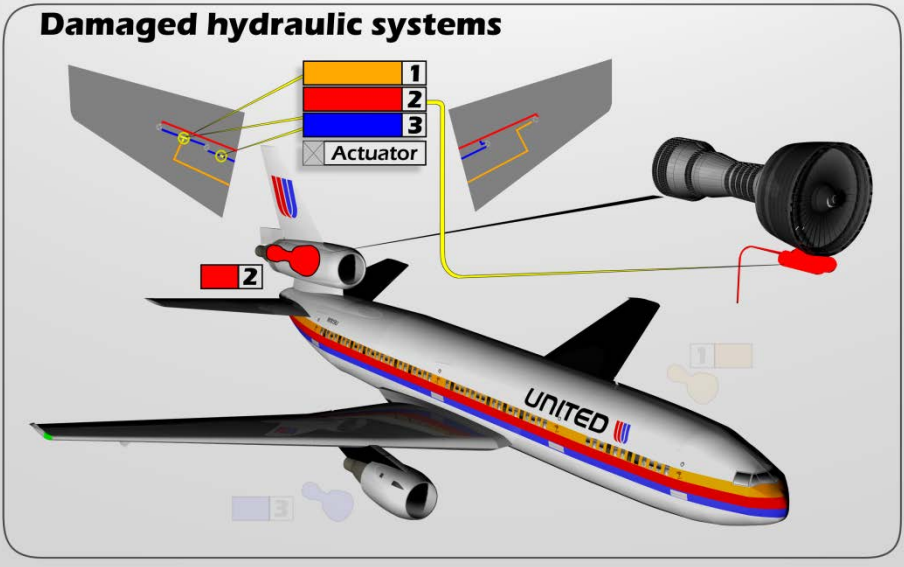


Competency Based Assessment and Grading

Time for a change ? Mandatory Items... (PART-FCL Appendix 9):

- Flight Preparation
- Before take-off checklist
- Engine failure between V1 and V2
- Rejected take-off before reaching V1
- Instrument departure and arrival procedures
- Engine-out Precision Approach to minima
- NDB/VOR/LOC approach to MDA
- Go-Around engine-out
- Landing critical engine inoperative

Sioux City - Black Swan



Where do the competency based training come from ?

Competency based training has been used for MPL (Multi Pilot license) training

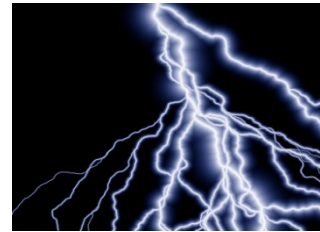
And then further developed with EBT (Evidence Based Training)



Threat and Error Management

Threats are events that occur outside the influence of the flight crew, but which require crew attention and management

Threats come “at” the crew



Errors come “from” the crew



Threats and errors carry the potential to generate **undesired aircraft states (UAS)**

Competency & Threat and Error Management



LOSA observer ratings for captain leadership and communication			
TEM indicator: Average number per flight	Outstanding leadership and communication	Good leadership and poor communication	Poor leadership and communication
Threats	4.9	4.3	5.0
Mismanaged threats	0.3	0.7	1.1
Errors	2.3	5.6	7.0
UAS	0.4	1.4	1.8

Competencies are the tools to mitigate Threats and errors

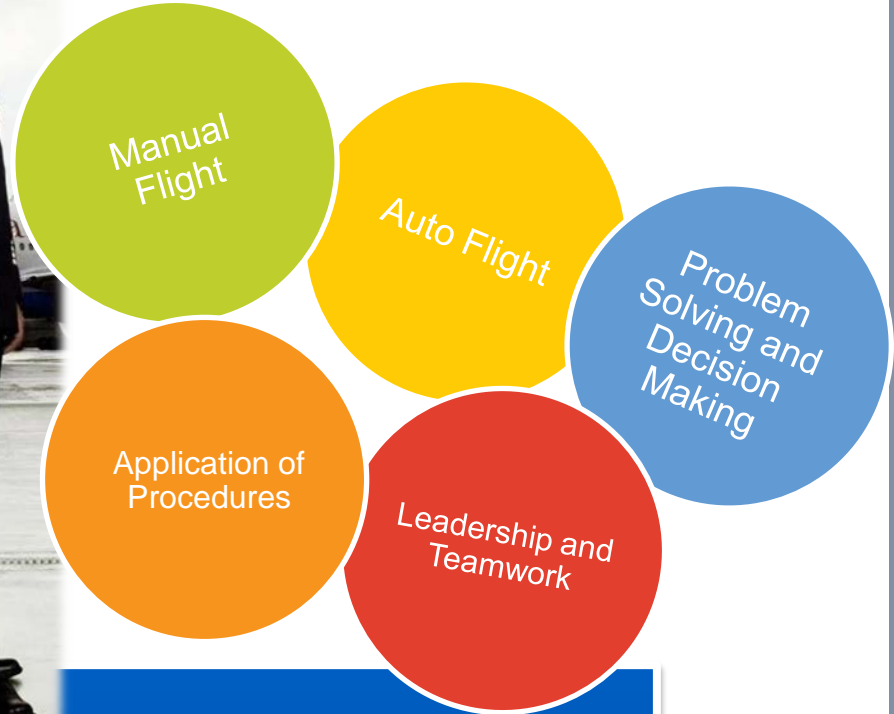


Competency Based Training

9 Pilot Competencies



and Performance Indicators.



