Unit Competence Scheme may apply to the CAA-B to be granted the additional privileges of conducting their own assessments and examinations, as specified below:

- unit endorsement examinations and assessments

- enabling approach surveillance rated controllers, who do not also hold an Approach Procedural rating, to contain a surveillance equipment failure

Section 1: Organisation of training and personnel responsibilities

Section 1 of the UTP should contain:

- an organisational tree of the training structure within your organisation;

- the job titles, roles and responsibilities of persons involved in:

- training policy and its application;

- transitional and pre-OJT training;

- (OJTI) privileges, including additional local responsibilities where necessary;

- the roles and responsibilities of STDIs including Synthetic training device instructor privileges, but additional local responsibilities should be added where necessary.

- Validity of on-the-job training instructor endorsement and, where applicable, specifying details of a synthetic training device instructor endorsement as part of the unit competency scheme (UCS);

- a brief statement of any other unit policies if they are material to the unit training, such as recruitment, initial training, retraining and termination policies;

- appeals process;

- details of the process for reviewing the UEC(s) and UTP, including any documentation to be used. This should include:

  o determining from the OJTI any shortcomings in the students'/trainees' knowledge, understanding or application that should be addressed during transitional training;

  o determining from students/trainees any additions or changes to the transitional training that would better prepare them for OJT.

These details are required for both level 1 and level 2-unit training plans.

Section 2: Training plan structure and time periods

Section 2 of the UTP should contain:

- a UEC for each endorsement at the unit. The UEC will contain the following elements, however, if the elements listed below are generic to each UEC, these generic elements can be listed once under a generic heading, but 4 (b) and (c) below should be listed separately for each type of UEC.

- an overview of the UTP which identifies the structure of the unit training in terms of transitional training, pre-OJT training where appropriate, OJT and the time periods allocated to each phase of training;

o   details of the transitional training and where appropriate the pre-OJT training including:

o   the training timetable;

o   the methods used for training, e.g., classroom lessons, guided self-study, CBT and simulator training;

o   the objectives of training for each phase; and

o   Assessments programme.

o   details of OJT including:

o   the training timetable, giving the minimum and maximum times to complete this phase of training;

o   the objectives for each topic and where appropriate sub- topic for each of Assessments to be conducted; if the objective may be met with the support of the OJTI this should be stated, as it is otherwise taken to be met without assistance;

o   the traffic levels (low, medium or high) at which the objectives will be assessed; and

o   the time periods at which assessments are to be conducted.

Minimum time. The 'minimum time' where it relates to student/ trainee controllers who are training towards the particular rating for the first time. Controllers who had previously held the rating in question may, however, be accelerated through the UTP provided they meet the training objectives.

Maximum time. 'Maximum time' would be the time at which the student/trainee should be withdrawn from OJT as having failed to meet the objectives, and a major review of his progress conducted. The outcome should be either a structured plan of re-training, with a time limit for satisfying the objectives, or termination of training.

Transitional training. Transitional training should be fully documented showing the structure of this phase, its objectives and the teaching methods and assessments to be used. The objectives of each of the classroom lessons, guided self-study and simulations should be included in the training plan. If these are available elsewhere, such as in the lesson packs or simulator briefs, this should be stated and only the subject need be noted in the plan.

Pre-OJT. Where there is a pre-OJT phase this should be fully documented. The type of simulator to be used and brief specifications indicating the extent to which it replicates the operational environment should be included. The objectives of each simulation exercise should be noted unless they are available in the exercise documentation, in which case an outline of the training purpose of each simulation or groups of simulations is all that would be required in the plan.

OJT objectives. The objectives for each level of OJT should be referenced against the Topics and Sub-Topics from the rating requirements. At larger, more complex units more specific objectives relating to each Sub-Topic may need to be developed, in which case they should be included in the UTP.

Section 3: Training in the handling of unusual situations and emergencies (TRUCE)

Section 3 of the UTP should contain details of your approved TRUCE, including:

- site-specific emergency training given to trainees before a unit endorsement assessment; and

- site-specific emergency training given routinely prior to each renewal of a unit endorsement.

