

EBT Instructor workshop

CBTA Solutions

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Head Training and Licensing

Safety & Flight Operations

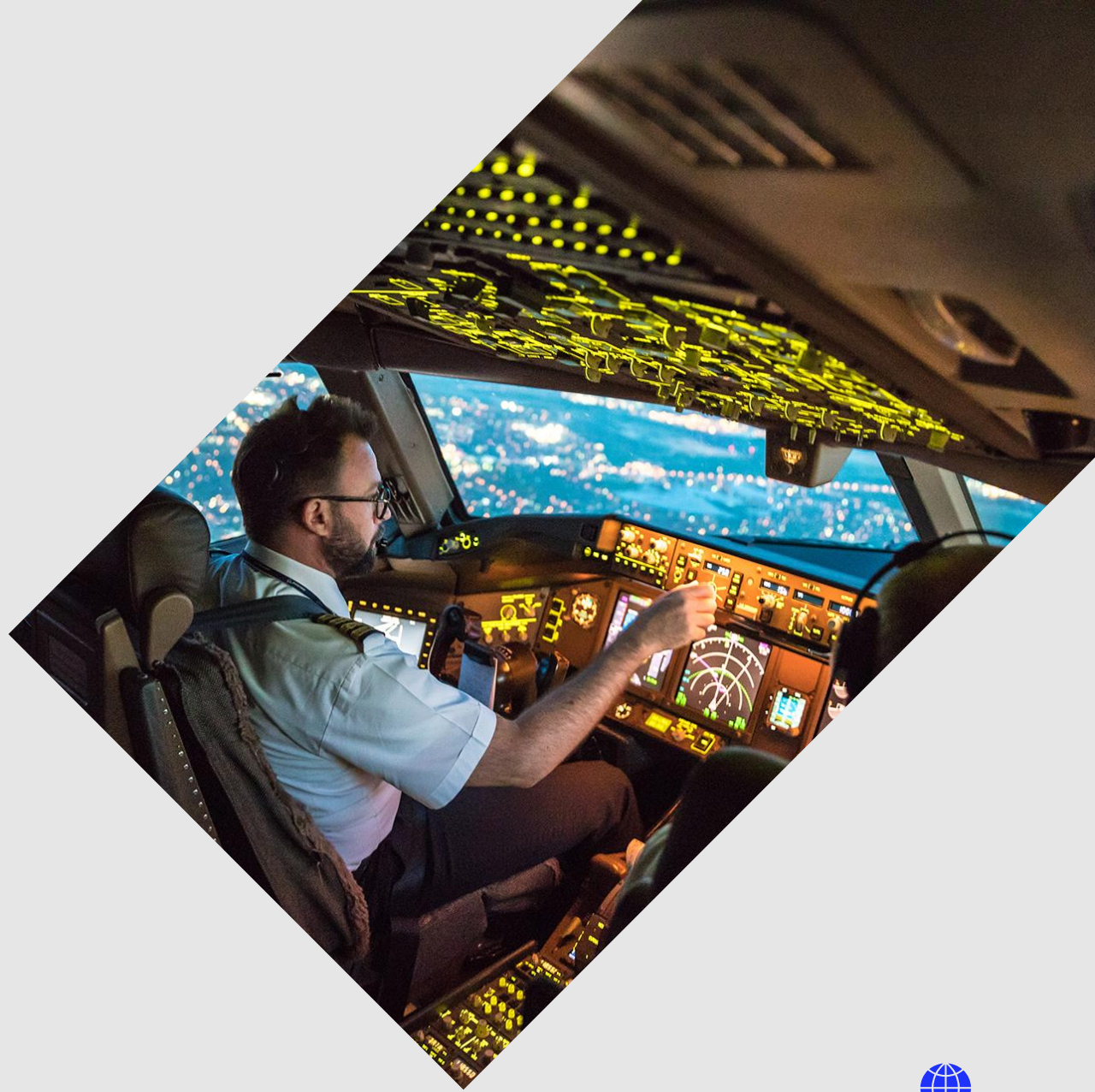


F-PLN

▲ Context

▲ CBTA Solutions

▲ Consultancy Service



ICAO CBTA

- 2016- MPL
- 2013- EBT
- 2016- ICAO Doc 9868 Pans TRG Amendment 5
- 2017- CBTA Task Force
- 2018- ICAO State letter

