Air Traffic Management

Air Traffic Controllers – Training

CAP 584

Contents

Revision history

Amendment 2007/01   **August 2007**

This amendment incorporates the updated ANO article reference number for the approval of courses, persons and simulators. The section 'Assessment of Previous Competence - Individuals' has been removed and incorporated into CAP 744 United Kingdom Manual of Personnel Licensing - Air Traffic Controllers (now withdrawn).

Edition 7   **1 September 2009**

CAP 584, Air Traffic Controllers – Training is revised to reflect changes to the UK regulatory requirements resulting from implementation of the European Union Community Air Traffic Controller Licence Directive (2006/23/EC). In addition to the requirements for the regulation of Initial training providers, this edition incorporates requirements for the regulation of unit and continuation training provision.

Amendment 2010/01   **29 October 2010**

This amendment incorporates the updated ANO article references for the certification of training providers and the approval of courses, person and simulators. This edition also incorporates the procedures for assessor and verifier training together with Assessment of Competence procedures and requirements.

Amendment 2011/01   **4 April 2011**

This amendment incorporates the requirements for the English Language Proficiency assessments for Controllers.

Amendment 2011/02   **23 September 2011**

This amendment incorporates the terminal objectives for initial rating training. This edition also incorporates the revision of the initial training assessment process and four additional definitions have been added.

Amendment 2012/01   **4 May 2012**

This amendment incorporates the European Union Commission Regulation (EU) 805/2011 references and terminology. This amendment also includes corrected Terminal Objectives for Aerodrome Control Instrument (ADI).

Edition 8   **April 2015**

This amendment has updated the Terminal Objectives for Aerodrome Control Instrument (ADI) and Approach Control Surveillance (APS) and incorporated the new group and departmental names for the CAA. A change in the term assessor to evaluator. The introduction of Section 5 Training approvals.

Edition 9 (2015/02)   **November 2015**

This amendment has been produced to cover the transition period of derogation undertaken by the UK CAA against Commission Regulation (EU) 2015/340 and incorporates the new requirements for this regulation and, additional guidelines for refresher training courses.

Edition 10 (2017/01)   **March 2017**

This amendment has been produced to update the reference for the Air Traffic Controllers – Licensing CAP which has changed from CAP 744 to CAP 1251. The initial training terminal objectives for ratings have been moved to the CAP 794. This update also reflects the post transition period of Commission Regulation (EU) 2015/340: the introduction of best practice for the conduct of written examinations.

Foreword

Introduction

1.   The United Kingdom, as a member of the International Civil Aviation Organisation and signatory to the Chicago Convention, complies as far as possible with the standards published in the Annexes to the Convention on International Civil Aviation. The Civil Aviation Act empowers the United Kingdom to implement the Chicago Convention.

2.   The UK Civil Aviation Authority is the nominated competent authority for the United Kingdom with respect to the provisions of Commission Regulation (EU) 2015/340.

3.   This document shall be read in conjunction with the Commission Regulation (EU) 2015/340 and associated acceptable means of compliance as references will be made to the relevant regulation and AMCs. CAP 584, Air Traffic Controllers - Training, together with CAP 1251, Air Traffic Controllers – Licensing, and the CAP 624 series, Air Traffic Controllers – Performance Objectives, represents the United Kingdom's compliance with Commission Regulation (EU) 2015/340 in respect of the training and licensing of air traffic controllers. CAP 794 also represents the additional national objectives for initial training which have to be completed prior to the issue of a student air traffic controller licence or an additional rating to an air traffic controller licence.

4.   The regulations laid down in this document apply to any ATC training organisation having its principal place of operation and, if any, its registered office within the United Kingdom.

5.   Specifically, this document contains the requirements for the certification and ongoing regulatory oversight of ATC initial, unit and continuation training organisations and associated courses.

6.   In order to discharge its responsibilities, the UK CAA specifies in this document the additional requirements for the certification of ATC training

organisations to provide initial ATC training courses, unit training and continuation training. The UK CAA shall grant a certificate which will state the type(s) of training and courses approved and which confirms that a training organisation complies with the requirements laid down in this document.

7.   Initial ATC training courses must provide student and/or trainee air traffic controllers with the necessary skills and knowledge to a level of competence that will prepare them for training at operational units and, as a minimum, comply with the requirements of Commission Regulation (EU) 2015/340 Annex 1 – PART ATCO, Subpart D Section 2 Initial training requirements and associated acceptable means of compliance.

8.   Unit Training must provide the student or trainee air traffic controller with the necessary skills and knowledge to a level of competence that ensures that they are able to deliver safely an operational service at that unit and comply with Commission Regulation (EU) 2015/340 Annex 1 – PART ATCO, Subpart D Section 3 Unit training requirements and associated acceptable means of compliance, together with the requirements of the relevant rating part of the CAP 624.

9.   Continuation Training must provide the air traffic controller with the necessary skills and knowledge to continue to maintain that level of competence and comply with Commission Regulation (EU) 2015/340 Annex 1 – PART ATCO, Subpart D Section 3 Continuation training requirements and associated acceptable means of compliance.

Format of this document

10.   The words 'must' and 'shall' as used within the requirements indicate that compliance is compulsory.

11.   In this document, reference to the male gender should be understood to include both male and female persons, except where inappropriate.

12.   UK specific definitions are included in this document.

Definitions

Abnormal 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. (UK CAA)
Ab-initio	A learner without previous air traffic control qualifications who is undertaking initial air traffic control training. (UK CAA)
Competence	The appropriate knowledge, skills and behaviours to provide air traffic control services stated in an air traffic controller's licence. (UK CAA)
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. (UK CAA)
English Language Rater	An individual who has successfully completed an approved English Language Proficiency Raters course for ATCOs and, who is approved to assess an individual to determine, in accordance with the ICAO language descriptors, the level of English language proficiency for a student air traffic controller or air traffic controller. (UK CAA)
Exposition	For the purposes of this document, an exposition is a submission from an organisation seeking certification as an ATC training organisation. (UK CAA)
Formative report	A report that describes the progress of a student, mainly for the benefit of the student. (UK CAA)
Learner	A generic term for the person performing a learning activity without any reference to his/her status. (UK CAA)
	NOTE: This generic term has been adopted in this document for ease of use.

Operational Refresher Familiarisation	An objective-based programme by which ATC instructors may refresh their knowledge of current operational practice and gain experience of new techniques and equipment. (UK CAA)
Summative Report	A report that describes the learner's achievement during a summative phase of training and is used to assess the standard of practical performance. (UK CAA)
Terminal Objective	A terminal objective is a specific statement of the performance which learners must demonstrate in order to attain the course aim. A terminal objective identifies what the learner will be able to do in terms of observable and assessable behaviour. (UK CAA)
Unit Evaluator	An air traffic controller authorised by the UK CAA to make judgements about performance against the requirements of a Unit Endorsement Course. (UK CAA)
Verifier	A unit evaluator, approved by the UK CAA, to ensure that a process is carried out according to set procedures and to the specified requirements. (UK CAA)

Abbreviations

2015/340	Commission Regulation (EU) 2015/340
Alt MOC	Alternative Means of Compliance
AMC	Acceptable Means of Compliance
APC	Assessment of Previous Competence
ATC	Air Traffic Control
ATCO	Air Traffic Control Officer
CDD	Course Design Document
ITO	Initial Training Organisation
PTT	Part-task Trainer
ORF	Operational Refresher Familiarisation
OJT	On-the-Job Training
OJTI	On-the-Job Training Instructor
SIM	Simulator
SRA	Surveillance Radar Approach
STD	Synthetic Training Device
STDI	Synthetic Training Device Instructor
TO	Training Organisation
UCS	Unit Competence Scheme
UE	Unit Endorsement
UEC	Unit Endorsement Course
UTP	Unit Training Plan

Chapter 1

General requirements and administration

Introduction

1.1   Air traffic controller training is divided into three phases in accordance with Commission Regulation (EU) 2015/340 Part ATCO, Subpart D:

- initial training, incorporating basic and/or rating training and/or rating endorsement training;
- unit training and/or rating endorsement training, comprising transitional training, pre on-the-job training and OJT;
- continuation training comprising of refresher training and conversion training when relevant.

1.2   In addition to 1.1 above training is also to be undertaken in accordance with 2015/340 when an individual has been identified as suitable for and recommended by the certificated ANSP or ITO, for an OJTI, STDI and/or Assessor endorsement.

1.3   In accordance with Articles 194 and 195 of the ANO, the UK CAA may approve different types of ATC and associated training courses and the simulators used on those courses.

1.4   The requirements on which air traffic controller training courses are based, are specified in 2015/340 Part ATCO, Subpart D and its associated AMCs.