“The reason for the outcome of a particular area of performance has to be trained, not the outcome itself.”

Competency & Threat and Error Management

Flight crews must , as part of their normal duties, employ **countermeasures** to keep **threats, errors and undesired aircraft states** from reducing margins of safety in flight operations.

As much as **70%** of flight crew activities may be **countermeasure-related activities**.

Competencies are considered to be the **countermeasures to threats, errors and undesired aircraft states** and are embedded in the **Threat and Error Management concept**.

Competency

What is a competency ?

- A combination of **Knowledge, Skills and Attitude** required to perform a task to a **prescribed standard**.

How to define this prescribed standard ?

- With a list of **performance indicators**, describing how to effectively perform the task.
- The **performance indicators** will allow to assess the **competencies**.

How to grade the competencies ?

- By using **word pictures**, which are a direct function of the “Performance Indicator”. They were created using standardized elements which allows clearer comparability, easier instructor standardization and thus better inter-rater-reliability.

The Airbus competencies (Alphabetical order)

Competency

Competency description

Performance indicators

Word pictures

Application of procedure

Identifies and applies procedures in accordance with published operating instructions and applicable regulations, using the appropriate knowledge.

- Follows SOP's unless a higher degree of safety dictates otherwise
- Identifies and applies all operating instructions in a timely manner
- Correctly uses aircraft systems, controls and instruments
- Safely manages the aircraft to achieve best value for the operation, including fuel, the environment, passenger comfort and punctuality
- Identifies the source of operating instructions

1. The pilot did not apply procedures correctly, by rarely demonstrating any of the performance indicators when required, which resulted in an unsafe situation.
2. The pilot applied procedures at the minimum acceptable level, by only occasionally demonstrating some of the performance indicators when required, but which overall did not result in an unsafe situation.
3. The pilot applied procedures adequately, by regularly demonstrating most of the performance indicators when required, which resulted in a safe operation.
4. The pilot applied procedures effectively, by regularly demonstrating all of the performance indicators when required, which enhanced safety.
5. The pilot applied procedures in an exemplary manner, by always demonstrating all of the performance indicators when required, which significantly enhanced safety effectiveness and efficiency.



The Airbus competencies (Alphabetical order)

Competency

Competency description

Performance indicators

Word pictures

Communication

Demonstrates effective oral, non-verbal and written communications, in normal and non-normal situations.

- Knows what, how, where, when, how much and with whom he or she needs to communicate
- Ensures the recipient is ready and able to receive the information
- Conveys messages and information clearly, accurately, timely and adequately
- Confirms that the recipient correctly understands important information
- Listens actively, patiently and demonstrates understanding when receiving information
- Asks relevant and effective questions, and offers suggestions
- Uses appropriate body language, eye contact and tone, and correctly interprets non-verbal communication of others
- Is receptive to other people's views and is willing to compromise

1. The pilot did not communicate effectively, by rarely demonstrating any of the performance indicators when required, which resulted in an unsafe situation.

2. The pilot communicated at the minimum acceptable level, by only occasionally demonstrating some of the performance indicators when required, but which overall did not result in an unsafe situation.

3. The pilot communicated adequately, by regularly demonstrating most of the performance indicators when required, which resulted in a safe operation.

4. The pilot communicated effectively, by regularly demonstrating all of the performance indicators when required, which enhanced safety.

5. The pilot communicated in an exemplary manner, by always demonstrating all of the performance indicators when required, which significantly enhanced safety effectiveness and efficiency.



The Airbus competencies (Alphabetical order)

Competency

Flight path management-Automation

Competency description

Controls the aircraft flight path through automation, including appropriate use of flight management system(s) and guidance.