Consequences

NOV 2020- CBTA extends to:

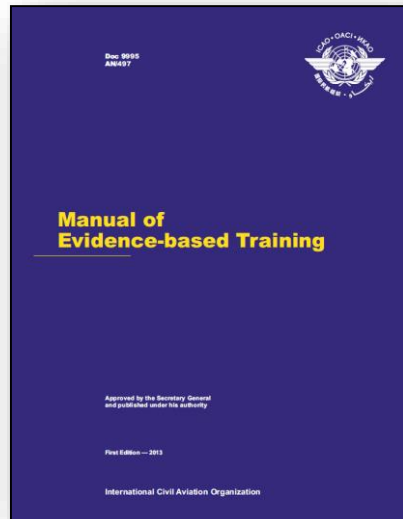
- ☐ PPL
- ☐ CPL
- ☐ Instrument Rating
- ☐ Type rating
- ☐ Instructor Evaluator
- ☐ Operator training

CONTEXT:

Global Expansion of CBTA within Aviation Industry

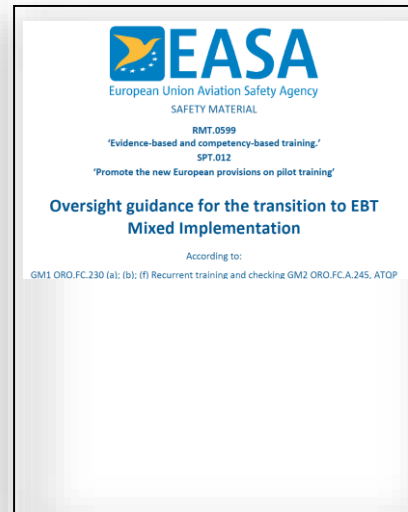
2013

EBT
endorsed by ICAO



2016

EASA
Guidance mixed EBT



Q4 2020

ICAO
CBTA endorsement



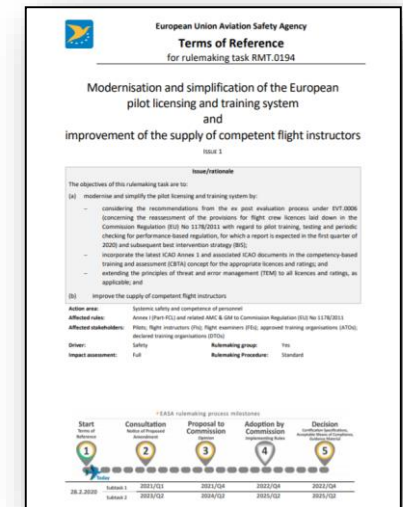
Q4 2020

EASA
Baseline EBT



2022

EASA
CBTA extension





International Civil Aviation Organization

ELECTRONIC BULLETIN

For information only

EB 2020/60

19 November 2020

PUBLICATION OF THE THIRD EDITION OF PANS-TRG (DOC 9868) AND SEVENTH EDITION OF PANS-OPS (DOC 8168), VOLUME II

The third edition of Doc 9868, *Procedures for Air Navigation Services — Training* (PANS-TRG) and the seventh edition of Doc 8168, *Procedures for Air Navigation Services — Aircraft Operations* (PANS-OPS), Volume II — *Construction of Visual and Instrument Flight Procedures* have recently been published in English. Amendment 7 to PANS-TRG and Amendment 9 to PANS-OPS, Vol. II have been incorporated in these editions, for applicability on 5 November 2020.

Language versions other than English for both documents will be released in the upcoming weeks. Interim versions of Amendment 7 to PANS-TRG and Amendment 9 to PANS-OPS, Vol. II, issued under State letters AN 12/48-20/33 and AN 11/19.2-20/43, respectively, are available for reference in all languages.



