

RMT 0599 Competency and evidence based training – - *Instructors standardisation* -

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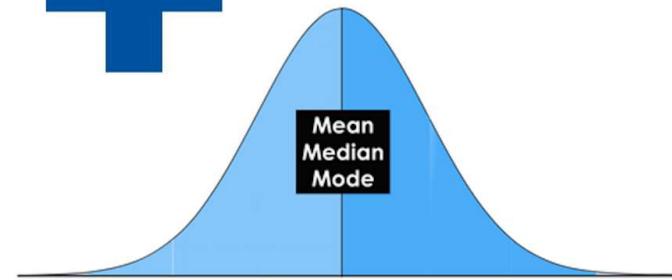
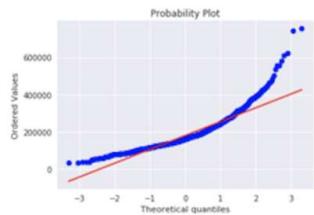
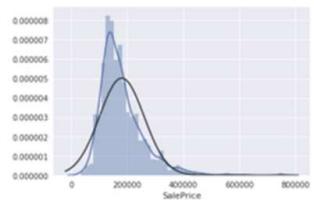
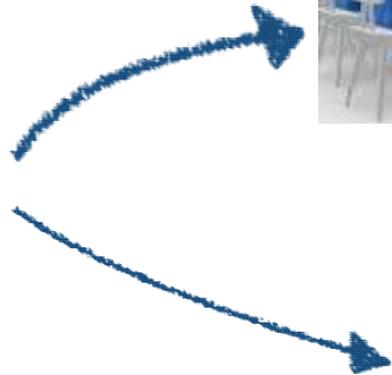
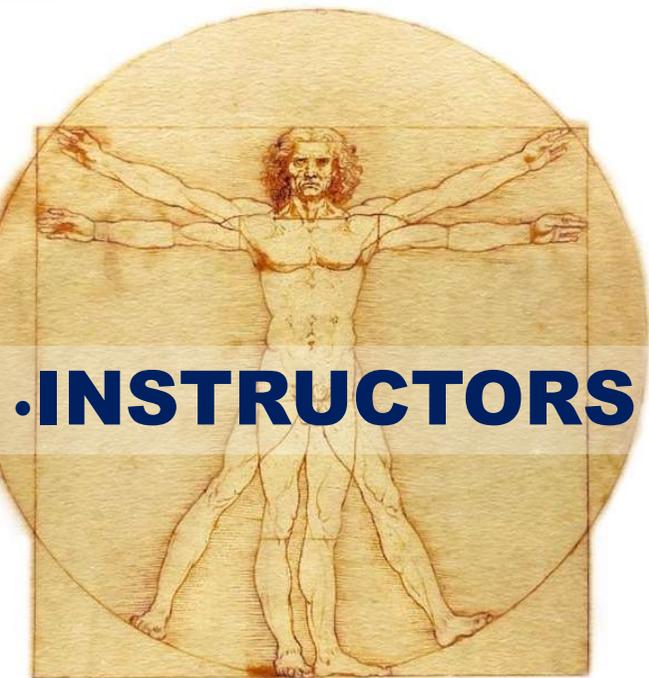
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Instructors – AMC ORO.FC.145

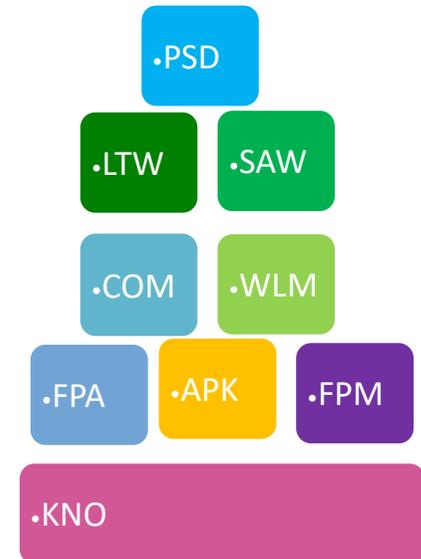


.CONCORDANCE



Instructor training

1. Train the trainers – it will return on investment.
2. Facilitation
3. Competencies
 - Identification of “poor” competency
 - Competency shadow
4. Assessment and grading
 - Provide guidance – see example with threat and error management
 - Focus on the difference of 1 and 2
 - Aim to observe all range of performance.
5. Concordance – explain how you will do concordance.





Oversight –Instructor training - INITIAL

- What the authority needs to oversight in the instructors:
- Does the operator have a clear guidance on how to grade? Otherwise neither the instructor course nor the assessment of competencies can be performed.
 - The regulation provides reference to grading but the operator has to provide further guidance to the instructor,
 - EASA propose the TEM but it has to be the operator that provide further guidance to grading. The authority needs to ensure that this guidance is present and make sense.
- Did the instructor received the initial ground course? More info next slide
- Did the instructor received the require assessment of competency? More info next slide



Ground course and Assessment of competency

- ▶ Does the operator have a clear guidance on what is acceptable and what is not acceptable in the initial instructor standardisation?.
- ▶ The ground course is not a pass/fail exercise therefore the ground course may be an attend/not attend exercise.
 - ▶ If the operator decides to have a pass/fail scenario then it has to be clear what is acceptable and not acceptable.
- ▶ The assessment of competence is a pass/fail exercise and therefore the operator needs to provide a clear reference on what is acceptable and not acceptable.
 - ▶ The ICAO Instructor competency framework will be recommended in the opinion.
 - ▶ Do you need this information? See state later 80.



Oversight – Recurrent instructor standardisation

- Does the operator provides recurrent training?
- Does the operator ensure an assessment of competence every 3 years?
- Does the operator have clear guidance on what is acceptable and not acceptable in this training and standardisation.
- Does the operator ensure concordance?
 - More info next slide.