Performance indicators

- Controls the aircraft using automation with accuracy and smoothness as appropriate to the situation
- Detects deviations from the desired aircraft trajectory and takes appropriate action
- Contains the aircraft within the normal flight envelope
- Manages the flight path to achieve optimum operational performance
- Maintains the desired flight path during flight using automation whilst managing other tasks and distractions
- Selects appropriate level and mode of automation in a timely manner considering phase of flight and workload
- Effectively monitors automation, including engagement and automatic mode transitions

Word pictures

1. The pilot did not manage the automation effectively, by rarely demonstrating any of the performance indicators when required, which resulted in an unsafe situation.
2. The pilot managed the automation at the minimum acceptable level, by only occasionally demonstrating some of the performance indicators when required, but which overall did not result in an unsafe situation.
3. The pilot managed the automation adequately, by regularly demonstrating most of the performance indicators when required, which resulted in a safe operation.
4. The pilot managed the automation effectively, by regularly demonstrating all of the performance indicators when required, which enhanced safety.
5. The pilot managed the automation in an exemplary manner, by always demonstrating all of the performance indicators when required, which significantly enhanced safety effectiveness and efficiency..



The Airbus competencies (Alphabetical order)

Competency

Flight path management-Manual control

Competency description

Controls the aircraft flight path through manual flight, including appropriate use of flight management system(s) and flight guidance systems.

Performance indicators

- Controls the aircraft manually with accuracy and smoothness as appropriate to the situation
- Detects deviations from the desired aircraft trajectory and takes appropriate action
- Contains the aircraft within the normal flight envelope
- Controls the aircraft safely using only the relationship between aircraft attitude, speed and thrust
- Manages the flight path to achieve optimum operational performance
- Maintains the desired flight path during manual flight whilst managing other tasks and distractions
- Selects appropriate level and mode of flight guidance systems in a timely manner considering phase of flight and workload
- Effectively monitors flight guidance systems including engagement and automatic mode transitions

Word pictures

1. The pilot did not control the aircraft effectively, by rarely demonstrating any of the performance indicators when required, which resulted in an unsafe situation.
2. The pilot controlled the aircraft at the minimum acceptable level, by only occasionally demonstrating some of the performance indicators when required, but which overall did not result in an unsafe situation.
3. The pilot controlled the aircraft adequately, by regularly demonstrating most of the performance indicators when required, which resulted in a safe operation.
4. The pilot controlled the aircraft effectively, by regularly demonstrating all of the performance indicators when required, which enhanced safety.
5. The pilot controlled the aircraft in an exemplary manner, by always demonstrating all of the performance indicators when required, which significantly enhanced safety effectiveness and efficiency.



The Airbus competencies (Alphabetical order)

Competency

Competency description

Performance indicators

Word pictures

Knowledge

Demonstrates knowledge and understanding of relevant information, operating instructions, aircraft systems and the operating environment.

- Demonstrates practical and applicable knowledge of limitations and systems and their interaction
- Demonstrates required knowledge of published operating instructions
- Demonstrates knowledge of the physical environment, the air traffic environment including routings, weather, airports and the operational infrastructure.
- Demonstrates appropriate knowledge of applicable legislation
- Knows where to source required information
- Demonstrates a positive interest in acquiring knowledge
- Is able to apply knowledge effectively

1.The pilot did not have adequate knowledge, by rarely demonstrating any of the performance indicators when required, which resulted in an unsafe situation.

2.The pilot had knowledge of a minimum acceptable level, by only occasionally demonstrating some of the performance indicators when required, but which overall did not result in an unsafe situation.

3.The pilot had adequate knowledge, by regularly demonstrating most of the performance indicators when required, which resulted in a safe operation.

4.The pilot had good knowledge, by regularly demonstrating all of the performance indicators when required, which enhanced safety.

5.The pilot had exemplary knowledge, by always demonstrating all of the performance indicators when required, which significantly enhanced safety, effectiveness and efficiency



The Airbus competencies (Alphabetical order)

Competency

Competency description

Performance indicators

Word pictures

Leadership and teamwork

Demonstrates effective leadership and team working.

- Understands and agrees with the crew's roles and objectives
- Is approachable, enthusiastic, motivating and considerate of others
- Uses initiative, gives direction and takes responsibility when required
- Anticipates other crew members' needs and carries out instructions when directed
- Is open and honest about thoughts, concerns and intentions
- Gives and receives both criticism and praises well, and admits mistakes
- Confidently says and does what is important for safety
- Demonstrates empathy, respect and tolerance for other people
- Involves others in planning and allocates activities fairly and appropriately to abilities.

1. The pilot did not lead or work as a team member effectively, by rarely demonstrating any of the performance indicators when required, which resulted in an unsafe situation.
2. The pilot led and worked as a team member at the minimum acceptable level, by only occasionally demonstrating some of the performance indicators when required, but which overall did not result in an unsafe situation.
3. The pilot led and worked as a team member adequately, by regularly demonstrating most of the performance indicators when required, which resulted in a safe operation.
4. The pilot led and worked as a team member effectively, by regularly demonstrating all of the performance indicators when required, which enhanced safety.
5. The pilot led and worked as a team member in an exemplary manner, by always demonstrating all of the performance indicators when required, which significantly enhanced safety effectiveness and efficiency.