ICAO Personnel Training and Licensing Panel

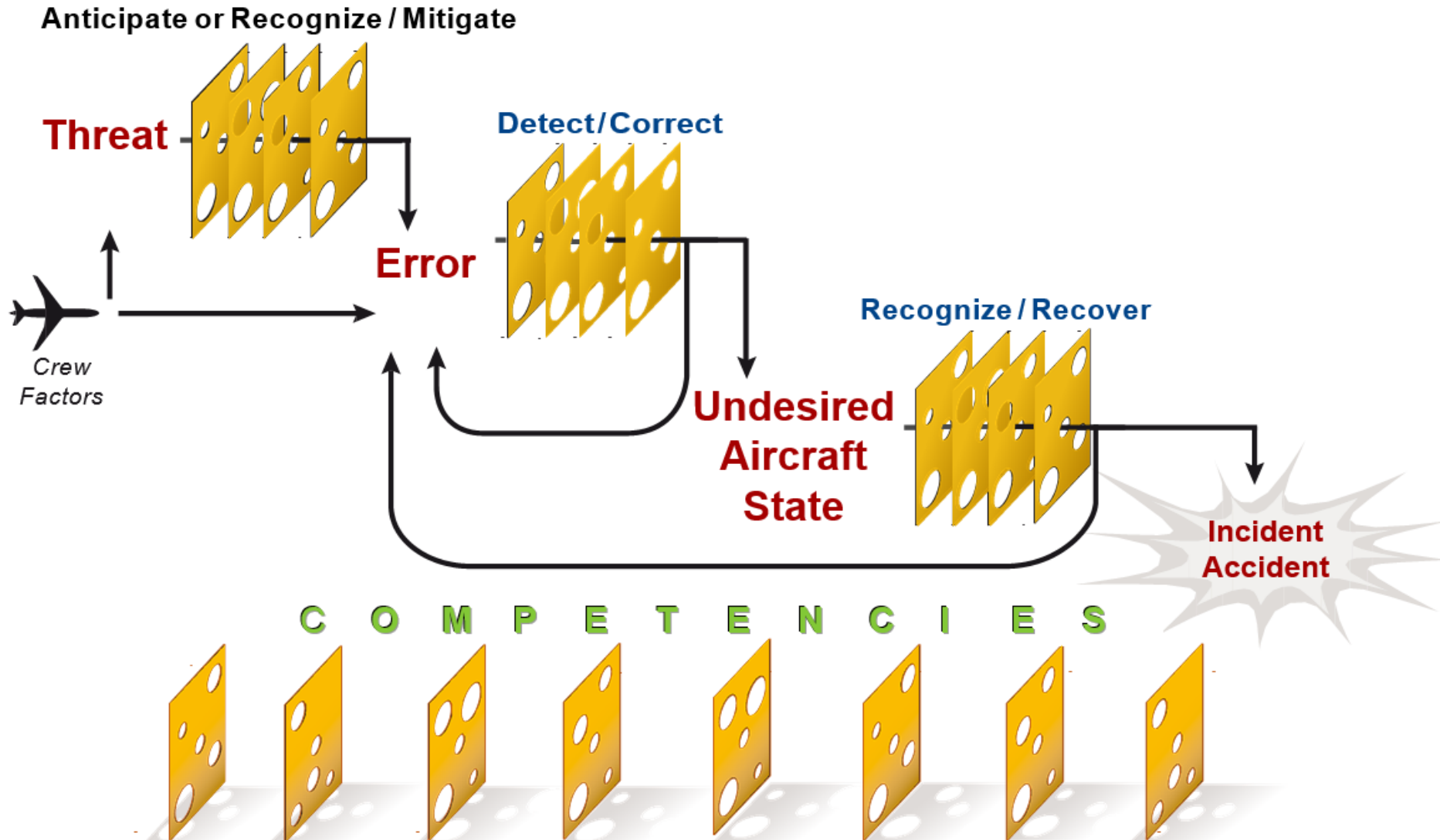
Develop, maintain, and address the evolving needs of provisions and guidance material for:

- Personnel licensing
- Personnel training including CBTA
- Approved training organizations
- Simulation training devices
- Emerging issues

ICAO Air Navigation Commission approved the establishment of the Personnel Training and Licensing Panel (PTLP), on the 23 June 2020.