1.5   Air traffic controller training organisations shall be subject to certification under 2015/340.

1.6   The UK CAA must issue a certificate when it is satisfied that the training organisation fulfils the requirements set out in 2015/340 ATCO.OR.B.001. The certificate must specify the information set out in 2015/340 ATCO.AR.E.001.

1.7   In accordance with Commission Regulation (EU) 216/2008 Article 11(1)
           the UK CAA will facilitate the recognition of training organisation
           certificates issued by another Member State in accordance with 2015/340.

1.8   If the UK CAA oversight process identifies that the holder of a certificate
           issued in another Member State no longer satisfies the requirements laid
           down and the conditions attached to the certificate, it will notify the
           Member State Competent Authority that issued the certificate of the
           results of the oversight in accordance with 2015/340 ATCO.AR.B.001(c).

General guidance for the certification of training organisations

1.9   Training organisations will be considered for certification on the basis of
           information provided by them to the UK CAA is in accordance with
           2015/340.

1.10   Training organisations seeking certification are strongly advised to have
           exploratory discussions with the UK CAA prior to making a formal
           application.

1.11   Only certified training organisations' who have been certified for the
           delivery of initial training, or those currently seeking certification for initial
           training, may submit courses of initial ATC training for UK CAA approval.

1.12   An initial training organisation will not be certified unless it has also
           received approval for at least one course of initial training.

Chapter 2

Certification of ATC training organisations

Training organisation application

2.1   The process for application and certification of training organisations shall
           be in accordance with the requirements set out in Commission Regulation
           (EU) 2015/340 Annex III, Part ATCO OR and its associated AMCs.

2.2   Applications for certification as a training organisation must be submitted
           to the UK CAA where the applicant has its principal place of operation or
           its registered office, in the United Kingdom, in accordance with 2015/340
           Article 6.

2.3   Applications for training organisation certification shall be submitted to the
           UK CAA at least four months before the anticipated start of any proposed
           training. There are specific requirements relating to application for an
           initial training organisation certificate and these are referenced in Chapter
           3 Initial Training.

2.4   On receipt of an application, the UK CAA will issue a general compliance
           matrix which the applicant will be required to complete. The completed
           matrix will indicate to the UK CAA any areas that need to be addressed by
           the applicant to achieve compliance with the requirements of 2015/340
           Part OR, Subparts A, B, C and D.

2.5   The applicant shall also be required to complete the following additional
           compliance matrices appropriate to the type(s) of training that they intend
           to provide:

           ▪   Part A – Initial training
           ▪   Part B – Unit training
           ▪   Part C – Continuation training

2.6   A decision whether to grant a training organisation certificate will normally be given within two months of the application being received, but may take up to four months.

2.7   After the compliance matrices have been reviewed by the UK CAA an audit of the training organisation will be arranged.

2.8   Any findings and/or observations will be sent to the applicant within 10 working days of completion of the audit. The applicant will be allowed 10 working days to raise any factual inaccuracies contained in the audit report. The UK CAA will review the applicant's response and amend the report where considered appropriate.

2.9   If necessary, a subsequent meeting may be arranged with the training organisation by the UK CAA audit manager.

2.10   The final audit report and any recommendations will be sent within 10 working days of resolution of any issues identified in the draft audit report.

2.11   Following satisfactory closure of any audit findings, the UK CAA will consider all aspects and will advise the applicant of its decision to grant or deny certification.

2.12   A review meeting will be held six months after any certificate has been issued. The review will seek to confirm that the training organisation is operating in accordance with the conditions contained within the certificate.

Continued compliance

2.13   Oversight shall be in accordance with 2015/340 ATCO.AR.C001 and ATCO.AR.C.005.

2.14   A master copy of the compliance matrices showing all changes incorporated and the reasons for them shall be maintained and retained by the training organisation. It shall be possible to trace the developments within training organisations from these matrices.

2.15   The certified training organisation must notify the UK CAA of any proposed changes to the organisation that affect the certificate before any such change takes place, in accordance with 2015/340 ATCO.OR.B.015, to enable the UK CAA to determine continued compliance with the 2015/340 regulation and to amend, if necessary, the training organisation certificate.

2.16   Changes to the following must be notified to the UK CAA asddocs@caa.co.uk:

- Name of the TO
- A change of legal entity
- The Training Organisation's principal place of operation
- The Training Organisation's types of training
- Approved training courses
- Unit Training Plans
- Unit Competency Schemes
- Additional locations of the Training Organisation
- The management system
- The change management procedure
- The accountable manager
- The safety policy
- Facilities
- Persons referred to in 2015/340 part ATCO.OR as follows:
  - Head of the Training Organisation
  - The person or persons responsible for training
  - Theoretical Instructors
  - Practical Instructors
  - Assessors

In addition the training organisations must send the UK CAA each management system amendment even if it does not require prior approval.

2.17   The UK CAA shall acknowledge receipt of the notification, assess the change notification and decide if a 'Review' is required. If a 'Review' is not

required the UK CAA will take no further action and after the 30 day notice period the change may be implemented by default. If a 'Review' of the change is required the unit shall be notified within the 30 day notice period.

2.18   The UK CAA may prescribe the conditions under which the certified training organisation may operate during such changes unless the UK CAA determines that the certificate should be suspended.

2.19   In accordance with 2015/340 ATCO.AR.C.001 the UK CAA shall conduct oversight of the training organisation including on-site inspections and may attend any element of training delivery and assessment.

2.20   If the UK CAA finds that the holder of a certificate no longer satisfies the requirements or conditions of that certificate, it shall take appropriate measures, which may include revocation of the certificate.

Administrative procedures

2.21   A training organisation may not provide initial, unit or continuation ATC training until it has received UK CAA certification to do so.

2.22   Subject to the provision of all appropriate information to the satisfaction of the UK CAA, and where deemed necessary by the UK CAA, a satisfactory audit, a training organisation will be certified.

2.23   Certification will be subject to the satisfactory implementation of any requirements specified by the UK CAA.

2.24   An audit plan, detailing its objectives, scope and audit members, will be produced by the UK CAA prior to auditing a training organisation. The purpose of the plan is for all parties to prepare and agree dates, personnel and arrangements for the audit.

2.25   Audits will be carried out by an audit team from the UK CAA.

2.26   Communication with the UK CAA should be directed to:

- the appropriate UK CAA Regional Principal Inspector (Southern or Northern), in the case of aerodrome unit and continuation training; or

- the Principal Inspector (En-route), in the case of En-route and TC area unit and continuation training or initial training.

Chapter 3

Initial training

General

3.1   In accordance with Commission Regulation (EU) 2015/340 Subpart D
        Section 1 ATCO.D.005, initial training, leading to the issue of a student air
        traffic controller licence or to the issue of an additional rating and, if
        applicable, rating endorsement, shall consist of:

        1)   basic training: theoretical and practical training designed to impart
              fundamental knowledge and practical skills related to basic
              operational procedures;

        2)   rating training: theoretical and practical training designed to impart
              knowledge and practical skills related to a specific rating and, if
              applicable, to rating endorsement

3.2   Basic and Rating courses shall comply with the following requirements of
        2015/340:

        1)   ATCO.D.025 Basic training examinations and assessment;
        2)   ATCO.D.030 Basic training performance objectives;
        3)   ATCO.D.035 Rating training examinations and assessment;
        4)   ATCO.D.040 Rating training performance objectives;

        and their associated AMCs, or approved alternative means of compliance.
        In addition, for the issue of a UK student licence or additional rating to a
        UK licence, rating training shall comply with UK national requirements and
        procedures published in CAP 794.

Certification of initial training

3.3   In addition to the provision of Chapter 2 of this document, the UK CAA
        has an additional requirement for application for certification as an initial
        training organisation.

3.4   Determination of an organisation's suitability to provide initial training will be by evaluation of the training certification application form and associated compliance matrices. The UK CAA also requires the training organisation to provide an organisational chart describing the organisation of the training provider.

Approvals of initial training courses and initial training plans

3.5   In accordance with 2015/340 ATCO.AR.E.005 Approval of training courses and training plans the UK CAA as the competent authority shall approve training courses and training plans submitted by UK initial training organisations.

3.6   Until such time as approval is granted, any promotional material or reference to the training organisation, its training centre(s) and training courses must clearly state that UK CAA approval has not yet been granted.

3.7   In accordance with 2015/340 ATCO.D.015 Initial training plans shall be established and submitted to the UK CAA These training plans may be submitted in the form of a Course Design Document (CDD), a sample of which may be found in Appendix C below. The training plan or CDD will contain a statement from the accountable manager confirming that the course meets the requirements of 2015/340 and CAP 584.