The Airbus competencies (Alphabetical order)

Competency

Problem solving and decision making

Competency description

Accurately identifies risks and resolves problems. Uses the appropriate decision-making processes.

Performance indicators

- Identifies and verifies why things have gone wrong and does not jump to conclusions or make uninformed assumptions
- Seeks accurate and adequate information from appropriate sources
- Perseveres in working through a problem without reducing safety
- Uses appropriate, agreed and timely decision-making processes
- Applies essential and desirable criteria and prioritizes
- Considers as many options as practicable
- Makes decisions when needed, reviews and changes them if required
- Considers risks but does not take unnecessary risks
- Improvises appropriately when faced with unforeseen circumstances to achieve the safest outcome

Word pictures

1. The pilot did not solve problems or make decisions effectively, by rarely demonstrating any of the performance indicators when required, which resulted in an unsafe situation.
2. The pilot solved problems and made decisions at the minimum acceptable level, by only occasionally demonstrating some of the performance indicators when required, but which overall did not result in an unsafe situation.
3. The pilot solved problems and made decisions adequately, by regularly demonstrating most of the performance indicators when required, which resulted in a safe operation.
4. The pilot solved problems and made decisions effectively, by regularly demonstrating all of the performance indicators when required, which enhanced safety.
5. The pilot solved problems and made decisions in an exemplary manner, by always demonstrating all of the performance indicators when required, which significantly enhanced safety effectiveness and efficiency..



The Airbus competencies (Alphabetical order)

Competency

Competency description

Performance indicators

Word pictures

Situation awareness

Perceives and comprehends all of the relevant information available and anticipates what could happen that may affect the operation.

- Is aware of the state of the aircraft and its systems
- Is aware of where the aircraft is and its environment
- Keeps track of time and fuel
- Is aware of the condition of people involved in the operation including passengers
- Develops “what if” scenarios and plans for contingencies
- Identifies threats to the safety of the aircraft and people, and takes appropriate action

1. The pilot's situation awareness was not adequate, by rarely demonstrating any of the performance indicators when required, which resulted in an unsafe situation.
2. The pilot's situation awareness was at the minimum acceptable level, by only occasionally demonstrating some of the performance indicators when required, but which overall did not result in an unsafe situation.
3. The pilot's situation awareness was adequate, by regularly demonstrating most of the performance indicators when required, which resulted in a safe operation.
4. The pilot's situation awareness was good, by regularly demonstrating all of the performance indicators when required, which enhanced safety.
5. The pilot's situation awareness was exemplary; all performance indicators were always demonstrated when required, which significantly enhanced safety, effectiveness and efficiency.



The Airbus competencies (Alphabetical order)

Competency

Competency description

Performance indicators

Word pictures

Workload management

Managing available resources efficiently to prioritize and perform tasks in a timely manner under all circumstances

- Is calm, relaxed, careful and not impulsive
- Plans, Prepares, prioritizes and schedules tasks effectively
- Manages time efficiently when carrying out tasks
- Offers and accepts assistance, delegates when necessary and asks for help early
- Reviews, monitors and cross-checks actions conscientiously
- Ensures tasks are completed
- Manages interruptions, distractions, variations and failures effectively

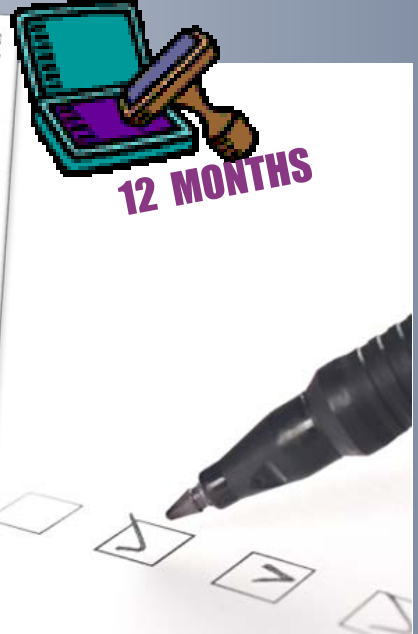
1. The pilot did not manage the workload effectively, by rarely demonstrating any of the performance indicators when required, which resulted in an unsafe situation.
2. The pilot managed the workload at the minimum acceptable level, by only occasionally demonstrating some of the performance indicators when required, but which overall did not result in an unsafe situation.
3. The pilot managed the workload adequately, by regularly demonstrating most of the performance indicators when required, which resulted in a safe operation.
- 4 The pilot managed the workload effectively, by regularly demonstrating all of the performance indicators when required, which enhanced safety.
5. The pilot managed the workload in an exemplary manner, by always demonstrating all of the performance indicators when required, which significantly enhanced safety effectiveness and efficiency..



Why Grading?



Why Grading?