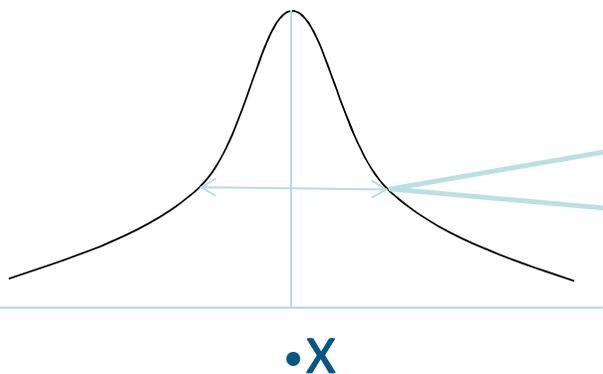
Instructor concordance -

➤ 5 elements:

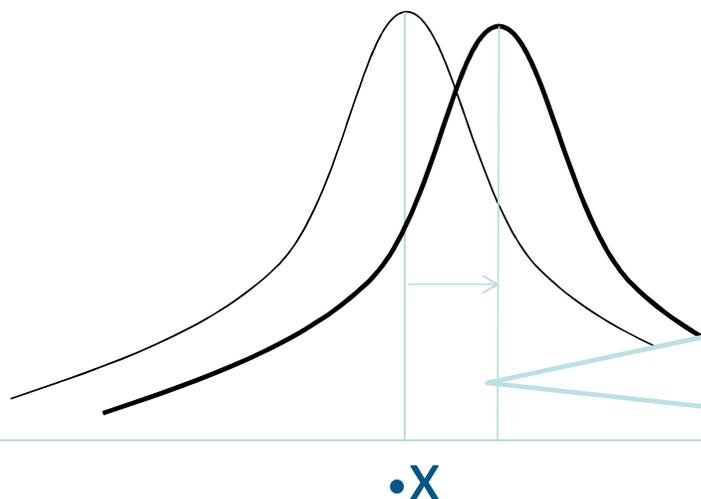
- The system (concordance assurance programme) should be able to identify the typical problems of the instructors, for example the butcher, the Santa Claus, the lazy and the crazy.
- General Training - refers back to the paragraphs above about training.
- Individual training for the instructor when needed.
 - Ensure NON jeopardy.
- Clear guidance of how to grade. See the above paragraph about grading.
- When the group instructor is big enough, then it statistical tools should be use as well.



overview



•Narrow = good concordance

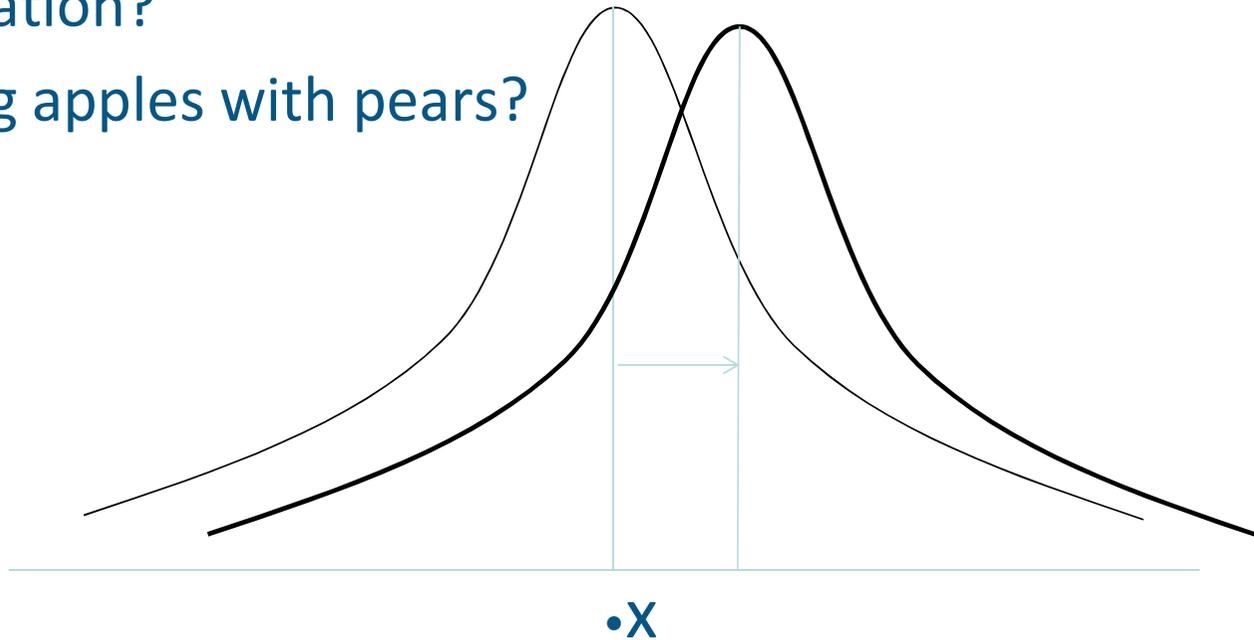


Drifting: it does not drift unless there is an improvement of pilot performance

- Basic requirement for this IR is to ensure grading does not drift over time:
- Assure equal or better performance of the EBT system

► Is this shift due to:

- Improved overall performance = EBT success!
- Grade inflation?
- Comparing apples with pears?





Some general comments about EBT instructors

- Focus on training
- A good pilot is not necessarily a good training
- Not all your current instructors may be good for EBT baseline
 - Learn from experience during EBT mixed
- Some companies implemented an EBT core group.
- Instructors should observe the crew – Head up
 - Don't head down into the paperwork.



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END



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