3.8   For newly certified UK ITOs, the initial training plan or CDD for course approval shall be submitted to UK CAA at least twelve weeks before the training organisation intends to conduct the first course under that approval. However, for already established and certified UK ITOs, the initial training plan or CDD may be submitted to the UK CAA within a reduced period of at least eight weeks before the training organisation intends to conduct the first course. The UK CAA will give initial feedback on the submissions within three weeks and the course and training plan approval process is likely to involve discussions with the UK CAA.

3.9   The initial training plan or CDD shall contain the 12 requirements listed in 2015/340 ATCO.D.015 Initial Training plans.

3.10   A master copy of the initial training plan or CDD showing all changes incorporated and the reasons for them, shall be maintained by the initial training organisation. It shall be possible to trace the development of the course from this document.

3.11   A mapping document shall be maintained which shows how the ITO meets each performance objective of both 2015/340 and CAP 794. This may be held as an Annex to the initial training plan or CDD or as separate document.

Continued compliance

3.12   ITOs shall update their courses in accordance with relevant regulatory requirements.

3.13   A review of the initial training plans shall take place at least once every three years and the process and reasons for any amendments shall be submitted to the UK CAA.

3.14   In accordance with 2015/340 ATCO.AR.C001 the UK CAA shall conduct oversight of the training organisation including on-site inspections and may attend any element of training delivery and assessment.

Approval of synthetic training devices

3.15   Synthetic training devices shall comply with 2015/340 ATCO.OR.C.015 paragraph (b). Appendix I below details the UK CAA requirements to gain approval.

Chapter 4

Staffing

Instructors

4.1   The ITO shall comply with the requirements of Commission Regulation (EU) 2015/340 ATCO.OR.C.001(c).

Theoretical instructors

4.2   Theoretical training shall only be conducted by appropriately qualified instructors in accordance with 2015/340 ATCO.C.001.

4.3   In order to ensure that theoretical instructors are appropriately qualified, the ITO shall have a process to demonstrate compliance with 2015/340 GM1 ATCO.C.001(b)(1) and AMC 1 ATCO.C.001(b)(2). This compliance process may be captured in an ITO UTP.

4.4   ITOs shall have a procedure to ensure that competence of theoretical instructors is maintained.

Practical instructors

4.5   Practical training shall only be conducted by appropriately qualified instructors who hold an air traffic controller licence with an on-the-job training instructor (OJTI) or synthetic training device instructor (STDI) endorsement in accordance with 2015/340 ATCO.C.005. Details of OJTI privileges and STDI privileges, applications and validity are found in 2015/340 ATCO.C.010, C.015, C.020, C.025, C.030, C.035 and C.040.

4.6   In order to ensure that practical instructors are appropriately qualified the ITO shall have a process to comply with 2015/340 ATCO.D.090 which covers training of practical instructors. This compliance process may be captured in the UTP.

4.7   OJTI and STDI endorsements have a validity period of three years. Such an endorsement must be revalidated through successfully completing

refresher training within the validity period. In the event of such an endorsement having expired, it may be renewed by receiving refresher training and successfully passing a practical instructor competence assessment.

4.8   ITOs shall have a process to ensure that competence of practical instructors is maintained.

4.9   In accordance with 2015/340 an STDI endorsement holder must demonstrate knowledge of current operational practices. This will be through operational refresher training (ORF) at least once every three years in accordance with a procedure approved by the UK CAA. The completion and submission of an ORF report meets the requirements of 2015/340 of ATCO.C.040(b) and ATCO.C.040(c)(1) as far as refresher training on current operational practices is concerned for an STDI.

4.10   For STDI instructors who do not currently hold a unit endorsement, the ITO shall have a procedure approved by the UK CAA for ensuring that they maintain a level of practical competence sufficient to demonstrate the practical exercises and meet the training objectives and standards relevant to the practical instruction that they are providing. This procedure may be captured in the UTP.

4.11   Practical and theoretical instructors who fail to maintain competence or who are assessed as unsatisfactory shall be withdrawn immediately from instructional duties until they have demonstrated the required levels of competence and have been assessed as satisfactory.

4.12   STDI instructors do not need to hold a valid medical certificate.

4.13   For those controllers whose licence was not issued in the UK, the ITO shall have a process which must ensure that they have been trained and should be able to demonstrate practical competence to the rating terminal objectives, together with the subjects, topics and sub-topics of 2015/340, together with associated AMCs and the national requirements and procedures detailed in UK CAP 794. This process shall be captured in the UTP.

Assessors

4.14   Details of Assessor privileges, applications and validity as well as other provisions related to an assessor endorsements are found in 2015/340 ATCO.C.045, C.050, C.055, C.060, and C.060.

4.15   In order to ensure that assessors are appropriately qualified the ITO shall have a process to comply with 2015/340 ATCO.D.095 which covers training of assessors. This compliance process may be captured in the UTP.

4.16   Prior to undertaking assessor training the ITO shall ensure that the individual concerned is currently providing practical instruction on a UK CAA approved basic and/or rating course.

4.17   ITO assessors can only assess on basic and/or rating courses for which they hold the relevant rating and have successfully demonstrated assessor competence in accordance with the approved procedure of the ITO at which they are assessing.

4.18   An assessor for initial training shall:

1)   hold a current practical instructional competence, at the ITO concerned, for the basic course or the rating course they will be assessing;

2)   demonstrate that they have satisfactory knowledge of the relevant course structure, objectives, terminal objectives and the methods of assessment and examination used;

3)   provide evidence of having satisfactorily conducted, under the supervision of a qualified assessor, at least two assessments and oral examinations in the basic and/or rating courses they will be assessing.

4.19   Assessors who are authorised to assess during initial training for the issue of a student air traffic controller licence or for the issue of a new rating and/or rating endorsement, if applicable; are responsible for:

1)   carrying out assessments and examinations as directed by the ITO;

2)   conducting a proportion (minimum 10%) of individual practical assessments on the course that they are assessing;

3)   integrating all forms of evidence in order to assess a learner's performance;

4)   recording results of assessments and examinations in accordance with the ITO administrative procedures.

ITO Theoretical Examiner

4.20   An ITO Theoretical Examiner is not required to hold an Assessor endorsement.

4.21   The ITO shall detail to the UK CAA the qualifications and training required to become an ITO Theoretical Examiner.

4.22   A Theoretical Examiner shall demonstrate an understanding of the ITO methodology for the conduct of theoretical examinations and shall conduct two examinations under supervision before he can examine independently.

4.23   A Theoretical Examiner who is conducting oral examinations using scenario based questions on ATC operations shall hold an Air Traffic Controller Licence.

Simulator input staff

4.24   The ITO shall ensure that Simulator input staff are appropriately trained to conduct the tasks relevant to ATC training.

4.25   Simulator input staff who cannot demonstrate that they are competent to carry out the input tasks relevant to ATC training, shall not be utilised to deliver ATC practical training until they have satisfied the ITO that they are able to carry out the relevant tasks associated with ATC training.

Chapter 5

Conduct of initial training courses

Course compliance

5.1   Each initial training course shall comply with the relevant 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.

5.2   In the event of any unexpected circumstances which may involve issues regarding compliance with the course approval, the ITO must contact the UK CAA ATS Inspector (Training) for advice.

5.3   Within the constraints of the course approval, changes to the programme, lesson material and delivery methods may be made without reference to the UK CAA although such changes must be recorded.

5.4   Training times may be adapted in accordance with the learning rates of the individual learners. Provided such adaptations are within 10% of the time normally spent on a particular subject or phase, no notification to the UK CAA need be made.

Course records

5.5   The ITO shall inform the UK CAA of the nominal roll and results for all initial training courses on Form SRG 1418. This form also requires the result of the English Language assessment, normally made during the first rating course undertaken by the individual learner.

5.6   Other records to be retained by the ITO are referenced in Appendix B below.

Course objectives

5.7   The performance objectives required for the satisfactory completion of
       each initial training course are specified in the Commission Regulation
       (EU) 2015/340 and associated AMCs and UK CAP 794 which details the
       terminal objectives for basic and the relevant rating courses including
       national requirements and procedures.

5.8   An assessment scheme to cover the objectives in 3.1 above shall be
       established in compliance with 2015/340 ATCO.D.025 Basic training
       examinations and assessment and 2015/340 ATCO.D.035 Rating training
       examinations and assessment.

Course objectives

Chapter 6

Assessments and examinations

General

6.1   In accordance with Commission Regulation (EU) 2015/340
           ATCO.D.015(g) ITOs must have established processes for examinations
           and assessments for basic training courses and rating training courses.
           These processes must be approved by the UK CAA.

6.2   Basic training examinations and assessments shall be compliant with
           2015/340 ATCO.D.025 and shall cover at least the basic training
           performance objectives described in 2015/340 ATCO.D.030 and
           associated AMCs, as well as UK CAP 794.

6.3   Rating training examinations and assessments shall be compliant with
           2015/340 ATCO.D.035 and shall cover at least the rating training
           performance objectives described in 2015/340 ATCO.D.040 and
           associated AMCs, as well as UK CAP 794.