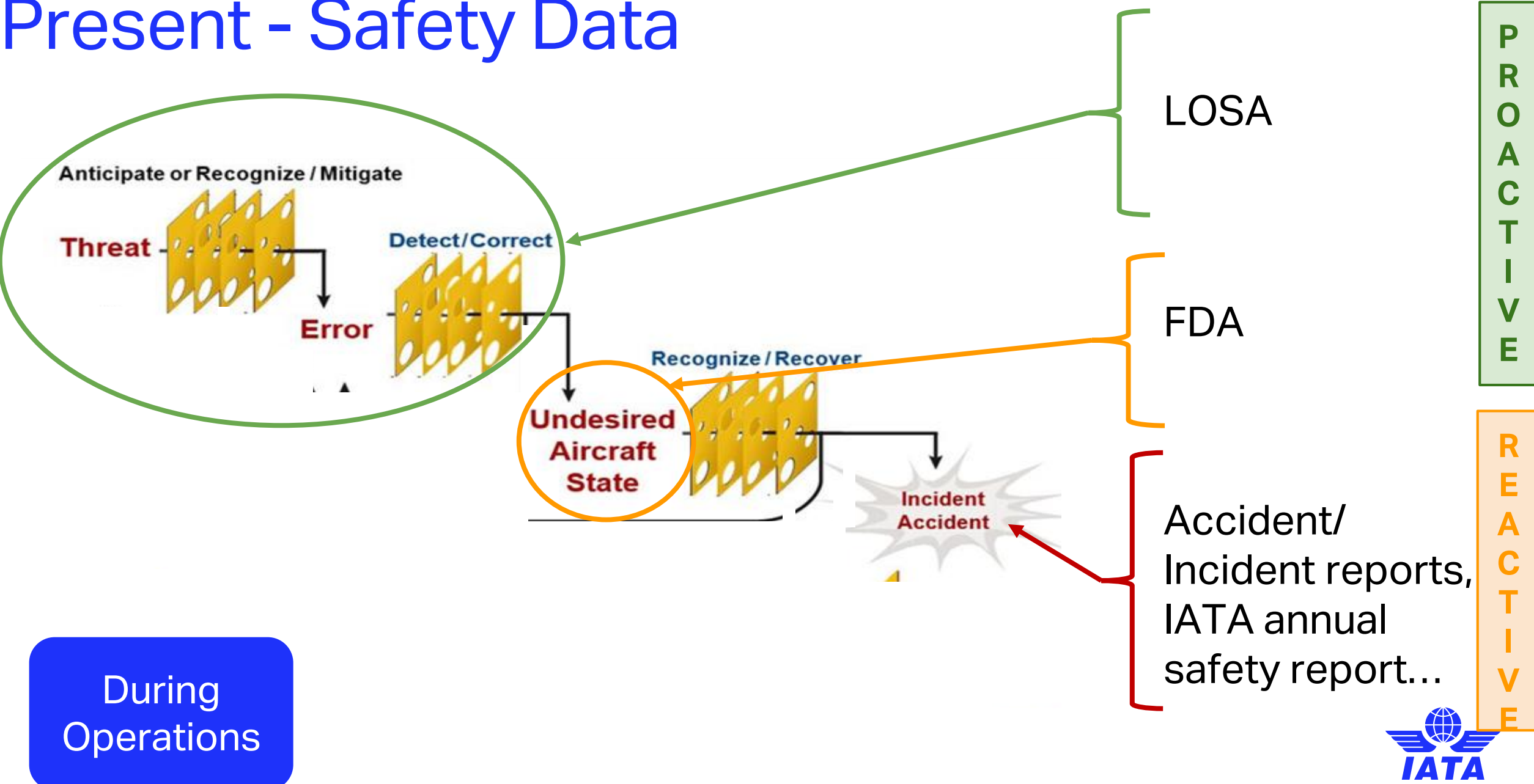


Threat and Error Management (TEM)



The Competencies are the Individual and Team Counter Measures

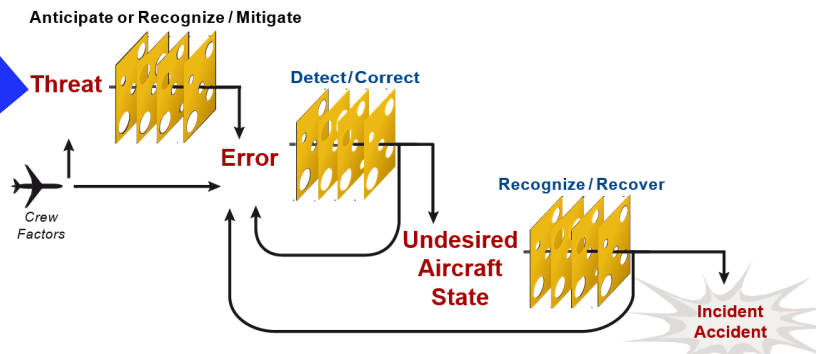
Present - Safety Data



Future - Training Data (e.g. EBT EVAL phase)