CAP PILOT FLIGHT EVALUATION

MEMBER'S NAME (print or type) _____ DATE OF CHECK _____

ADDITIONAL CAP ENDORSEMENTS (Evaluator initials (typed/printed) blanks) _____ CAPD and Expiration Date _____

Instrument _____ Cadet Orientation _____ FLIGHT TIME (see # of _____)

Check Pilot _____ Mountain Flight _____ OTHER CAP ENDORSEMENTS _____

I. ORAL DISCUSSION

A. Annual Online Written Exam
 B. Review CAPR 60-1 & Supplement
 C. Review Flight Release Procedures
 D. Review CAPF 9 Requirements
 E. Local Procedures

II. PREFLIGHT PREPARATION

A. Certificates & Documents
 B. Obtain Weather Information
 C. Determine Weight & Balance
 D. Determine Cruise Performance
 E. Determine Landing Performance
 F. Cross-country Flight Planning
 G. Aircraft Systems
 H. Aeromedical Factors

III. GROUND OPERATIONS

A. Visual Inspection
 B. Starting Engines
 C. Taxiing
 D. Use of Checklist (mandatory)
 E. Passenger Briefing
 F. Sterile Cockpit Procedures
 G. Post-flight Procedures

IV. AIRPORT & TRAFFIC PATTERN OPS

A. Radio Comm & ATIS Light Signals
 B. Surface & Runway Markings & Lighting
 C. Airport & Runway Operations

V. TAKEOFF & CLIMB

A. Normal Takeoff & Climb
 B. Crosswind Takeoff & Climb
 C. Short-field Takeoff & Climb
 D. Soft-field Takeoff & Climb

VI. CROSS-COUNTRY FLYING

A. Pilotage & Dead Reckoning
 B. Radio Navigation
 C. Diversion
 D. Lost Procedures

VII. MANEUVERS

A. Power-Off Stalls
 B. Power-On Stalls
 C. Maneuvering During Slow Flight
 D. Steep Turns

CAP FORM 5, MAR 11

Start-up Procedures
 Abnormal Start-up
 TAXIING
 TAKEOFF-Normal
 Smooth Power Application
 Centerline Tracking
 Callouts
 Adherence to T/O Speeds
 Use of Flight Director (INS/INT)
 TAKEOFF (INS/INT)
 At or Before 100 Feet HAA
 Heading Control

Con-Engine r- Before FAF
 Procedures
 MAP (FROM ILS)
 Complete Procedure
 NONPRECISION APPROACH (1ST)
 NONPRECISION APPROACH (SUBS)

L 311/124 [EN] Official Journal of the European Union

MULTI-PILOT AIRCRAFT AND SINGLE-PILOT HIGH-PERFORMANCE COMPLEX AIRCRAFT

PRACTICAL TRAINING

MANOEUVRES/PROCEDURES

OTD FTD FIC A

INSTRUCTOR INITIALS WHEN TRAINING COMPLETED

CHILD IN FIC A

EXAMINER INITIALS WHEN TEST COMPLETED

SECTION I

1. High preparation							
1.1 Performance calculation	P						
1.2 Aeroplane external visual inspection: location of each item and purpose of inspection	Pw			P			
1.3 Cockpit inspection		P					
1.4 Use of checklist prior to starting engine, starting procedures, radio and navigation equipment check, selection and setting of navigation and communication frequencies							M
1.5 Taxiing in compliance with air traffic control or instructions of					P		

KNOWLEDGE ABILITY/PROFICIENCY/CURRENT CERT/RATINGS BRIEFINGS MANUAL CURRENT USE OF CHECKLIST

() NORMAL F
 () ABNORMAL F
 () EMERGENCY F
 () SYSTEM M
 () CREW MAN

PROFICIENCY

EQUIPMENT (Oral or Preflight)

(w) Preflight Inspection

- () Prestart Checks --
- () Radio Checks --
- () Nav/Comm Setup --
- () Flight Control Checks --
- () Starting Procedures --
- () Abnormal Starts --
- () TAXIING --
- () Procedures 725
- () TAKEOFF-Normal --
- () Smooth Power Application --
- () Centerline Tracking --
- () Callouts --
- () Adherence to T/O Speeds --
- () Use of Flight Director --
- () TAKEOFF (INS/INT) 725
- () At or Before 100 Feet HAA --
- () Heading Control --

- () Wind Correction 733
- () ILS (NORMAL) --
- () Procedures --
- () Loc/GS Tracking --
- () Callouts --
- () Speed Control --
- () Actions at DH --
- () ILS (ENG-OUT) 733
- () Manually Controlled --
- () Engine Failure Before FAF --
- () Procedures 733
- () MAP (FROM ILS) --
- () Complete Procedure --
- () NONPRECISION APPROACH 733
- () NONPRECISION APPROACH (1ST) 733
- () NONPRECISION APPROACH (SUBS) 733