6.4   Each basic and rating course shall contain at least one written and one
           oral (theoretical) examination together with a practical assessment against
           the terminal performance objectives of that course.

6.5   Objectives must be specified for each written and oral examination and for
           all practical assessments in accordance with the course approval.

6.6   Learners presenting themselves for an examination or summative
           exercise shall be deemed fit to take that examination or summative
           exercise.

6.7   Any learner failing to attend a scheduled summative exercise or
           examination shall be deemed unsatisfactory unless the appropriate ITO
           Manager (as described in the assessment process) is satisfied that there

was just cause for the absence, in which case the summative exercise(s) or examination may be re-scheduled.

6.8   In accordance with 2015/340 ATCO.OR.D005 ITOs shall provide learners with the results of their examinations and assessments as well as the appropriate certificates.

Assessments

6.9   Assessments made in accordance with the course approval shall only be conducted by qualified ITO assessors.

6.10   The practical assessment for the rating course at the course terminal objective level shall comprise a minimum of five summative exercises, all of which a learner must complete.

6.11   Should there be a partial or temporary failure of the simulator or its associated equipment, a minimum period of thirty minutes must have elapsed on an APS or ACS rating course summative exercise for this exercise to be considered as part of the practical assessment. In the case of an ADI rating course summative exercise, this elapsed period must be a minimum of twenty five minutes.

6.12   A report shall be written by an appropriately qualified instructor or assessor for each summative exercise forming part of a practical assessment. Such a report shall contain sufficient information about the learner's practical performance in that exercise to contribute to the overall assessment of the learner's performance. Each report must be signed by the reporting instructor/assessor and by the learner.

6.13   If during a summative exercise there is a technical issue which does not disrupt the simulator run, the fact should be recorded on the report form together with the time it occurred and summary of the issue.

6.14   Under exceptional circumstances, it may be necessary for an instructor to give advice or help during a summative exercise, to prevent unfair and adverse impact on either the learner whose performance he is reporting or

another learner. In this event, the assistance provided should be fully detailed in the report including the reasons for the intervention. The description must be sufficient to enable the assessor to judge the impact on the exercise of the advice or help given.

6.15   The course assessor shall collate the practical summative reports and determine the result as satisfactory or unsatisfactory against the terminal objectives. Final practical assessment results must be attributed to the assessor who assesses the learner's overall performance.

6.16   In making the practical assessment, the assessor must use the standardisation processes in place within the ITO. This may include practical summative exercise sampling, using standardised comparators and consultation with other assessors.

6.17   It is the responsibility of the ITO training management team to ensure standardisation of results. The processes ensuring this should be described to the UK CAA within the initial training plan.

6.18   An ITO shall not, under any circumstance, permit learners to practice summative exercises for a rating course which they may undertake. This includes cloned or any exercises which may be very similar to summative exercises.

Examinations

6.19   Examinations undertaken in respect of knowledge acquired from distance-learning courses shall be carried out under supervised conditions at the ITO's premises.

6.20   ITOs shall conduct theoretical examinations in accordance with Appendix E of this document.

6.21   A learner shall be entitled to two attempts at a written or oral examination during a single course.

6.22   In conducting a written or oral examination, the ITO theoretical examiner must use the standardisation processes in place within the ITO. This may include oral examination sampling, using standardised comparators and consultation with other assessors.

6.23   It is the responsibility of the ITO training management team to ensure standardisation of results. The processes ensuring this should be described to the UK CAA within the initial training plan.

Assessment and examination outcomes

6.24   A learner who does not achieve a satisfactory practical assessment has failed the course.

6.25   A learner who does not achieve a satisfactory result after two consecutive attempts at a written or oral examination shall have failed the course.

6.26   A learner who has failed a course may undertake a second attempt at the course. He shall be required to complete that part of the approved course which the ITO training team deem appropriate following training analysis through a process approved by the UK CAA as part of the initial training plan.

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

6.28   A learner unsuccessful at a second attempt at a course shall be required to undertake that course in full.

6.29   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, the ITO shall carry out an assessment and/or examination of the learner's retained knowledge and skills and, if necessary, require the learner to carry out a period of refresher training before commencing rating training.

Appeals

6.30   ITOs shall establish and publish an internal appeal procedure for examinations and assessments.

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

6.32   ITOs shall maintain records which show that learners have acknowledged receipt of the appeal procedure.

6.33   Learners shall be informed of the ITO's appeal procedure and of their right to appeal against the conduct of an assessment in accordance with UK CAA Regulation 6(5) of the Air Navigation Order prior to any assessment or examination being undertaken.

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

Chapter 7

English language proficiency assessments for controllers

Assessment schemes

7.1   The UK process requires that the initial assessment for an English language endorsement for an ATCO licence takes place during initial training on an advanced phase of an air traffic controller rating course.

7.2   English Language Proficiency at Expert Level (Level 6) of the ICAO Language Proficiency Rating Scale shall be conducted by ITO assessors during a learner's first initial rating course.

Process for English language proficiency assessments

7.3   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).

7.4   The assessment shall be carried out as part of the practical element of the course on a simulator during an advanced exercise of the rating course.

7.5   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 must be undertaken to determine the Language Proficiency Level of the candidate. This assessment must be undertaken by a minimum of two English Language Proficiency Raters who have been approved to conduct such assessments for air traffic controllers by the UK CAA.

Requirement

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

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

        2)   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;

        3)   specifically required by the UK CAA.

7.7   In accordance with requirement Commission Regulation (EU) 2015/340
        ATCO.B.040 Assessment of language proficiency, the assessment
        process must be approved by the UK CAA.

7.8   The assessment shall comply with the requirements of 2015/340
        ATCO.B.040 Assessment of language proficiency and associated AMCs.

7.9   The assessment must be conducted by two qualified English Language
        Proficiency Raters who have been approved to conduct such
        assessments for air traffic controllers, one of which must be the holder of
        an air traffic controller licence issued by the UK CAA.

7.10   The assessment is conducted in part on a simulator or in a simulated
        environment.

7.11   The assessment must elicit plain language together with both standard
        and non-standard RTF phraseology.

7.12   The assessment must be capable of differentiating between Levels 3, 4, 5
        and 6 of the ICAO Language Proficiency Rating Scale.

7.13   The assessment must enable evaluation of all 6 elements of the ICAO
        Language Proficiency Rating Scale, being: pronunciation, structure,
        vocabulary, fluency, comprehension and interaction.

7.14   The assessment must enable recording against each of these six
         elements.

Records and documentation

7.15   The ITO must maintain records of the all language proficiency
         assessments in accordance with existing requirements for record-keeping
         in respect of approved course assessments.

7.16   The outcome of the assessment is to be recorded on a certificate that is to
         be issued to the individual. The certificate must include the items detailed
         at Appendix D.

7.17   The assessing organisation is to report the outcome of all assessments to
         ATS Licensing.

Chapter 8

Assessment of previous competence

Requirement

8.1   An assessment of previous competence 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. The relevant time periods
        are laid down in Commission Regulation (EU) 2015/340 ATCO.B 001(d)
        Student air traffic controller, B.005(e) Air traffic controller licence or
        ATCO.B.010(b) Air traffic controller ratings.

8.2   In addition to the 2015/340 requirements above, an assessment of
        previous competence may also be required at direction of the UK CAA.

8.3   The assessment of previous competence must be carried out by a
        certified training organisation which conducts initial training. The
        assessment must be carried out against the terminal objectives of the
        relevant rating course and by assessors competent to assess that rating.

Conduct of APCs

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

8.5   Proposals from certified ITOs for the conduct of assessments for previous
        competence shall include details of the assessments to be used.

8.6   ITOs approved to conduct assessments for previous competence shall
        make every attempt to notify the UK CAA at least 30 working days before

the assessment is planned to take place but 10 working days in any event.

8.7   Prior to undertaking the assessment, the candidate should be interviewed and, if necessary, undertake examination(s) to enable assessment of his present level of knowledge, understanding and experience. The decision as to whether a written and/or oral examination is necessary lies with the initial training organisation.

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

8.9   The initial training organisation shall submit to the ATS Inspector a report of the assessment showing the areas covered and the outcome of the assessment. The report shall include recommendations to either progress onto unit training or to address those areas in need of additional training, such additional training could be delivered at the initial training organisation or at the relevant unit depending on the subject matter. This decision will be made in consultation with the ATS Inspector.

8.10   In circumstances where additional initial rating training is required to bring the 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 ATS Inspector is required as licensing action may result.

8.11   The initial training organisation shall make available the assessment of previous competence report to the individual who has undertaken the assessment.

