



**INTERNATIONAL CIVIL AVIATION ORGANIZATION  
South American Regional Office**

**ICAO Competency Based Training (CBT) Workshop for Air Traffic  
Controllers (ATCO)  
and Air Traffic Safety Electronics Personnel (ATSEP)**

**DRAFT SUMMARY**

**(Lima Peru 28 to 30 November 2016)**

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## HISTORY

### ii-1 PLACE AND DURATION

ICAO Competency Based Training (CBT) Workshop for Air Traffic Controllers (ATCO) and Air Traffic Safety Electronics Personnel (ATSEP) was held at the ICAO South American Regional Office, Lima, Peru, from 28 to 30 November 2016.

### ii-2 OPENING CEREMONY AND OTHER MATTERS

Mr. Franklin Hoyer, Regional Director of the ICAO SAM Regional Office welcomed the participants and gave special thanks for the instructors of the workshop from the FAA, IFATCA, and IFATSEA and highlighted the importance of the event considering that for the first time the Region is going to have a workshop of instruction based on competence for Air Traffic Controller (ATCO) and Air Traffic Safety Electronics Personnel (ATSEP).

### ii-3 ATTENDANCE

The Workshop was attended by 35 participants from 7 States of SAM Region, 2 International Organizations (IFATCA and AFATSA), the FAA of the EEUU and ICAO. The list of participants appears as **Appendix A** to this document.

### ii-4 OBJECTIVE, PURPOSE AND SCOPE OF EVENT

The agenda is contained in **Appendix B** to this summary.

## 1. Introduction

1.1 The workshop was organized by ICAO and conducted by instructors from the FAA, IFACTA, IFATSEA and ICAO and had the following objectives:

- a) introduce the Competency-Based Training (CBT) concept for Air Traffic Controllers (ATCO) and Air Traffic Safety Electronics Personnel (ATSEP); and
- b) provide guidance for its implementation and assessment as outlined in the fourth amendment to the ICAO Doc 9868 - *Procedures for Air Navigation Services — Training* (PANS-TRG), applicable in November 2016, and associated training manuals to be published later in 2016 as the Doc 10056 – Manual on Air Traffic Controller Competency-based Training and Assessment and ICAO Doc 10057 - Manual on Air Traffic Safety Electronics Personnel Competency-based Training and Assessment.

## 1.2 Schedule, Organization, Working Methods, Officers and Secretariat

1.2.1 The Workshop had its sessions from 09:00 to 16:00 hours.

1.2.2 The workshop ran over three days (28 to 30 November 2016). The first day of the workshop was common to both ATCOs and ATSEP. For the second day and the morning of the third day, ATCOs and ATSEP attended separate sessions. The two groups re-joined for a common session on the afternoon of the third day. The programme is presented as Appendix B to this summary.

1.2.3 The workshop had four sessions which were consisted of 27 modules as follows:

- Session 1 (Day 1 common session) -Module 1 to Module 6
- Session 2 (Day 2 and Day 3 session for ATCO) - Module 7 to Module 14
- Session 3 (Day 2 and Day 3 session for ATSEP) - Module 15 to Module 25
- Session 4 (Day 3 common session) - Module 26 to Module 27

1.2.4 The Meeting was supported by two ICAO Officers:

- Mr. Herman Pretorious (ATM Officer ICAO Montreal Canada)
- Mr. Onofrio Smarrelli (SAM Regional Officer, Communication, Navigation and Surveillance (CNS))

1.2.5 The working languages of the event were English and Spanish with simultaneous interpretation services.

## 2. Conduction of the Workshop:

### ICAO Competency Based Training Overview (Day 1, Common Session)

#### 2.1 Module 1 - Introduction to Workshop

Under *P/OI* – ICAO welcomed participants and briefly outlined the schedule, purpose and expected outcome from each session. Furthermore, during this module, six instructors were introduced to participants, as listed below:

- Mr. Doug Andresen (FAA Academy International Training)
- Mr. Jean-Francois Lepage (International Federation of Air Traffic Controllers' Associations (IFATCA))
- Ms. Mary Nelson (FAA Academy International Training)
- Mr. Michel Gaulin (IFATSEA)
- Mr. Patrick Delaney (IFATSEA)
- Mr. Robert Scott Burke (International Federation of Air Traffic Safety Electronics Associations (IFATSEA))

### 2.3 Module 2 - NGAP Overview

ICAO presented *P/02*, introducing the ICAO NGAP programme and its activities.