A	B	C
<ul style="list-style-type: none">- Adverse Weather- Automation management- Competencies non-technical (CRM)- Compliance- Error management- Go-around management- Manual aircraft control- Mismanaged aircraft state- Monitoring & cross-checking- Unstable approach	<ul style="list-style-type: none">- Adverse wind- Aircraft system malfunctions- Aircraft system management- Approach, visibility close to minimum- Landing- Runway or taxiway condition- Surprise- Terrain- Workload, distraction, pressure	<ul style="list-style-type: none">- ATC- Engine failure- Fire and Smoke management- Loss of communications- Managing loading, fuel, perf errors- Navigation- Operations or type specific- Pilot incapacitation- Traffic- Upset recovery- Windshear recovery



During
Training

Overall Session

Observables Behaviours
demonstrated when required
&
Observables Behaviours
missing when required
&
Outcome of TEM

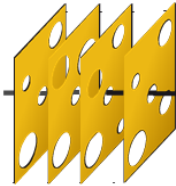


Future - Training Data (E.g. EBT EVAL Phase)

Threat and Error Management (TEM)

Anticipate or Recognize / Mitigate

Threat

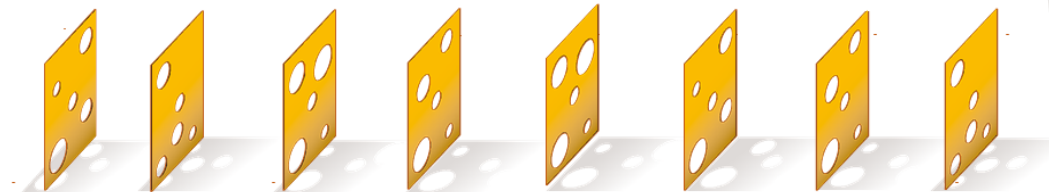


Detect/Correct



Training

Competency. A dimension of human performance that is used to reliably predict successful performance on the job. A competency is manifested and observed through behaviors that mobilize the relevant knowledge, skills and attitudes to carry out activities or tasks under specified conditions.