8.12   Assessments of previous competence fall under the provision of CAP 393 – Air Navigation Order Part II, Regulation 6(5) and individuals may appeal against the conduct of the assessment of previous competence direct to the UK CAA within 14 days of the assessment result.

8.13   The report shall be written in the format of the Assessment for Previous Competence Report in Appendix A below.

Chapter 9

Unit training

General administrative procedures

9.1   A training organisation who intends to provide unit training shall submit an application and follow the processes described in Chapter 2 of this document in order to obtain UK CAA certification.

9.2   A training organisation who intends to provide evaluator and verifier training shall submit a training plan. This may be in the form of a CDD as shown in Appendix C below.

Unit training plan

9.3   Every air traffic control unit must have a unit training plan (UTP), approved by the UK CAA.

9.4   The UTP will detail the processes by which student and/or trainee air traffic controllers are trained and demonstrate compliance with Commission Regulation (EU) 2015/340 ATCO.D.055 Unit training plan.

9.5   Full details of licensing requirements are contained in 2015/340 and the UK processes contained in CAP 1251, Air Traffic Controllers - Licensing.

9.6   The UTP shall contain a list of the unit endorsement courses (UEC) for each unit endorsement at the unit. The UEC shall contain the requirements of 2015/340 ATCO.D.060 Unit endorsement course.

Development of unit training plans

9.7   The UK operates a two level system for unit training:

- Level 1 UTP, which is managed by OJT Instructors.
- Level 2 UTP, which uses a system of evaluation and verification managed by qualified evaluators and verifiers.

Phases of unit training

9.8   Because all operational ATC units are different, student and/or trainee air traffic controllers will require specific unit training in addition to initial training before commencing OJT. Unit training may vary, from the student/trainee air traffic controller 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 shall notify their Inspector of ATS when a candidate commences the unit training plan. Unit training may be divided into three phases as described in 2015/340 ATCO.D.005 Types of air traffic controller training which include:

- transitional training;
- pre on-the-job training;
- on-the-job training.

Administration procedures

9.9   A training organisation shall submit to the UK CAA a UTP and a UEC for each unit endorsement at the unit.

9.10   A training organisation must notify the UK CAA of any proposed changes and amendments to the approved UTP in order to obtain continued approval.

Contents of a UTP

9.11   A UTP is a process document which shall contain the requirements laid down in 2015/340 ATCO.D.055 Unit training plan and associated AMC.

9.12   The UTP, in accordance with 2015/340 ATCO.D.055 Unit training plan now requires a list of the UEC(s). The detail for each UEC may be a separate appendix in the UTP or a separate document.

9.13   The UTP shall be approved by the UK CAA.

9.14   The UTP shall be fully documented and indicating compliance with
          2015/340 ATCO.D.055 Unit training plan (b), also:

          ▪   in the case of an ATC unit at which controllers may be awarded a
                  Surveillance Radar Approach Endorsement to the Approach Control
                  Surveillance Rating, the minimum number of Surveillance Radar
                  Approaches which a student or trainee controller must complete prior
                  to an assessment of competence being undertaken.

NOTE: 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 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.

9.15   2015/340 has introduced a new air traffic controller licence endorsement
          to assist with training of air traffic controllers. The synthetic training device
          instructor (STDI) can be utilised to deliver training during the transitional
          and pre-OJT phases only.

9.16   Providers of air traffic services shall ensure that student and/or trainee air
          traffic controllers are kept aware of their progress, including any areas
          where improvement is required and the goals they must achieve to
          successfully complete the training.

9.17   To prevent fatigue, providers of air traffic services shall ensure that the
          provisions of the Scheme for the Regulation of Air Traffic Controller Hours
          (SRATCOH) are applied to student and trainee air traffic controllers
          undertaking OJT as if they were operational air traffic controllers.

9.18   Providers of air traffic services shall 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 shall be sufficiently detailed to enable
          other OJTIs to determine the strengths and weaknesses of the trainee,
          together with his level of competence. These reports shall be completed
          at regular intervals.

9.19   The UK CAA may audit all aspects of unit training and assessment.

9.20   Where units provide refresher training in a live traffic situation to controllers who are employed as instructors at an approved ITO, the provider of air traffic services shall 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.

Contents of a UEC

9.21   All UECs shall be submitted to the UK CAA for approval. Adapted UECs for the exchange of a member state licence or to take due account of acquired rating and experience of an air traffic controller shall require separate approvals.

9.22   The contents of a UEC shall be in accordance with the requirements laid down in 2015/340 ATCO.D.060 Unit endorsement course.

9.23   The UEC shall ensure that the performance objectives of the relevant Part(s) of CAP 624 are met.

Evaluation and verification

Requirement

9.24   2015/340 has a clear difference between the terms examination and assessment. Examination is the testing of theoretical knowledge and this can be done by a written and/or oral test. Assessments are practical tests. Also, for written or computer based examinations, the regulation now requires a pass mark of at least 75%.

9.25   The requirements for the demonstration of theoretical knowledge and understanding is laid down in 2015/340 ATCO.D.065 and includes guidance material.

9.26   The requirements for assessments during UECs is laid down in 2015/340 ATCO D.070 and includes guidance material. The UK operates 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.

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

- at a unit with a Level 1 UTP, by an OJTI;
- at a unit with a Level 2 UTP, by a unit evaluator authorised by the UK CAA.

Unit evaluators

9.28   To conduct evaluations on a UEC a controller must:

1) hold a valid rating and rating endorsement(s), if any, at that unit in the rating in which he will evaluate;

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

3) have successfully completed an approved course of evaluator training;

4) 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

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

9.29   Controllers who are authorised to assess on a UEC shall only evaluate the progress of trainees at that unit.

9.30   Authorisation to evaluate training progress does not confer the privilege to sign a unit endorsement associated with the air traffic controller licence.

9.31   On transferring to another unit, the evaluator shall have to satisfy the criteria in paragraph 9.28 sub paragraphs 1, 2 and 5 above, before he can conduct evaluations at the new unit.

Roles and responsibilities

Unit evaluators

9.32   Unit evaluators are responsible for:

- the conduct of individual evaluations;
- collecting and collating evidence of the trainee's performance;
- grading the trainee's performance; and
- reporting findings, in accordance with the UEC and UTP.

Providers of air traffic services

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

- the controllers they nominate to be unit evaluators are appropriately licensed and meet the experience requirements in paragraph 9.28 above;
- the unit has sufficient unit evaluators;
- unit evaluators are competent to evaluate training progress on the UEC;
- a list of unit evaluators is maintained at the unit.

Requirement

9.34   Providers of air traffic services shall ensure that the evaluation process associated with Level 2 UTPs is verified by unit verifiers authorised by the UK CAA.

Unit verifiers

9.35   To verify the evaluation progress on a UEC, controllers must:

1) have held an evaluator qualification at that unit for at least one year;
2) have successfully completed an approved course of verifier training;
3) provide evidence of having satisfactorily conducted, under the supervision of a qualified unit verifier, of at least two evaluations in the rating(s) they will be verifying: and

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

9.36   Providers of air traffic services shall ensure that a list of unit verifiers is maintained at the unit.

9.37   Controllers who are authorised to verify the assessment process on UECs shall only verify evaluations on the UEC at that unit.

9.38   Authorisation to verify the evaluation process does not confer the privilege to sign a unit endorsement associated with the air traffic controller licence.

9.39   On transferring to another unit, the verifier will have to satisfy the criteria in paragraph 9.35 sub paragraphs 1 and 3 above before he can verify evaluations at the new unit.

Roles and responsibilities

Unit verifiers

9.40   Unit verifiers are responsible for:

- ensuring evaluations are correctly conducted in accordance with the requirements of the UEC and UTP;
- establishing best evaluation practice;
- ensuring that the result can be justified by the evidence;
- giving feedback to evaluators and providers;
- assessing the competence of evaluators.

Providers of air traffic services

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

- the controllers they nominate to be unit verifiers are appropriately licensed and meet the experience requirements in paragraph 5F1 above;
- the unit has sufficient unit verifiers;

- unit verifiers are competent to verify the assessment process associated with the UTP; and

- a list of verifiers is maintained at the unit.

ABES assessments

9.42   Assessments for a controller's competence to handle abnormal and emergency situations as part of the UEC are conducted by Evaluators.

Approval of unit training plans

9.43   Units shall submit a unit training plan and unit endorsement courses to their ATS Inspector, Guidance for the development of UTP and UEC at Appendix F and G below.

Approval of personnel involved in examination, evaluation and verification

Requirement

9.44   The UK CAA shall 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.

Evaluation and verifiers

9.45   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.

Assessors

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

9.47   The CAA 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.

Chapter 10

Unit evaluators and verifiers

Unit evaluator and verifier training

10.1   Certified training organisations wishing to provide evaluator and verifier training courses shall submit their proposals to the UK CAA for approval in the format required in Appendix C.