- () LANDING (REJ) 735
- () Conditions Permitting --
- () Xwind Technique 735
- () LANDING-ENG-OUT --
- () On 3-Eng A/C, 2 Eng's Sim Failed --
- () On All Other A/C 50 % Failure on One Side --
- () LANDING (REJ) --
- () 50' Over Rwy Thld --

CHECK AIRMAN

- () BRIEFINGS
- () CONDUCT
- () COACHING
- () EVALUATION



Content

- Why Grading?
- The Stakeholders
- Design Process
- Set of Criteria definition
- Selection of Grading Option
- Experience gained so far and outlook

Content

- **Why Grading?**
- The Stakeholders
- Airbus Grading System Design Process
- Set of Criteria definition
- Selection of Grading Option
- Experience gained so far and outlook

Why Grading ?

- Traditional approach:
Quality **Assurance** by testing psychomotoric skills



Licence renewal

- New approach:
Quality **improvement** by training and assessing competencies



Develop competencies and gain evidence

The Stakeholders

Regulatory
Authority

Operator

FTO

Pilot



Different needs

Why Stakeholders need Grading Results

Regulatory Authority

- Licence Renewal

Operator

FTO

Pilot

Why Stakeholders need Grading Results

Regulatory Authority

- License Renewal

Operator

- Performance of individual Pilot
- Performance of Pilot Group

FTO

Pilot

Why Stakeholders need Grading Results

Regulatory Authority

- License Renewal

Operator

- Performance of individual Pilot
- Performance of Pilot Group

FTO

- Effectiveness of Training System
- Quality of Courseware

Pilot

Why Stakeholders need Grading Results

Regulatory Authority

- License Renewal

Operator

- Performance of individual Pilot
- Performance of Pilot Group

FTO

- Effectiveness of Training System
- Quality of Courseware

Pilot

- Know Strength and weakness
- Know how to improve competencies

Airbus Design process for a new Grading System

- A stepped approach



Define
Criteria

Set of Criteria for a Grading system

Implementation
Risk

Fairness and
Accuracy

Usability

Clarity

Continuous
Improvement

Motivation

Ease of
Compliance

Data
Management

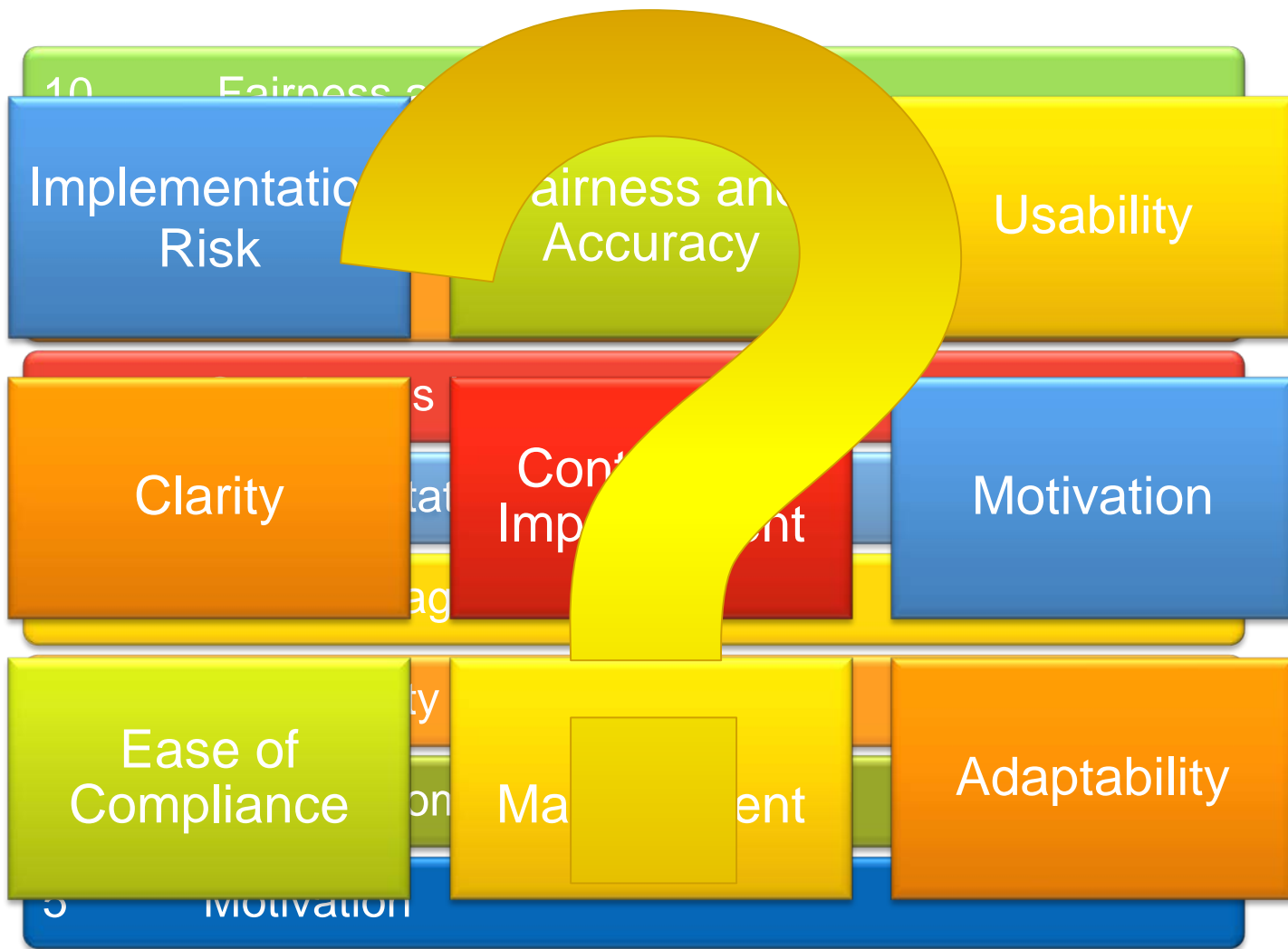
Adaptability

Criteria for a Grading system

The eventual grading system should be adaptable, flexible and customizable to different operations, types of aircraft, environments, training objectives and cultures.

Adaptability

Stakeholders commented on the criteria definition:



Content

- Why Grading in EBT?
- The Stakeholders
- Airbus Grading System Design Process
- Set of Criteria definition
- **Selection of Grading Option**
- Experience gained so far and outlook

Choose Optimum Grading System

Next step: 11 different options have been evaluated, differing in two dimensions:

1. Target of assessment (What to assess?)

- The **whole training event** (the session) overall OR
- Each **section of the session** (a scenario or a manoeuvres training) OR
- **A task** as part of a section (a particular manoeuvre e.g. an ILS approach)

2. Method of assessment (How to assess?)

- By a simple **pass/fail** statement OR