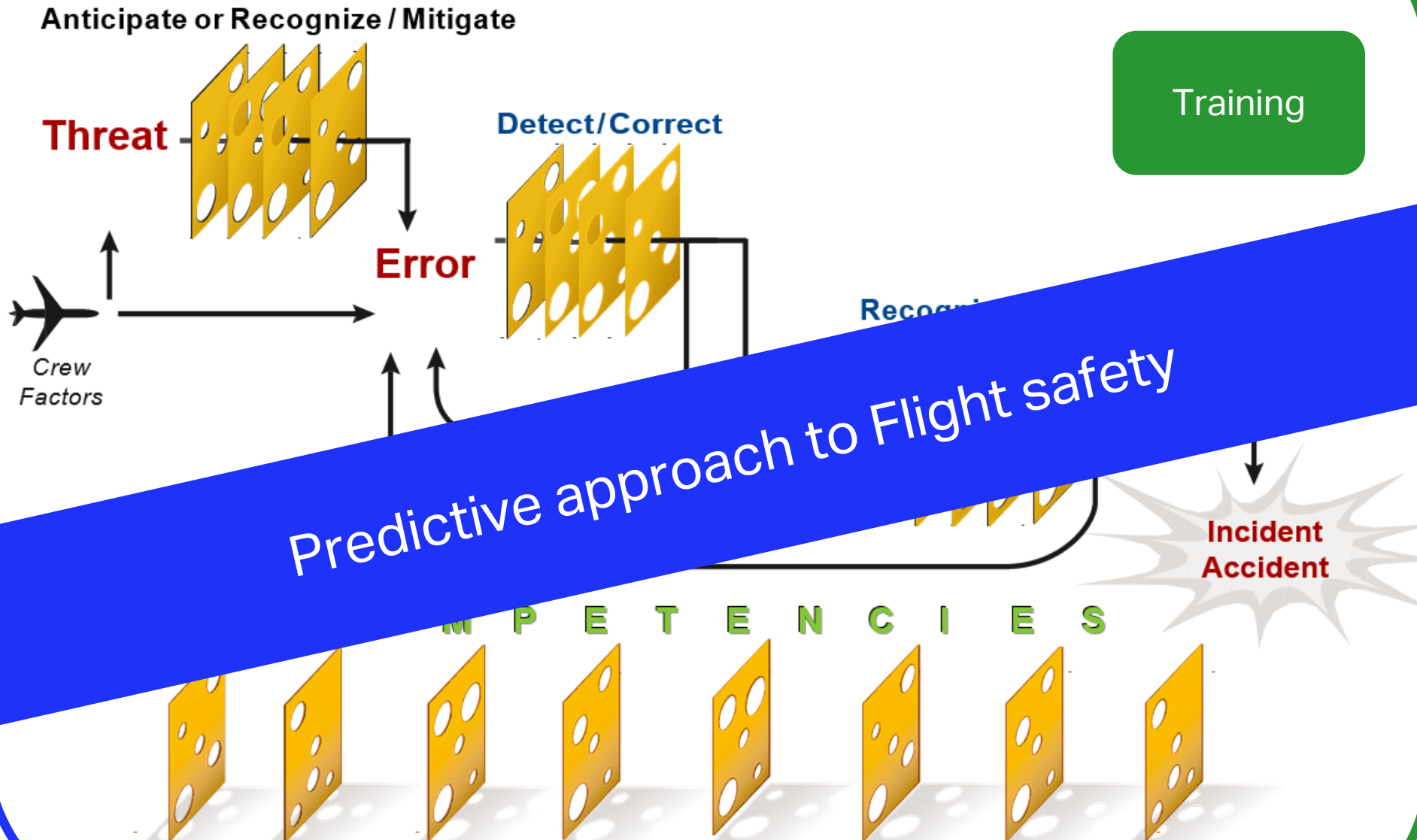


The Competencies are the Individual and Team Counter Measures



Threat and Error Management (TEM)