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

10.3   This course of training shall be designed to provide the required additional skills for air traffic controllers, who will be engaged in Unit evaluation and verification and sit under the approval of Article 195 of the Air Navigation Order.

10.4   This course of training shall consist of theoretical and practical courses, together with simulation, when appropriate. The course and performance objectives, as a minimum, shall comply with the relevant section of CAP 624 Air Traffic Controller – Performance objectives.

10.5   Training organisation wishing to conduct these courses shall ensure that notification of the delivery of such courses follow the procedures as laid down in paragraph 5.5 of this document.

10.6   Such courses shall be reviewed and approved by the UK CAA at least once every two years.

Chapter 11

Licence-holders from other EU Member States

Administration

11.1   Full details and UK CAA procedures for the Recognition of Licences
            issued by other EU Member States are detailed in CAP 1251, Air Traffic
            Controllers - Licensing.

11.2   For those air traffic controllers who satisfy the mutual recognition
            requirements, the UK ANSP which employs them shall ensure that they
            have been trained in the relevant UK national procedures and
            requirements. The ANSP is responsible for identifying the required
            training and to submit an adapted UEC to the UK CAA for approval at
            least six weeks before commencement of the training. Such training shall
            be successfully completed before the individual may commence the
            current UK CAA approved relevant UEC.

11.3   Training of the relevant UK national requirements may be sub contracted
            to an ITO 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.

Chapter 12

Continuation training

Continuation training requirements for air traffic controllers

12.1   The requirements for continuation training are detailed in Commission Regulation (EU) 2015/340 ATCO Section 4.

12.2   Continuation training is training to maintain the skills of air traffic controllers.

12.3   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 shall be detailed in the unit competence scheme.

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

12.5   All competence schemes including the refresher training courses shall be reviewed and approved by the UK CAA at least once every three years.

12.6   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.

Refresher training

12.7   The requirements for refresher training courses are detailed in 2015/340 ATCO.D.080 and its associated AMCs and guidelines.

12.8   The regulation GM, recommends the Eurocontrol ATC Refresher Training Manual to assist units in developing their refresher training. As the name

suggests, this is guidance only and not a requirement. The UK CAA expects that units will develop the refresher training appropriate for their purposes and will allocate sufficient time to meet the units' needs.

12.9   Refresher training courses shall be approved by the UK CAA.

12.10   Refresher training courses shall contain at least the following:

1) standard practices and procedures training, using approved phraseology and effective communication

2) abnormal and emergency situation training (ABES), using approved phraseology and effective communication

3) human factors training

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

12.12   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.

12.13   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 UK CAA 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.

12.14   The Eurocontrol ATC Refresher Training Manual provides guidance utilising a competence based system with training objectives and performance criteria (Observable Behaviour). This document also includes guidance for the instructor role in the training session and gives

examples of scenario based training and how to create a syllabus to meet this need. Examples of forms and analysis sheets are also included. The UK CAA recommends that units consider utilising this document to produce a baseline for refresher training which can be subsequently built on for future needs.

12.15   Unit Assessors or UK CAA ATS Inspectors are authorised to assess refresher training courses.

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

12.17   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 ATCO, Subpart D, Section 3 in order to renew the endorsement.

Standard practices and procedures

12.18   The element of standard practices and procedures training, using approved phraseology and effective communication, shall be incorporated into refresher training. This should enhance standardisation at the unit.

12.19   The training should ensure that standard phraseology and best practices are standardised across each watch, in order to improve provision of the service.

ABES guidelines

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

12.21   Abnormal situations are circumstances 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.

12.22   The UK CAA expects that ABES 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 ABES include:

- Aircraft emergencies
- Incident/conflict resolution
- ATC 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.

12.23   There is a variety of sources that may be available for reference and training material, for example:

- 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

12.24   ABES 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.

Human Factors (HF) guidelines

12.25   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 ABES usually through team work, effective communication and critical incident stress management. However, HF training under the new regulation is now a specific requirement and must therefore be documented in the refresher training courses.

12.26   The Eurocontrol ATC Refresher Training Manual states that the 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.

12.27   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.

12.28   To assist in developing this subject an example list of training objective guidelines some taken from the Eurocontrol ATC Refresher Training Manual has been produced below, this is not a definitive list and it is expected that units will adapt training objectives to their specific needs.

Teamwork and self-management

12.29   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

Procedures for conversion training

12.30   The requirements for conversion training are laid down in 2015/340 ATCO.D.085 Conversion training.

12.31   Apart from OJTI, Assessor, Evaluator and Verifier training, a training organisation who has identified a need for conversion training shall submit their proposals to the UK CAA.

12.32   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.

NOTE: This proposal could take the form of a course design document as detailed in Appendix C.

12.33   Conversion training courses shall be approved by the UK CAA.

Chapter 13

Training requirements for air traffic controllers

On-the-job instructor, synthetic training device instructor and assessor endorsements

13.1   Section 5 of Commission Regulation (EU) 2015/340 lays down the requirements for the training of Instructors and Assessors. This training is 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.

13.2   Training organisations wishing to conduct this type of training will be required to make their application for course approval to the UK CAA in accordance with the provisions of Chapter 3 of this document: The course and performance objectives, as a minimum, must comply with the relevant section of CAP 624 Air Traffic Controller – Performance objectives.

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

13.4   Training organisations wishing to conduct these courses shall ensure that notification of the delivery of such courses follow the procedures laid down in paragraph 5.5 of this document.

13.5   Such courses shall be reviewed and approved by the UK CAA at least once every two years.

13.6   An important element of training towards the issue of an Assessor Endorsement is exposure to the many differing aspects of ATCO 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 an ITO and that this is the best environment to conduct these courses.

Courses approved under Article 195 of the Air Navigation Order

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

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

13.9   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 CDD.

13.10   Training organisations wishing to conduct this type of training shall ensure that instructing on the course are appropriately qualified.

13.11   Training organisation wishing to conduct these courses shall ensure that notification of the delivery of such courses follow the procedures as laid down in paragraph 5.5 of this document.

13.12   Such courses shall be reviewed and approved by the UK CAA at least once every two years.

Refresher training for the revalidation of OJTI, STDI and assessor endorsements

OJTI

13.13   The requirements for the validity of an OJTI endorsement are laid down in 2015/340 ATCO.C.020 Validity of on-the-job-training instructor endorsement. This requires that an OJTI endorsement may be revalidated

by successfully completing refresher training on practical instructional skills during the validity period.

13.14   AMC1 ATCO.D.090(a)(2) refresher training in practical instructional skills should be developed to prevent knowledge and skills erosion.

13.15   The refresher training shall include a method of validation.

13.16   The refresher training for OJTI shall be detailed in the UCS and submitted to the UK CAA for approval.

STDI

13.17   The requirements for the validity of an STDI endorsement are laid down in 2015/340 ATCO.C.040 Validity of synthetic training device instructor endorsement. This requires that an STDI endorsement may be revalidated by successfully completing refresher training on practical instructional skills during the validity period.

13.18   2015/340 AMC1 ATCO.D.090(a)(2) 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.

13.19   The refresher training shall include a method of validation.

13.20   The refresher training for OJTI shall be detailed in the UCS and submitted to the UK CAA for approval.

Assessor

13.21   The requirements for the validity of an assessor endorsement are laid down in 2015/340 ATCO.C.060 Validity of an assessor endorsement. This requires that an assessor endorsement may be revalidated by successfully completing refresher training in assessment skills during the validity period.

13.22   2015/340 AMC1 ATCO.D.095(a)(2) 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.

13.23   The refresher training must be validated.

13.24   The refresher training for assessors should be detailed in the UCS and submitted to the UK CAA for approval.

Appendix A

Assessment for the previous competence report

(Reference CAP 584 Chapter 8)

Name and address of training organisation:

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	

Appendix B

Records to be retained by providers of initial training

B.1   The ITO shall maintain records to show that each learner has undertaken, in full, the approved course of training.

B.2   Where periods of absence have occurred, records must show how missed training has been recovered.

B.3   The following records (electronic or paper) must be retained permanently by training providers who provide initial training:

- ITO Exposition (current master copy).
- ITO Initial Training Plan/Course Design Documents (current master copies).

B.4   Training and assessing records (electronic or paper) are to be retained for 5 years following the completion of a course, as follows:

- course nominal rolls;
- list of course managers, instructors and assessing staff for each course;
- written assessment question papers;
- written learner answer papers;
- oral examination reports including questions asked and records of learner responses;
- practical formative reports;
- practical summative reports;
- practical assessment reports;
- consolidated course results sheet with final assessment for each learner;
- course log detailing changes made to the course conduct and any significant events affecting the running of the course;

- attendance records and any course programme changes to accommodate learner absence to ensure any missed was recovered; and

- evidence that each learner has a copy of the ITO's appeal procedure.