- By an **outcome grading** OR
- By **grading against each competency**

Choose Optimum Grading System

The developed set of criteria was applied to the system options in a matrix

Grading/Version	7	8	10	11	1	2	3	4	5	6	9	
Pass/fail	Module	Module	Module	Module	Module	Module	Module	Module	Module	Module	Module	
Outcome grading					Each task	Each task	Each task	Each scenario/ manoeuvres training				
Competency grading	Each competency is graded in each scenario/ manoeuvres training	Each competency is graded on the session	Each competency is graded on the session and on the scenario/ manoeuvres training with the deviation below the norm (relevant competency)	Each competency is graded on the session and on the tasks with deviation below the norm	Each competency is graded in each scenario/ manoeuvres training	Only the critical competencies graded against the tasks with deviation below the norm	(Non EBT)	(Non EBT)	All competencies are graded against each task	Only the critical competencies graded against each task	(Non EBT)	
	weight											
Fairness & accuracy	10	9	10	10	10	6	6	6	6	4	5	1
Usability	10	6	9	9	6	3	3	4	8	1	2	10
Clarity	9	9	10	8	7	9	8	7	6	2	2	5
Adaptability	6	8	10	7	7	5	4	6	8	5	6	10
Implementation risk	7	6	8	7	7	3	5	8	10	2	3	6
Continuous improvement	8	10	7	8	9	9	6	5	6	4	5	1
Compliance	5	7	8	9	9	10	9	3	4	4	4	2
Motivating	5	8	10	10	7	4	4	2	7	2	3	5
Data mgt	6	10	8	9	6	6	5	3	2	5	6	1

One best option resulted from this structured analysis:

Optimum Grading System

The following grading option turned out to be the option that best met the criteria):

- **Pass/Fail statement** on the session
- Grading the nine **competencies on the session** (one grade per competency), determined by an overall assessment of all maneuver training/scenarios
- **Textual comment** highlighting exemplary and below-norm performance
- Only where a **competency falls below the norm full details** and attribution to the scenario/maneuver is recorded

Next steps

Decide on the
Grading Scales

Layout, media,
implementation
process

Perform Test
runs

Set of Criteria was applied !

2. The grading sheet

Type rating training		
Session APT4	Date 10/04/13	Trainee's sticker

Competencies	Competency Grading					N/A
	1	2	3	4	5	
Application of procedures						
Communication						
Flight path management - Automation						
Flight path management - Manual						
Knowledge						
Leadership and teamwork						
Problem solving and decision making						
Situation awareness						
Workload management						

Competent	
May need extra training	
Not yet competent	

Free text	Trainee's signature
<p>To be used for exemplary or improved performance on instructor discretion .</p> <p>When a particular competency is assessed below level 3, full details shall be recorded in this FREE TEXT box.</p>	
	Trainer's name and signature
	Name:
	Trigram:
	Signature:

Grading Process

The Grading System relies on the user understanding and applying the underlying principles.