Operations



The Competencies are the Individual and Team Counter Measures

F-PLN

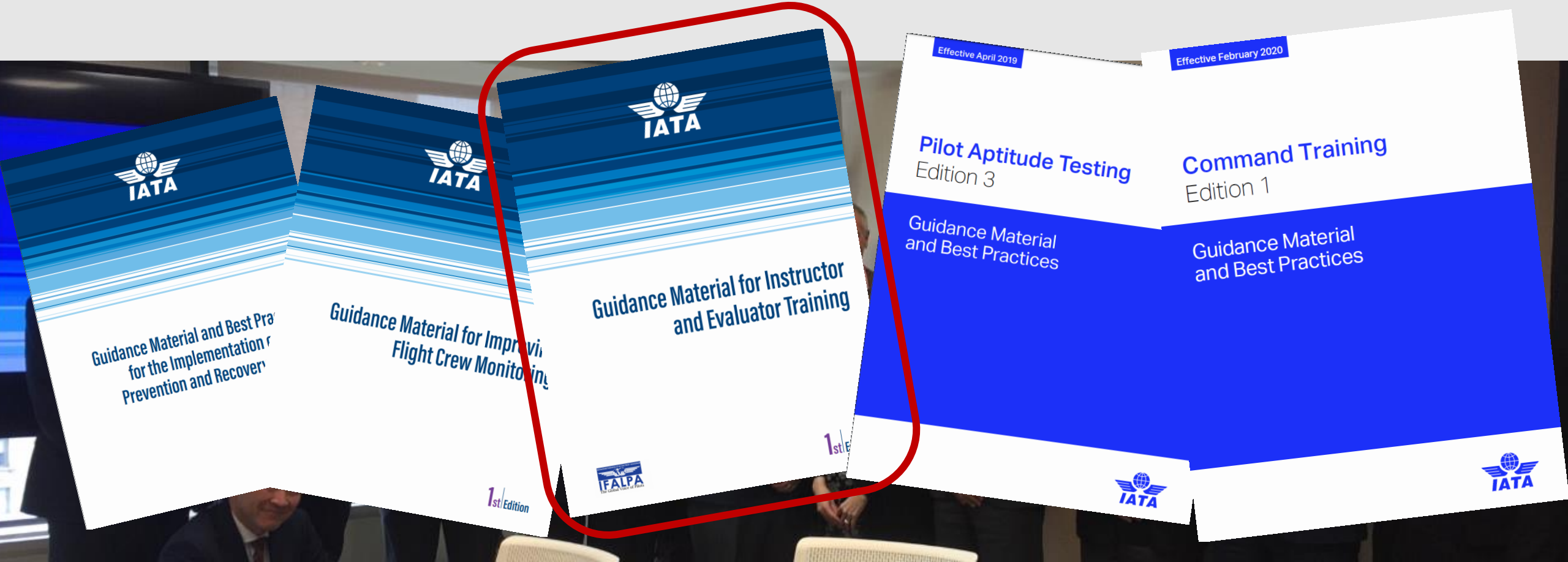
▲ Context

▲ CBTA Solutions

▲ Consultancy Service



IATA Pilot Training Task Force (PTTF)





PROGRAMS

- [COVID-19: All resources](#) >
- [Cargo: COVID-19](#) >
- [Passenger Experience](#) >
- [Distribution & Payment](#) >
- [Environment](#) >
- [Safety](#) >
- [Operations & Infrastructure](#) >

[COVID-19 Dashboard on State & Airport Restrictions](#)

[COVID-19 Contingency Related Differences \(CCRD\)](#)

[Aviation Security](#) >

[The Innovation Hub](#) >

Pilot Training & Licensing



Commercial aviation is the safest mode of public transport. Advances in the design and reliability of modern aircraft, together with investment in pilot training and maintenance technicians training, have contributed to this impressive achievement. Continuous enhancement and harmonization of training standards and programs are essential to maintain this safety record.

Enhancing pilot training and licensing to support operational safety and efficiency

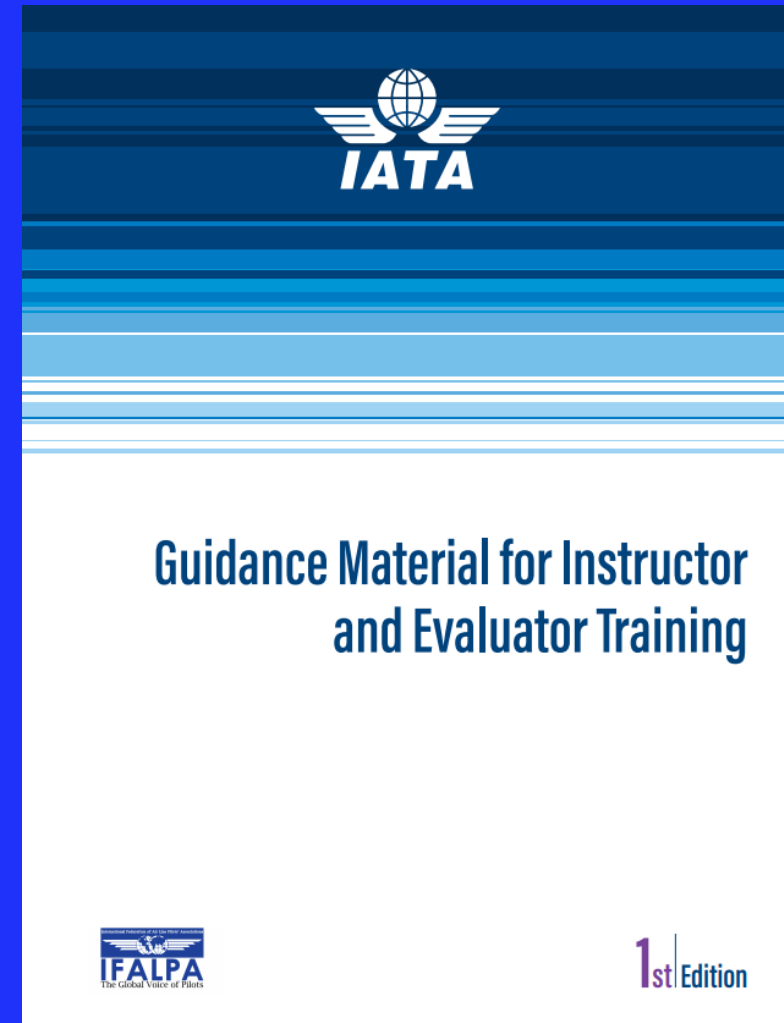
➤ Flight crew training

➤ Guidance for pilot selection, training, assessment



IATA Instructor guide

- Designed in 2017-2018
- Consistent with ICAO, EASA and FAA
- Endorsed by ICAO in 2018
- Introduced in EASA Opinion for EBT
- Implemented by major ATOs and AOCs
- Introduce the concept of Special Emphasis (SE)