B.5   Records of instructional, simulator input and assessing staff competence, showing:

1) name and forename;
2) air traffic controller licence qualifications, if appropriate, including:
    a) licence number; and
    b) ratings and licence endorsements held and unit endorsement records.
3) details of OJTI, evaluator, verifier and/or assessor training undertaken; and
4) details of competence training and date(s) of last relevant competence check(s) undertaken at the training provider.

B.6   Records of internal and external audits.

Appendix C

Course design document

In the event that a training organisation wishes to submit the documentation required for course approval in the form of a course design document, the relevant format is described below.

Content

C.1   The document should be typed, with paragraphs and pages numbered, following the sequence specified below.

Cover page

    1)   name of training organisation

    2)   title of submission

    3)   version number

    4)   date of document

General

C.2   In this section, the training organisation shall provide:

    1)   type of training course e.g. ADI, APS, ACS;

    2)   structure and composition – breakdown of theoretical and practical delivery;

    3)   the proposed start date of the first course;

    4)   the number of courses planned per annum;

    5)   the number of simulator training positions available for the course and therefore the maximum number of learners;

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

    7)   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 learners at appropriate times;

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

9) 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;

10) the practical feedback or reporting forms for the formative practical exercises;

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

12) the process used to obtain learner and/or any other relevant feedback on the course;

13) a document that demonstrates where the relevant regulatory content of the course is delivered e.g. Eurocontrol mapping document or a visual cross reference index.

Appendix D

English language proficiency certificate

Certificate

D.1   The English language proficiency certificate issued by the training centre shall include the following information:

- 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.

Appendix E

Conduct of written examinations

Protocol for the conduct of written examinations

Entering examination room	Candidates should plan to arrive at the examination room 10 minutes before the scheduled start time. No one may enter the examination room more than 30 minutes after the start time.
Leaving examination room	No one may leave the examination room during the first 30 minutes or the last 15 minutes of the examination.
Supervised absence	In addition to the above, no candidate may leave and return to the examination room during an examination unless supervised by an invigilator while absent.
Communications during examinations	Unless an invigilator has given permission otherwise, during the course of the examination a candidate may communicate with no other person but the invigilator.

Permitted items

- Wrist watch (except smart watches)
- non-programmable calculator
- non-fizzy drink (not greater than 500ml)
- sweets (unless removing the associated wrapper would case a disturbance)

NOTE: pens, pencils and stationary will be provided by the ITO.

Prohibited items

- Unauthorised material (including revision notes) or equipment relevant to the exam
- Coats, bags and hats (must 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 (must be switched off and should be placed on the nominated desk)
- Food

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 will confiscate any unauthorised material, indicate on the candidate's script that it has been confiscated due to suspected cheating, and remove the script. The candidate will then be given further examination books and permitted to complete the examination. The invigilator will seek an explanation from the candidate at the end of the examination, and submit an incident report to the Training Centre Management.

Illness/Disruption   If you feel ill during an exam you should inform an invigilator immediately, similarly any other form of distraction, e.g. excessive noise causing an adverse effect on your performance, should be reported at the time of the occurrence.

Emergency procedures   In the event of the fire alarm or other emergency necessitating the evacuation of the examination room, the invigilator will instruct candidates to stop writing and leave their answer books on their desks. The building fire and evacuation procedures shall be followed. No one may re-enter the examination room until the Invigilator advises that candidates may do so.

Appendix F

Guidance for the development of unit training plans and endorsement courses (overview)

Requirement to have an approved unit training plan

F.1   Commission Regulation (EU) 2015/340 requires all ATC units to have an approved UTP. In the UK these must be approved by the CAA.

F.2   A UTP is a process document. The UEC contains the relevant details of the training plan to be followed which will lead to the award of a unit endorsement.

F.3   This Appendix provides supplementary advice on unit training and assessment.

Unit training plan documentation

F.4   The UTP shall be approved by the UK CAA and should be fully documented, indicating the full list of requirements in 2015/340 ATCO.D.055 Unit training plan. This regulation also includes guidance on unit training plans and also acceptable means of compliance with regards to unit endorsement courses.

Phases of unit training

F.5   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 must be identified in your UTP.

F.6   A student/trainee must demonstrate that he has met the objectives for each phase of training before being allowed to commence the next phase.

Transitional training phase

F.7　　　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.

F.8　　　Transitional training consists generally of classroom sessions or guided
self study during which the student learns about the unit, its environment,
associated airspace and ATC procedures. Training and assessment in the
application of ATC 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.

F.9　　　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.

F.10　　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 ATC 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.

Pre on-the-job training

F.11　　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 must meet the terminal objectives

for this phase of training if they are to proceed to on-the-job training (OJT).

F.12　　Pre-OJT is a safety-critical phase of the training during which students/trainees will integrate all previously learned procedures and routines, including national ATC procedures, into the decision-making process and learn to allocate priority.

F.13　　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.

F.14　　The terminal objectives of pre-OJT should be fully stated and should be justified in terms of what the student/trainee must know and be able to do, prior to commencing OJT.

F.15　　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.

F.16　　The quality of any simulator will determine the extent to which it may be used in the training plan. Simulators for pre-OJT must be able to generate the operational environment to the extent that all ATC procedures relating to a particular operational position or sector can be applied at the same time. This does not necessarily mean that the simulator must be a faithful representation of an operational position, but it must enable the student/trainee to meet the stated terminal objectives of this phase of training.

F.17　　A simulator for ground movement control could be a 2-D plan view of an aerodrome.

F.18   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.

F.19   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.

On-the-job training (OJT)

F.20   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 must hold a valid rating appropriate to the service being provided.

F.21   All phases of training must be reported upon and assessed before the student/trainee commences the next phase, and particularly OJT. Reports of these assessments must be included in the student/trainee records and be available for audit by the CAA.

Unit endorsement course

Starting point for unit training

F.22   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. CAP 794 contains the terminal objectives which detail the standards to be achieved by students at the end of each rating course. Additionally, such familiarisation may be enhanced by visiting an initial training organisation while training is in progress, particularly during the latter stages of a course.

Unit training prior to OJT

F.23   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 must 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 must 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.

F.24   You should take into consideration:

1)   Skills required to operate equipment including:
   a)   data input;
   b)   ATS surveillance system(s);
   c)   ground movement surveillance;
   d)   information systems;
   e)   communication systems.

2)   The task including:
   a)   local and adjacent environment;
   b)   local ATC procedures;
   c)   co-ordination within the unit and with other ATC units or agencies;
   d)   the level of decision making and negotiation skills required;
   e)   requirement for specialist controlling techniques;
   f)   the tolerance of the environment to controlling errors;
   g)   unusual circumstances and aircraft emergencies.

3)   The traffic levels:

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

b)   acceptable loss of efficiency to aircraft operations.

4)   The training environment:

a)   facilities for monitoring and intervention;

b)   availability and types of simulations;

c)   opportunities for retraining;

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

Task analysis

F.25   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.

CAP 624 Air Traffic Controllers – Performance objectives

F.26   Units developing unit training objectives will need to obtain the relevant
        parts of CAP 624, Air Traffic Controllers – Performance Objectives, that
        contain the requirements for ratings, rating endorsements and licence
        endorsements. A detailed explanation of their use is incorporated in each
        part of the CAP 624.

F.27   The unit's MATS Part 2 should contain most of what the student/trainee
        will be required to know, but additional sources of information such as
        maps, charts and national and international publications should be used
        where appropriate and must be referenced within the UEC.

Developing training objectives

F.28   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 must 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.'

F.29   You should avoid having a large number of objectives and this may be
achieved by writing general objectives. Although a student/trainee must,
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.

Transitional training

F.30   The initial training courses will deliver student air traffic controllers who
have demonstrated their ability to apply basic ATC procedures in a
simulated environment. Transitional training objectives will therefore be
focused on the local ATC procedures and the ATC environment, for
example aerodrome layout, taxi routes, associated airspace, etc. Although
it is convenient to teach students all the local ATC 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 ATC
procedures while the students/trainees are undertaking OJT. Where
additional theoretical training is conducted during OJT, it should be noted
in the training plan.

Pre-OJT training

F.31   The objectives for pre-OJT will relate to application and demonstration of the ATC 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.

OJT

F.32   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.

F.33   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 learner 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.

F.34   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 ATC service without support from the OJTI.

F.35   The OJT phase is also a time when students/trainee's knowledge and understanding of the application of local ATC 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 ATC procedures or a misunderstanding of their application.

Setting targets

F.36   The plan should set 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.

F.37   Students/trainees should be kept aware of their progress, including any areas where improvement is needed and the goals they must achieve to successfully complete the training.

Progress/Training reports

F.38   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.

