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Session 11

Oversight of Competency-based
Programmes by the State



Overview

- Implementation from the State perspective
- Oversight methods
- Implementation procedures
- Guidance material
- Communication plan
- Inspector's role and training needs
- Data management
- Other points to note
- Q&A
- Practical exercise #2



Implementation: State's Perspective

- Under competency-based approach, training regulations become **risk controls**
- Shift in oversight methods:
 - Assessment of the processes
 - and oriented towards **outcomes**
 - Balance between documentation review, on-site visits and records/data review
 - More involvement with operator's management
 - Team approach:
 - Review team with representation from the principal inspector, cabin safety inspector and standards section
 - To verify compliance and provide balance/different perspectives





Implementation: State's Perspective

- State that allows transition from traditional to competency-based training programmes needs to consider:
 - Implementation procedures
 - e.g. phased approach
 - Guidance material
 - To support implementation
 - Communication & Training
 - Internal and external to CAA
 - Data management
 - For approval and on-going surveillance





Implementation Procedures

- Transitioning to competency-based training is resource intensive
 - Operator must develop/implement programme
 - State needs to approve/oversee
- Phased approach is recommended
 - Clear deliverables at end of each phase
 - Approval of phase before progressing to next
- Initial transition may be limited
 - Operators may start with recurrent training programme
 - Based on resources available
 - Then gradually expand to other types of training
 - Other operators may find it easier to start with initial training
 - JTA needs to be done in both cases





Implementation Procedures

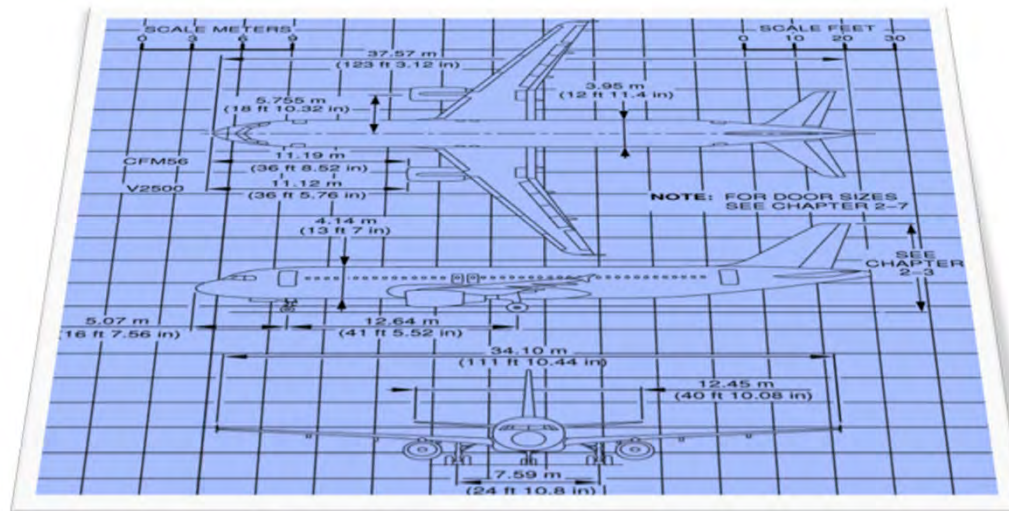
- Define oversight programme
 - Approval
 - Surveillance
- Develop tools to be used
- As part of documentation, include:
 - Exemptions
 - Enforcement policy
- Review other legislative requirements
 - to determine if changes are required or conflicts exist





Implementation Procedures

- Operators need to develop implementation plan
 - What?
 - Who?
 - Why?
 - When?
 - Where?



- Plan can become basis for surveillance
 - Spells out operator's processes and commitments



Guidance Material

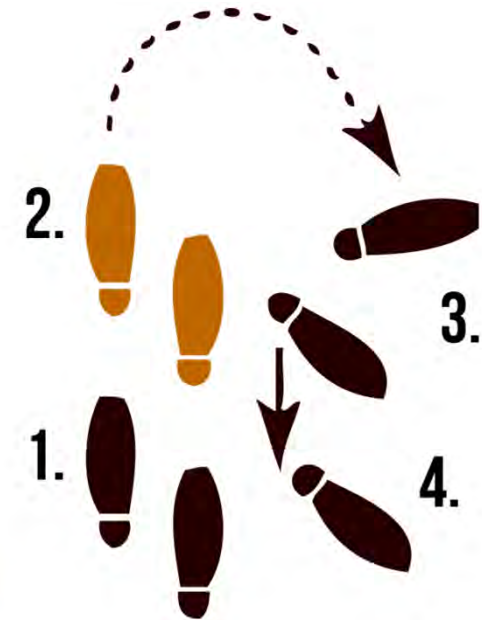
- Need to develop guidance material
 - To assist in interpretation and implementation of competency-based approach
- Refer to Doc 10002
- Other States' documentation
 - Regulations, advisory circulars, etc.