### 2.4 Module 3 - Competency Based Training (CBT)

In *P/03* - CBT benefits were explained by Robert Scott instructors. This presentation focused on definition and explanation of differences between CBT and non-CBT. This presentation introduces the general principles and procedures recommended in the design and implementation of CBT and assessment of ATM (ATCO & ATSEP) personnel.

### 2.5 Module 4 - Introduction to PANS-TRG Document

*P/04* – PANS-TRG and guidance materials to support implementation of CBT were introduced by ICAO. Those materials outline key features of the CBT approach and describe how it is to be used by course developers, instructors and examiners. It was noted that PANS-TRG will be applicable in November 2016. In addition, it was informed that ICAO Doc 10056 – *Manual on Air Traffic Controller Competency-based Training and Assessment* and ICAO Doc 10057 - *Manual on Air Traffic Safety Electronics Personnel Competency-based Training and Assessment*, which were already available and published as unedited versions on the ICAO-NET.

### 2.6 Module 5 - Generic Exercise and Module 6 - Question and Answer

Under those modules, participants were divided into three groups and performed several exercises to become familiar with the concept of CBT. The day was closed out with a question and answer session.

#### **ATCO Workshop**

The session was attended by 17 representatives of the SAM Regions

### 2.7 Module 7 - Introduction and Module 8 – Introduction Review of day 1

ICAO presented *P/07* which explained the schedule and purpose to be introduced in Session 2. Following this, *P/08* was presented by Mr. Jean-Francois Lepage. This presentation reviewed the key points explained in Session 1 to ensure all participants' understanding the concept and importance of implementing CBT.

### 2.8 Module 9 - CBT, Why Competencies

In this module, all participants were shown a video of an ATCO student performing the task 'Resolve traffic conflicts' in a task-based context. The participants were divided into three groups and were asked to identify all possible conditions/standards that could affect performance of task and how they would organize the subsequent training.

This module reinforced an understanding of the need for CBT in ATCO training and assessment.

## **2.9 Module 10 - CBT, The Training Manual (Doc 10056 - *Manual on Air Traffic Controller Competency-based Training and Assessment*)**

The presentation (*P/10*), presented by Mr. Doug Andresen provided an overview of Doc 10056 the training manual. The manual provides air traffic control Approved Training Organizations (ATOs) and operational units with guidance on how to identify competencies that are necessary for their environment and then design the training and assessment that is needed for the various stages of air traffic controller development. Since it was recognized that ICAO Regions, States and operational air traffic control units have differing regulatory, operational, technical and organizational environments, this manual describes how ATOs and operational units can establish an adapted competency model that is appropriate for their specific environment. It was clarified that implementation of such training is optional but recommended due to several benefits expected for organizations.

## **2.10 Module 11 - CBT, Developing an Adapted Competency Model**

With *P/11*, participants were presented an overview of chapter 2 of the ATCO manual. The presentation was made by Mr. Jean-Francois Lepage. This chapter explains the procedures for establishing a CBT and assessment programme for ATCOs. It also describes, in detail, the step-by-step process for analysing and designing CBT. This process may be used for the design of any of the phases of ATC training. It was highlighted that the competency framework supports the establishment of a systematic approach by providing a generic model that should be adapted to suit the variety of situations that exist worldwide in the ATM domain. Furthermore, during this module, group session 2 was conducted. Groups used the ICAO ATCO Competency Framework to develop a short adapted competency model from three different ATC environments. Participants then discussed the similarities and differences between the models.

## **2.11 Module 12 and Module 13 - CBT, Instructing and assessing**

With *P/12* present, an overview of chapter 3 of the ATCO manual was presented. Presented by Doug Andresen This chapter describes the role of instructors and assessors in a CBT and assessment environment. The presentation provides a guidance of how to instruct and assess in CBT according to chapter 3 of the Manual. In the session of Module 13, group session 3 was conducted. Participants watched a video of two debriefing, both based on the same session but one task –based and the other competency-based. Following which, participants analysed a description of an On-the-Job Training (OJT) session from the environment for which they developed the competency model and analysed which competencies are impacted and if the student should be declared competent. It was noted by participants that competency-based instructing can enable a broader diagnosis of performance strengths and weaknesses.