Assessing

F.39   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

training plan. This effectively sets the targets for the trainee and trainer
alike.

F.40   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 must be assessed
            and the process fully documented to provide evidence of the trainee's
            performance. There is no 'pass mark'; students/trainees must 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.

F.41   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.

Transitional and pre-OJT training

F.42   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.

OJT

F.43   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. (see paragraph 14.2 above). Evaluation of this phase consists of
            observation of practical work and reference to training reports from other
            OJTIs for supporting evidence.

F.44　　　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.

Training and evaluation reports

Training reports

F.45　　　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.

F.46　　　The 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.

Evaluations

F.47　　　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.

F.48   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.

F.49   Students/trainees must be given prior warning of any evaluation and
            should sign the resulting evaluation report.

F.50   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.

F.51   There is more detailed guidance giving examples of training and
            evaluation reports at Appendix G of this document.

Reviewing and amending the UTP and UECs

F.52   In accordance with 2015/340 ATCO.D.055 paragraph (b) sub paragraph
            (15) a unit must have a process for reviewing and amending its UTP. The
            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.

F.53   The UECs must 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.

F.54   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.

Appendix G

Guidance for the development of unit training plans – Generic UTP and UEC

Application of the guidance

G.1   The guidance in this document is not intended to prescribe the layout of your UTP and UEC(s) or the quality process to be involved. However, it does indicate the minimum that would be needed to satisfy the criteria for UK CAA approval. You may find the layout below helpful.

G.2   An option is a layout that follows the list of requirement of Commission Regulation (EU) 2015/340 ATCO.D.055 Unit training plan for the UTP and ATCO.D.060 Unit endorsement course for UECs.

Suggested content of the UTP

Introduction and contents pages

G.3   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

G.4   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 the assessment process. A list of the UEC(s) and their objectives.

G.5   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

G.6   Level 2 unit training plans will consist of transitional training, Pre-OJT and
          OJT or just transitional training and OJT.

G.7   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 the
          assessment of the application of ATC procedures.

G.8   Pre-OJT training will only be conducted where the unit has a simulator
          capable of faithfully replicating the ATC environment and operations at
          that unit.

G.9   Units with level 2 unit training plans that also participate in the Unit
          Competence Scheme may apply to the UK CAA to be granted the
          additional privileges of conducting their own assessments and
          examinations, as specified below:

          ▪   unit endorsement examinations and assessments see CAP 1251;
          ▪   enabling approach surveillance rated controllers, who do not also
              hold an Approach Procedural rating, to contain a surveillance
              equipment failure see CAP 1251.

Section 1: Organisation of training and personnel responsibilities

G.10   Section 1 of the UTP shall contain:

          1) an organisational tree of the training structure within your
              organisation;
          2) the job titles, roles and responsibilities of persons involved in:
              a) training policy and its application;
              b) transitional and pre-OJT training;
              c) OJT: the roles and responsibilities of OJTIs are laid down in
                  Commission Regulation (EU) 2015/340 ATCO.C.010 On-the-

job training instructor (OJTI) privileges, but additional local

responsibilities should be added where necessary;

    d)   the roles and responsibilities of STDIs are laid down in

Commission Regulation (EU) 2015/340 ATCO.C.030 Synthetic

training device instructor privileges, but additional local

responsibilities should be added where necessary.

3)   details of the process by which the training organisation meets the

requirements of Commission Regulation (EU) 2015/340

ATCO.C.020 Validity of on-the-job training instructor endorsement

and ATCO.C.040 Validity of synthetic training device instructor

endorsement is now part of the unit competency scheme (UCS);

4)   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;

5)   appeals process;

6)   details of the process for reviewing the UEC(s) and UTP, including

any documentation to be used. This should include:

    a)   determining from the OJTI any shortcomings in the

students'/trainees' knowledge, understanding or application that

should be addressed during transitional training;

    b)   determining from students/trainees any additions or changes to

the transitional training that would better prepare them for OJT.

G.11   These details are required for both level 1 and level 2 unit training plans.

Section 2: Training plan structure and time periods

G.12   Section 2 of the UTP shall contain:

1)   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 must be listed separately for

each type of UEC.

    a)   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;

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

    i)   the training timetable;

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

    iii)   the objectives of training for each phase; and

    iv)   the assessment programme.

c)   details of OJT including:

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

    ii)   the objectives for each topic and where appropriate sub-
        topic for each of the 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;

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

    iv)   the time periods at which assessments are to be
        conducted.

G.13   **Minimum time**. The 'minimum time' referred to in 3. a) above 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.

G.14   **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.

G.15　**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.

G.16　**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.

G.17　**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 Abnormal and Emergency Situations (ABES)

G.18　Section 3 of the UTP shall contain details of your approved ABES, including:

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

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

Section 4: Assessing methods

G.19　This section shall include:

　　1)　the occasions upon which trainees will be evaluated;

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

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

4)   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

G.20   This section shall 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 H

Guidance for the development of unit endorsement courses

A scheme for using the CAP 624 performance objectives and assessment for OJT.

Level 1 UTP/UEC performance objectives

H.1   For level 1 unit training plans the generic performance objectives from
           CAP 624 should provide suitable objectives for OJT; all that is required is
           to determine which objectives must be met at the completion of each
           assessment level. An example of using CAP 624 to identify the
           appropriate performance objectives for each level is given below. The
           Topics and Sub-Topics are taken from CAP 624 Part 1 – 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
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

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-ATC 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

Topic and sub-topic	Description	Assessed at level*		
		50	100	150
H1.4	Provide alerting service		X	X
H2	**Manage domestic contingencies in an aerodrome control visual control room**			
H2.1	Safely evacuate the control room			X
S1	**Comply with security requirements at an aerodrome control unit**			
S1.1	Comply with security requirements at an aerodrome control unit			X

* See part A, para 14.2

H.2   You do not need 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 G 10.3 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:

- G10.1.1 Compliance with licensing and medical requirements is confirmed.
- G10.1.2 Pre-task briefing is carried out.
- G10.1.3 The current and projected traffic situation is obtained from the duty controller.
- G10.1.4 Current and projected workload is evaluated to determine whether the resources available are appropriate.
- G10.1.5 Action is taken to ensure resources are adequate for the task.

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

- G10.3.1 The current traffic situation is clearly communicated to the relieving controller.
- G10.3.2 The current and projected operating conditions are clearly communicated to the relieving controller.

- G10.3.3 Current and projected workload is evaluated to determine whether the resources available are appropriate.
- G10.3.4 Action is taken to ensure resources are adequate for the task.

H.4   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.

H.5   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 must also be assessed against the performance objectives for G10.1 and G10.3 for assurance that they are continuing to satisfy these objectives.

H.6   The performance objectives for G10.2 are:

- G10.2.1 Assistance is called for in sufficient time to ensure personal capabilities are not exceeded.
- G10.2.2 Assistance provided to other team members is appropriate to the circumstances.
- G10.2.3 Current and projected workload is evaluated to determine whether the resources available are appropriate.
- G10.2.4 Action is taken to ensure resources are adequate for the task.
- G10.2.5 Rest/fatigue break requirements are complied with.
- G10.2.6 Concentration is maintained at an appropriate level for the task.
- G10.2.7 Indications of reduced or inadequate performance are acted upon in an appropriate manner.

Level 2 UTP/UEC performance objectives

H.7　　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'.

H.8　　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.

H.9　　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.

H.10　　For example, a 50 hours check of performance objective G1:

G1.2.2, '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:

1)　　implement the planned departure sequence;
2)　　apply IFR separation to departing aircraft;
3)　　apply vortex wake separation;
4)　　integrate arriving and departing aircraft.

H.11　　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

H.12   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.

H.13   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.

H.14   Evaluation forms may be of the type indicated in this guidance or can be based on a list of the 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.

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	X	S
B1	**Correlate flight data into appropriate proforma for display**		

Topic and sub-topic	Description	Assessed at level 50	
B1.1	Obtain flight data information	X	S
B1.2	Insert flight data into the appropriate proforma	X	S

Level 2 UTPs

H.15   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. As indicated previously, a unit may have a number of unit specific objectives associated with the CAP 624 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:	

H.16   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.

H.17   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:	

H.18   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

H.19   The unit verifier should verify every evaluation and check the training reports to ensure that the result of the evaluation can be justified.

Appendix I

Criteria for the use of synthetic training devices in ATC training

Introduction

I.1 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.

I.2 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 UK CAA 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.

I.3 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 ATC system, the processes by which the training organisation is assured that interference between the simulated and operational environments is prevented.

I.4   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.

On-the-job training

I.5   A simulator may be used, subject to approval by the UK CAA, for the maintenance or renewal of competence.

Refresher training

I.6   When a unit wishes to use a simulator for refresher training and assessment including ABES, 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.

Refresher training