Guidance Material

- **Clear guidance to operators**
 - Acceptable means of compliance
 - Steps to follow
 - Obligations
- **Clear guidance to State personnel**
 - Instructions for conduct of oversight
 - Approval of programme vs. traditional approach
 - On-going surveillance
 - Managing deviations and findings





Communication Plan

- Develop communication plan
 - Internal/external
- Communicate with stakeholders on competency-based training:
 - Seminars, workshops
 - Meetings with interested applicants
- Publications/website
 - Communicate benefits of this approach
- Provide clear roadmap for implementation





Shifting the Inspector's Role

- What is the role of the State inspector under a competency-based approach?
 - Approval of programmes based on course content and training aids
 - Rather than specified programme hours
- Work in collaboration with operators
- Monitoring **processes** versus **products**
 - The way items are covered can differ from one operator to another
- Reviewing data from operators





Inspector Training

- Develop and conduct training for inspectors
- Who to train
 - Inspectors who will conduct approval/surveillance of operator's training programme
- Initial training
 - What knowledge do you need to provide to the inspectorate so they can do their job?
- Recurrent training
 - What are the additional skills required?





Data Management

- Programme is based on continuous data collection and analysis
- Linked to operator's SMS
 - Hazard identification and safety risk management
- Data analysis to:
 - Identify operational issues that need to be addressed through training
 - Identify deficiencies/areas of improvement for training programme itself





Managing Workload

- Competency-based programmes are resource intensive
- State may experience lack of manpower and resources
- More time spent on:
 - Reviewing documents
 - Being in training classroom
 - Instructor/Examiner Training
 - Reviewing data
 - Meetings with operators regarding programme changes





Establish Partnerships

- Work in partnership with the industry on competency-based training implementation pilot projects
 - Training by State personnel to interested operators
 - Inspectors should attend “Train the Trainer” courses to better understand assessment tools used by operator’s instructors/examiners
- Approach to set everyone up for success
 - Including trainees and instructors/examiners





Points to Remember

- Shift on oversight methods for State
- Need to develop clear implementation procedures and guidance material to assist operators/inspectors
- Communication plan for internal/external stakeholders
- The shift in inspector's role and the need for training
- Data management aspects of programme and link to SMS
- Working together is essential to succeed



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Practical Exercise #2

Developing competency-based
assessments



Context

- As part of the development of competency-based recurrent training, the training department at XYZ airlines has been tasked with developing guidance
 - To assess the training scenario you developed in Exercise 1
- Refer to
 - Appendix A of Exercise 1
 - Objectives on Table 01 – Scenario Log



Group Activity

- A facilitator will be appointed and will coordinate the discussion
 - Summary of discussion will be written on flip charts
- A member of the group will brief on their findings in a plenary session



Your Task

- 1) Based on the rating scale presented in Appendix A-2:
 - a) Select one performance standard (or a few) featured in your scenario (linked to your objectives)
 - b) Develop criteria, specific to that performance standard(s) for each of the grades in the scale
 - i. Include evidence that the examiner should identify (observable actions)
 - ii. Define terms in the rating scale (e.g. what constitutes a “major deviation” in your scenario?)
 - c) Complete log (Table 02)



Rating Scale

GRADE		CRITERIA
1	Unsatisfactory	Major deviations from the prescribed qualification standards occur that are not recognized or corrected. Individual or crew performance could result in hull loss or loss of life. CRM/DRM skills are not effective.
2	Below Standard	Deviations from the prescribed qualification standards occur that are not recognized or corrected. Individual or crew performance is safe but would be unsatisfactory if diminished by any amount. CRM/DRM skills are not completely effective.
3	Standard with Debrief	Deviations occur from the prescribed qualification standards that are recognized and most corrected. Individual or crew performance meets expectations. CRM/DRM skills are effective.
4	Standard	Minor deviations occur from the prescribed qualification standards that are recognized and corrected in a timely manner. Individual or crew performance meets expectations. CRM/DRM skills are clearly effective.
5	Excellent	Performance remains well within the prescribed qualification standards. Individual or crew performance, management and CRM/DRM skills are exemplary.

Source: FAA AC 120-54a



Your Task (Cont'd)

- 1) Based on the rating scale presented in Appendix A-2 and the cabin crew skills presented in Appendix B-2
 - a) Select one cabin crew skill previously identified in your scenario
 - i. Develop criteria (specific to that cabin crew skill) for each of the grades in the scale
 - ii. Include evidence that the examiner should identify (“observable behaviour”)
 - b) Define terms in the rating scale (e.g. what constitutes an “exemplary skill” in your scenario?)
 - c) Complete attached log (Table 03)



Table 02 – Scenario Rating Scale (Performance Standards)

Performance Criteria:		
GRADE		CRITERIA
1	Unsatisfactory	
2	Below Standard	
3	Standard with Debrief	
4	Standard	
5	Excellent	



Appendix B-2

Excerpt from ICAO Doc 10002, Chapter 8

Skill Description	Behavioral Indicators
Demonstrates effective verbal, non-verbal and written communications, in normal, abnormal and emergency situations.	<p><u>Desired behaviors:</u></p> <ul style="list-style-type: none">• Conveys information clearly, accurately and concisely using standard operator phraseology.• Communicates with the appropriate crew member(s) using the operator's designated common language (multi-lingual flight/cabin crew) including pertinent information such as What, When, Where and How.• Is aware of, and correctly interprets, the non-verbal elements inherent in communication.• Actively listens, seeks clarification and asks relevant questions.• Transmits information in a timely manner. <p><u>Undesired behaviors:</u></p> <ul style="list-style-type: none">• Communicates using incomplete, untimely or unclear messages.• Inhibits the communication process.



Table 03 – Scenario Rating Scale (Cabin Crew Skills)

Skill:		
GRADE		CRITERIA
1	Unsatisfactory	
2	Below Standard	
3	Standard with Debrief	
4	Standard	
5	Excellent	



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Feedback Forms



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Workshop Closure

Thank you!