Section 4: Assessing methods

This section should include:

- the occasions upon which trainees will be evaluated;

- the methods by which the evaluations and examinations will be carried out;

- unit-specific responsibilities of OJTIs, evaluators and verifiers in the assessing process;

- the process to be followed when a trainee is shown to be making less than satisfactory progress, particularly in respect of remedial training.

Section 5: Training records

This section should include complete training records for all students/trainees and cover all phases of the UTP. Records of transitional, pre-OJT, OJT training and assessments should be to a common format.

APPENDIX 2

GUIDANCE FOR THE DEVELOPMENT OF UNIT ENDORSEMENT COURSES

Units should have in place a scheme for assessing performance objectives

Level 1 UTP/UEC performance objectives

Topic and sub-topic	Description	Assessed at level		
		50	100	150
A1	**Check and operate communications equipment**			
A1.1	Establish and monitor the communications equipment serviceability	X	X	X
A1.2	Use the communications equipment	X	X	X
A2	**Communicate from a visual control room**			
A2.1	Use standard phraseology applicable to aerodrome control	X	X	X
B1	**Correlate flight data into appropriate proforma for display**			
B1.1	Obtain flight data information	X	X	X
B1.2	Insert flight data into the appropriate proforma	X	X	X
B2	**Maintain a representative flight data display for aerodrome control**			
B2.1	Correlate flight data into a display for aerodrome control	X	X	X
B2.2	Update the aerodrome control flight data display	X	X	X

For level 1 unit training plans the units should determine a list of suitable objectives that should be met at the completion of each assessment level. An example of appropriate performance objectives for each level is given below specific to Aerodrome Control Visual; only those that are to be assessed are shown. OJTIs would have to refer to the performance objectives and any specific unit objectives that are required when making an assessment.

Topic and sub-topic	Description	Assessed at level*		
		50	100	150
C1	**Obtain, interpret and disseminate meteorological information**			
C1.1	Obtain meteorological information	X	X	X
C1.2	Interpret meteorological information		X	X
C1.3	Disseminate meteorological information		X	X
C2	**Obtain, interpret and disseminate aeronautical information**			
C2.1	Obtain aeronautical information	X	X	X
C2.2	Interpret aeronautical information		X	X

C2.3	Disseminate aeronautical information		X	X
D1	**Select the runway in use and appropriate visual aids**			
D1.1	Select the runway in use	X	X	X
D1.2	Operate aerodrome lighting		X	X
G1	**Manage flights operating in the vicinity of the aerodrome**			
G1.1	Manage flights operating under the visual flight rules	X	X	X
G1.2	Manage flights operating under the instrument flight rules		X	X
G2	**Manage aerodrome surface movements**			
G2.1	Control aircraft on the manoeuvring area and aprons and vehicles and personnel on the manoeuvring area	X	X	X
G8	**Effect liaison with other agencies**			
G8.1	Liaise with non-ATS agencies		X	X
G8.2	Liaise with the safety services		X	X
G9	**Manage diversions**			
G9.1	Manage diversions			X
G10	**Work as a team member on the aerodrome control operational position**			
G10.1	Accept responsibility for the operational position		X	X
G10.2	Monitor performance whilst responsible for the operational position			X
G10.3	Transfer responsibility for the operational position		X	X
H1	**Manage developed emergencies from the aerodrome control unit**			
H1.1	Manage radio failures			X
H1.2	Manage situations arising from unlawful interference			X
H1.3	Manage aircraft emergencies			X

It is not necessary to assess whether or not a student/trainee has met the objectives for all Sub-Topics at all levels. In the example above, the Sub Topics G 10.1 to A10.3 are associated with handing over and taking over watch. The objectives from the rating requirements for the aerodrome control visual rating for Sub-Topic G10.1, 'Accept responsibility for the operational position', are:

- Compliance with licensing and medical requirements is confirmed.

- Pre-task briefing is carried out.

- The current and projected traffic situation is obtained from the duty controller.

- Current and projected workload is evaluated to determine whether the resources available are appropriate.

- Action is taken to ensure resources are adequate for the task.

The objectives for G10.3, 'Transfer responsibility for the operational position' are:

- The current traffic situation is clearly communicated to the relieving controller.

- The current and projected operating conditions are clearly communicated to the relieving controller.

- Current and projected workload is evaluated to determine whether the resources available are appropriate.