## **2.12 Module 14 - Review**

With *P/14*, a summary of the session 2 (ATCO Workshop) was presented by Jean Francois Lepage. It indicated key points to understand CBT and next steps in order to apply CBT to participants' operational environments. Furthermore, it was confirmed that ICAO especially through NGAP implementation working group will continue to provide supports for those activities.

### **ATSEP Workshop**

The session was attended by 9 representatives of the SAM Region

### 2.13 **Module 15 - Introduction and Module 16 – Introduction Review of day 1**

Robert Scott presented **P/15** which explained the schedule and purpose to be introduced in the Session 3. Following this, **P/16** was presented also by Robert Scott. This presentation reviewed the key points explained in session 1 to ensure all participants' understanding the concept and importance of implement CBT.

### 2.14 **Module 17 - The Manual 10057 (Doc 10057- *Manual on Air Traffic Safety Electronics Personnel Competency-based Training and Assessment*)**

The presentation (**P/17**) provided an overview of Doc 10057 the training manual and was presented by Robert Scott. The manual provides guidance to ANSPs and training organizations on how to structure their approach to training and assessment of the ATSEPs, introducing CBT and assessment programmes. It was highlighted that the procedures introduced by this presentation provide a flexible framework that stakeholders can adapt to any local operational context and requirement. Also, the presentation emphasized the importance of shared understanding of what is expected of ATSEP in terms of performance, wherever they may work in order to support a globally interoperable system and to achieve optimum capacity within acceptable safety limits. In addition, it was noted that this shared understanding is becoming critical when considering the increasing traffic and the growing complexity and interconnectedness of the systems involved.

### 2.15 **Module 18 - Examples of developing CBT plan**

**P/18** was presented to introduce examples of how to develop CBT plan was presented by Patrick Scott and Patrick Delaney. In this module 18, based on Appendix B (Recommended Training Objectives for Initial Training) of Doc 10057, several examples to develop CBT plans were explained in detail.

### 2.16 **Module 19 – Exercise1: Develop Performance Criteria**

In this module, a group session was conducted to develop performance criteria. The objective of this group session was not only to describe importance of performance assessment criteria but also to clearly describe process to create the criteria. The participants were divided in two groups that create several performance criteria based on exercise hand out.

### 2.17 **Module 20 – Exercise 2 : Develop Performance Criteria**

The participants were divided in two groups that create several performance criteria based on exercise hand out.

### 2.18 **Module 21 Unsuccessful Progression**

**P/21** presented by Robert Scott provided guidance to ANSPs and training providers in case of failure. In this presentation, the training was defined as the link between the competences already mastered by the applicant and the mandatory competences needed for undertaking actions relative to duties, responsibilities and tasks devoted to the job assignment. Also, differences between successful and unsuccessful progressions were informed. It further explained in details the steps, which should be taken in the event of an unsuccessful progression.

### **2.19 Module 22, 23 and 24 - Continuation Training, Example of Conversion Training and - Exercise: Perform Conversion**

Presentation **P/22** presented by Patrick Delaney, provides an overview of the Continuation Training, which can be attributed to following three categories: 1) refresher training, 2) emergency training and 3) conversion training. The participants were informed several important aspects related to Continuation Training such as a) the continuation training is a means allowing the organization to enhance and maintain safety and quality, b) Continuation training is a means to monitor competency levels of ATSEPs, and c) the objective of continuation training is to ensure the ATSEP maintains up-to-date operational competence in all required topics. It also described requirement for continuation training and process to create training plan. In the end, several exercises to understand and to perform conversion training were conducted under those modules.

### **2.20 Module 25 - Describe Development Training**

Using figure 1.3 (ATSEP training progression) of the training manual, presentation (**P/24**) explained the requirements for development training. This development training is required when the need was recognized, for training that beyond the standard ATSEP training scheme. This includes situations such as developing additional competencies and career progression.

### **2.21 Module 26 - Review**

With **P/25**, summary of the session 3 (ATSEP Workshop) was presented. It indicated key points to understand CBT and next steps in order to apply CBT to participants operational environments. Furthermore, it was confirmed that ICAO especially through NGAP implementation working group will continue to provide supports for those activities.

### **Summary of the ICAO Competency Based Training (Day 3 Common Session)**

#### **2.22 Module 27 – CBT, the Relevance of CBT to your organization**

With this module, there were lively discussions on the relevance of CBT to participant's organizations. The participants were divided in groups. All joined a discussion on finding ways to apply the insight gained from the breakout modules to an individual organization. Through this discussion participants could exchange their views, which were recognized that it is beneficial and practical for all participants when they apply and introduce CBT to their organizations.