All assessment and grading of maneuvers and scenarios in a session follow the same stepped process:



Example

STEP 1

1 – Consult
FCTP for
Session
Proficiency
Criteria

 Training & Flight Operations Support and Services A320 FLIGHT CREW TRAINING PROGRAM	STANDARD COURSE	E F2S 02.03 APT 4 Page 3
	GROUND PHASE	Issue 10 SEP 2012
APT Trainer 4 SESSION PREPARATION		

03 - SESSION PROFICIENCY CRITERIA

- TASK SHARING.
- STANDARD CALLOUTS.

ADTA CC00

Note: The next version of session proficiency criteria FCTP will be fully competency related

Example

STEP 2 & 3

2 - Observe
pilot
performance



3 - Verify
achievement
of Session
Proficiency
criteria

Example

STEP 4

4 – Assess performance in the 9 competencies

Let's start with the competency; "Application of Procedure"
The first step is to look at **the performance indicators**, remembering your observation statement:
"The captain missed a few FMA calls, everything else was standard".

Your observation:

Yes

Not all

Not always

Yes

Yes

The performance indicators:

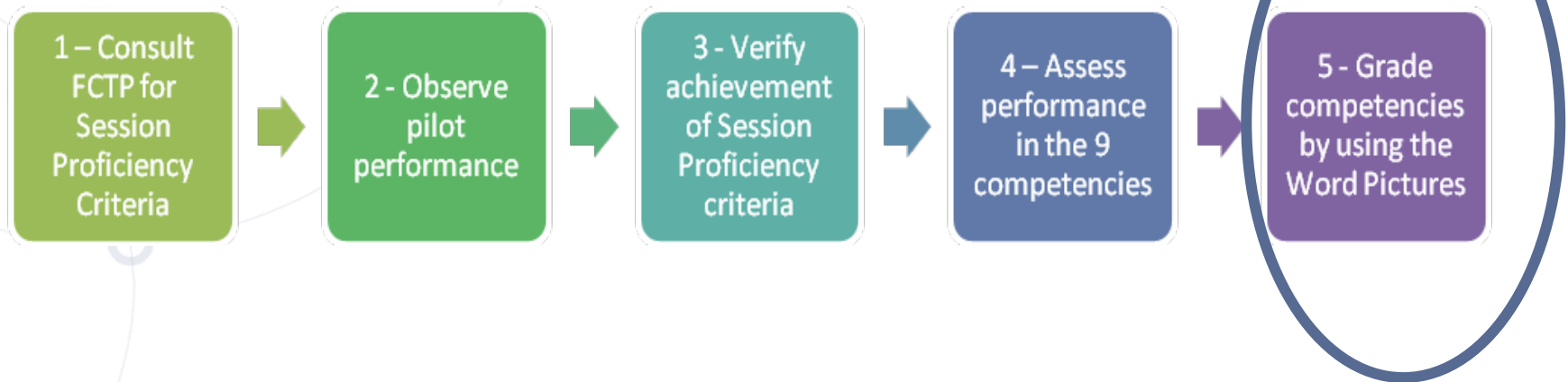
- *Follows SOP's unless a higher degree of safety dictates otherwise*
- *Identifies and applies all (operating instructions) in a timely manner*
- *Correctly uses aircraft systems controls and instruments*
- *Safely manages the aircraft to achieve best value for the operation, including fuel, passenger comfort and punctuality*
- *Identifies the source of operating procedure*

Grading

STEP 5

Before doing the step 5 we need to describe:

1. The overall grading
2. The grading sheet
3. The Word pictures



1. The overall grading

The instructor grades his/her observation by assigning a **grade** according to :
The **5-point grade scale for each competency** and a

COMPETENT / NOT YET COMPETENT statement incorporating both,
the achievement of the session proficiency criteria and
the achievement of the competency level.



2. The grading sheet

Type rating training																																																																																				
Session APT4	Date 10/04/13	Trainee's sticker																																																																																		
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3. The word picture

- Word pictures describe the various steps of the five level grading scale.
- They are a direct function of the underlying “**Performance Indicator**”.
- They were created using standardized elements which allows clearer comparability, easier instructor standardization and thus better inter-rater-reliability.
- Every Word picture is thus constructed, according to the *VENN* - Methodology of grading, combining the four elements (A, B, C, D) where
 - **A = HOW WELL** (e.g. *The pilot did not communicate effectively...*)
 - **B = HOW OFTEN** (e.g. *...by rarely demonstrating...*)
 - **C = HOW MANY** (e.g. *... any of the performance indicators when required...*)
 - **D = OUTCOME** (e.g. *... which resulted in an unsafe situation.*)
- The grades based on the word pictures are absolute and factual.