- Action is taken to ensure resources are adequate for the task.

In the example above, the assumption is that the OJTI performs the hand- over and take-over for the first 50 hours of training, after which the trainee performs this task under supervision. Once a Sub-Topic has been introduced, however, the performance objectives associated with it should continue to be assessed at all further levels.

After attaining level 100, students/trainees will additionally be expected to analyse the workload they are experiencing and their ability to sustain it. The students/trainees are assessed at the 150 level against the performance objectives for G10.2, Monitor performance whilst responsible for the operational position. They should also be assessed against the performance objectives for G10.1 and G10.3 for assurance that they are continuing to satisfy these objectives.

The performance objectives for G10.2 are:

- Assistance is called for in sufficient time to ensure personal capabilities are not exceeded.

- Assistance provided to other team members is appropriate to the circumstances.

- Current and projected workload is evaluated to determine whether the resources available are appropriate.

- Action is taken to ensure resources are adequate for the task.

- Rest/fatigue break requirements are complied with.

- Concentration is maintained at an appropriate level for the task.

- Indications of reduced or inadequate performance are acted upon in an appropriate manner.

Level 2 UTP/UEC performance objectives

At more complex units with Level 2-unit training plans the performance objectives may be too generic to provide a satisfactory indication of a student's progress. For example, Sub-Topic G1.2 'Manage flights operating under the instrument flight rules', Performance objective G1.2.2, 'A control strategy is developed to achieve separation with the least average delay to flights.

The performance objective G1.2.2 includes implementing a planned departure sequence, applying vortex wake separation and outbound IFR separations based on speed category, outbound track, indications on the aerodrome traffic monitor, etc.

This is one of the major controlling tasks which should be broken down into unit- specific objectives. The plans should also state the level of traffic (low, medium or high) and the level of support from the OJTI at which the objective should be achieved for each assessment level. OJTI support level can be expressed as, 'with support', 'with minimum support' and 'with no support'. The traffic and support levels may be indicated as an opening statement relating to a list of objectives or for each objective.

For example, 50 hours check of performance objective G1:

•   'A control strategy is developed to achieve separation with the least average delay to flights.'

Objectives to be achieved during low traffic levels with support from the OJTI:

•   implement the planned departure sequence;

•   apply IFR separation to departing aircraft;

•   apply vortex wake separation;

•   integrate arriving and departing aircraft.

This is just a generic example and unit objectives may be more specific. Units should avoid having too many objectives. OJTIs and the evaluators will know, for example, the IFR separations specific to the unit, so it is not necessary to write an objective for each individual separation.

Evaluations and training reports

Level 1 unit training plans

Student/trainee performance should be recorded for each training session to ensure that they are kept aware of their progress and given the opportunity to address any shortcomings. For level 1 training plans the unit might use individual report forms, or a plain ruled book in which the student/trainee keeps a log of training sessions against each of which the OJTI makes comments.

Evaluations at the required levels should take into account the trainee's performance noted in the training log. Evaluations may be conducted for each identified level, but it is satisfactory for the OJTI to make an evaluation based on the training log, particularly where the OJTI making the evaluation also regularly supervises the trainee during OJT.

Topic and sub-topic	Description	Assessed at level 50	
A1	**Check and operate communications equipment**		
A1.1	Establish and monitor the communications equipment serviceability	X	S
A1.2	Use the communications equipment	X	S
A2	**Communicate from a visual control room**		
A2.1	Use standard phraseology applicable to aerodrome control	S	
B1	**Correlate flight data into appropriate proforma for display**		

Topics and Sub-topics in paragraph 1.1 above, used to determine the training objectives for each assessment level. In the example below 'X' indicates the sub topic to be assessed at level 50. 'S' indicates that the student/trainee has met the objective, whereas 'N' would show that he has yet to meet the objective.

B1.1	Obtain flight data information	X	S
B1.2	Insert flight data into the appropriate proforma	X	S

Level 2 UTPs

Units with level 2-unit training plans will be expected to use training and evaluation reports, examples of which are given below. Units may use any design of report they wish, provided it accurately indicates the students' progress. The evaluation summary may be used to indicate if a student has, or has not yet, met the training objectives. It is not necessary for all these additional objectives to be included in training and assessment reports provided they are documented in the unit training plan and the OJTIs, students and evaluators are aware of them.