#### **2.23 Module 27 and 28 – Final Review**

Under this module, based on the inputs from day 1 to day 3, participants reviewed a draft report which includes conclusions and recommendations. In addition, certifications were presented to the participants.

### 3. Conclusions and Recommendations

Based on the presentations and discussion, the participants agreed on:

a) It was highlighted that the introduction of CBT for ATCO and ATSEP would provide several benefits, which include:

- Its effectiveness to deal with shortage skilled aviation professionals in the near future and to facilitate the free-flow of professionals
- Making solid foundation for enabling ATM professionals to have a shared understanding of what is expected of them in terms of performance in order to support a globally interoperable system and to achieve optimum capacity within acceptable safety limits
- Adaptability and flexibility of CBT procedures, which allow organizations to tailor the training to its goals and values ; and

b) PANS-TRG and guidance materials to support implementation of CBT were well established by ICAO. Those materials outline key features of the CBT approach and describe how it is to be used by course developers, instructors and examiners.

c) It was noted that, PANS-TRG will be applicable in November 2016. In addition, it was informed that Doc 10056 - *Manual on Air Traffic Controller Competency-based Training and Assessment* and Doc 10057 - *Manual on Air Traffic Safety Electronics Personnel Competency-based Training and Assessment*, which were already available and published as unedited versions on the ICAO-NET.

d) The manuals (Doc 10056 and Doc 10057) provide appropriate authorities with guidance on how to identify the ATCO/ATSEP competencies that are necessary for their environment and then design the training and assessment that is needed for the various stages of their responsibility.

e) The manuals also describe how appropriate authorities can establish an adapted competency model that is appropriate for their specific environment. It was clarified that implementation of such training is optional but recommended due to several benefits expected for organizations. It was also clarified that a training programme can be a combination of both legacy training and CBT.

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## APPENDIX A

### ICAO Competency Based Training (CBT) Workshop for Air Traffic Controllers (ATCO) and Air Traffic Safety Electronics Personnel (ATSEP)

Lima, Peru, 28 to 30 November 2016

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**APPENDIX B**

**ICAO Competency Based Training (CBT) Workshop for Air Traffic Controllers (ATCO) and Air Traffic Safety Electronics Personnel (ATSEP)**

<b>Monday 28 November</b>		<b>Tuesday 29 November</b>				<b>Wednesday 30 November</b>			
0830 0900	Registration	0900 0915	<i>ATCO Workshop:</i> • Introduction • Review of day 1	0900 0930	<i>ATSEP Workshop:</i> • Introduction • Review of day 1	0900 1100	<i>CBT</i> Instruction/Assessing Exercise	0900 1000	<i>ATSEP</i> • Conversion training • Exercises – Perform conversion training
0900 0915	Opening Ceremony								
0915 1015	Introduction to Workshop	0915 1030	CBT competencies	0930 1030	Doc 10057 – <i>Training Manual/Questions</i>			1000 1045	• Developmental training
1015 1030	<b>Coffee Break</b>	1030 1045	<b>Coffee Break</b>	1030 1045	<b>Coffee Break</b>	1045 1100	<b>Coffee Break</b>		
1030 1050	NGAP overview	1045 1200	CBT Training manual	1045 1130	Examples of developing CBT plan	1100 1230	<i>(ATSEP and ATCO combined)</i>  Key points and recommendations to take home		
10:50 11:50	Competency-Based Training (CBT)	1200 1300	CBT developing an Adapted Competency Model	1130 1300	Exercise: • Develop performance criteria				
11:50 12:45	Introduction to PANS TRG document Question Session								
1245 1345	<b>Lunch Break</b>	1300 1400	<b>Lunch Break</b>	1300 1400	<b>Lunch Break</b>	1230	Closure and certificates		
1345 1535	General exercise (Cont.)	1400 1500	CBT Developing an Adapted Competency Model (Cont.)	1400 1500	Exercise (Cont.)  Debrief/Questions				
1535 1550	<b>Coffee Break</b>	1500 1515	<b>Coffee Break</b>	1500 1515	<b>Coffee Break</b>				
1550 1645	Question and Answer (Q&S)	1515 1615	CBT Instruction and assessing	1515 1545	• Unsuccessful Progression/Questions				
				1545 1615	• Continuation Training				