Aerodrome control instrument training report:

Name: .... **Date:** ....

Training time this session: .... **Total training time:** ....

Traffic: **Heavy / Medium / Light**

Objective 1: Establish and monitor the communications equipment serviceability	Evaluation summary
Performance objectives	
Visual and/or aural indications are checked whilst making and receiving transmissions for indications of normal operation	
Documentation confirming equipment status is checked	
Malfunctions and defects are identified, recorded and reported to the appropriate authority according to standing	

procedures	
Training summary:	

Each training objective should be reported upon using the same phrases for the appropriate performance level; in the example given they will remain the same throughout the plan.

Ultimately the same basic layout can be used for the evaluation forms which facilitates comparing the student's progress indicated by the training reports with the evaluation.

Aerodrome control visual training evaluation: Level 50
Name: .... **Date:** ....

Training time this session: ....Total training time: ....

Traffic: Heavy / Medium / Light

Objective 1: Establish and monitor the communications equipment serviceability	Evaluation summary
Performance objectives	
Visual and/or aural indications are checked whilst making and receiving transmissions for indications of normal operation	
Documentation confirming equipment status is checked	
Malfunctions and defects are identified, recorded and reported to the appropriate authority according to standing procedures	
Evaluator's comment:	

The report will need to show whether the trainee's performance is satisfactory or improvement is needed. Units may wish to include a more detailed breakdown to indicate whether the trainee is just making satisfactory progress, is considerably ahead of expectation or falling well behind. Whatever method is used, it should be self-evident from the evaluation form what the target is.

Verification of assessments

The unit verifier should verify every evaluation and check the training reports to ensure that the result of the evaluation can be justified.

APPENDIX 3

CRITERIA FOR THE USE OF SYNTHETIC TRAINING DEVICES IN ATS TRAINING

1.   **Introduction**

A Synthetic training device is any type of device by which operational conditions are simulated, including simulators and part-task trainers. This appendix deals with the criteria for the use of simulators only.

All training plans are required to indicate the amount of training, if any, that will be conducted on a simulator. The simulator will be approved by the CAA-B as part of the course approval process for any particular training plan. The training organisation is required to demonstrate how the simulator and the associated exercises will provide adequate support for the particular training plan.

The approval of the use of a simulator and the part of the particular training plan for which the training organisation proposes to use it will be based on an assessment against the criteria listed below. The extent to which the simulator achieves these criteria will be used to determine the adequacy of the simulator for the proposed use. As a general principle, the greater the degree of replication of the operational position being represented, the greater the use that will be possible in any particular training plan. The criteria are:

- the general environment, which should provide an environment in which simulator exercises may be run without undue interference from unrelated activities;

- the simulator layout;

- the equipment provided;

- the display presentation, functionality, and updating of operational information;

- data displays, including strip displays, where appropriate;

- co-ordination facilities;

- aircraft performance characteristics, including the availability of manoeuvres, e.g., holding or ILS operation, required for a particular simulation;

- the availability of real-time changes during an exercise;

- the ability of the simulated environment to enable students to meet the stated objectives of the practical training exercises;

- the ability of the simulator and its exercises to enable the performance objectives to be assessed to the level determined in the training programme;

- the processes by which the training organisation can be assured that staff associated with the conduct of the simulation are competent;

- the degree of realism of any voice recognition system associated with the simulator;

- where a simulator is an integral part of an operational ATS system, the processes by which the training organisation is assured that interference between the simulated and operational environments is prevented.

When a simulator is being used for pre-on-the-job training and the training time is counted as operational training or, being utilised for approved competency requirements, the simulator classification should be a full-size replica of a working position, including all equipment and computer programmes necessary to represent the full task associated with that position, including realistic wind at all levels to facilitate SRA. In the case of a tower unit, it includes an out-of-the-tower view.

2.   On-the-job training

A simulator may be used, subject to approval by the CAA-B, for the maintenance or renewal of competence.

3.   Refresher training

When a unit wishes to use a simulator for refresher training and assessment including TRUCE, the simulator will be approved for the particular training plan on the basis of its ability to adequately support the plan's training objectives and assessment requirements.