Instructor Evaluator (IE) Competencies

IE Competencies				
IEC1	IEC2	IEC3	IEC4	IEC5
Pilot competencies	Management of the learning environment	Instruction	Interaction with the trainees	Assessment and Evaluation

Concept of Special Emphasis (SE)

IEC\duties	Ground Instructor	Synthetic flight Instructor	Line Training Captain	Type rating Instructor	Evaluators
Pilot competencies	TA	TA	TA-SE	TA-SE	TA
Management of the learning environment	TA	TA-SE	TA-SE	TA-SE	TA-SE
Instruction	TA-SE	TA-SE	TA	TA	TA
Interaction with the trainees	TA-SE	TA-SE	TA-SE	TA	TA
Assessment and Evaluation	TA	TA-SE	TA-SE	TA-SE	TA-SE

Concept of Special Emphasis (SE) => 60%

IEC\duties	Ground Instructor	Synthetic flight Instructor	Line Training Captain	Type rating Instructor	Evaluators
Pilot competencies	TA	TA	TA-SE	TA-SE	TA
Management of the learning environment	TA	TA-SE	TA-SE	TA-SE	TA-SE
Instruction	TA-SE	TA-SE	TA	TA	TA
Interaction with the trainees	TA-SE	TA-SE	TA-SE	TA	TA
Assessment and Evaluation	TA	TA-SE	TA-SE	TA-SE	TA-SE

Example with Evaluator

Instructor Competency	Description	Observable behaviors
Assessment and Evaluation	Assesses the competencies of the trainee	<ul style="list-style-type: none">▪ Complies with Operator/ATOs and Authority requirements▪ Ensures that the trainee understands the assessment process▪ Applies the competency standards and conditions▪ Assesses trainee's competencies▪ Performs grading▪ Provides recommendations based on the outcome of the assessment▪ Makes decisions based on the outcome of the summative assessment
	and	<ul style="list-style-type: none">▪ Provides clear feedback to the trainee
	Contributes to continuous training system improvement	<ul style="list-style-type: none">▪ Reports strengths and weaknesses of the training system (e.g., training environment, curriculum, assessment/evaluation) including feedback from trainees▪ Suggests improvements for the training system▪ Produces reports using appropriate forms and media

Example with Evaluator

Instructor Competency	Description	Observable behaviors
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	and	
	Contributes to continuous training system improvement	<ul style="list-style-type: none">▪ Reports strengths and weaknesses of the training system (e.g., training environment, curriculum, assessment/evaluation) including feedback from trainees▪ Suggests improvements for the training system▪ Produces reports using appropriate forms and media

Concept of Special Emphasis (SE) Edition 2

IEC\duties	GI	FI	SFI	LTC	TRI	Evaluators
Pilot competencies	TA	TA-SE	TA	TA	TA-SE	TA
Management of the learning environment	TA	TA-SE	TA	TA-SE	TA-SE	TA
Instruction	TA	TA	TA	TA	TA	TA
Interaction with the trainees	TA	TA	TA	TA	TA	TA
Assessment and Evaluation	TA	TA	TA	TA	TA	TA-SE

Concept of Special Emphasis (SE)=> 20%

IEC\duties	GI	FI	SFI	LTC	TRI	Evaluators
Pilot competencies	TA	TA-SE	TA	TA	TA-SE	TA
Management of the learning environment	TA	TA-SE	TA	TA-SE	TA-SE	TA
Instruction	TA	TA	TA	TA	TA	TA
Interaction with the trainees	TA	TA	TA	TA	TA	TA
Assessment and Evaluation	TA	TA	TA	TA	TA	TA-SE

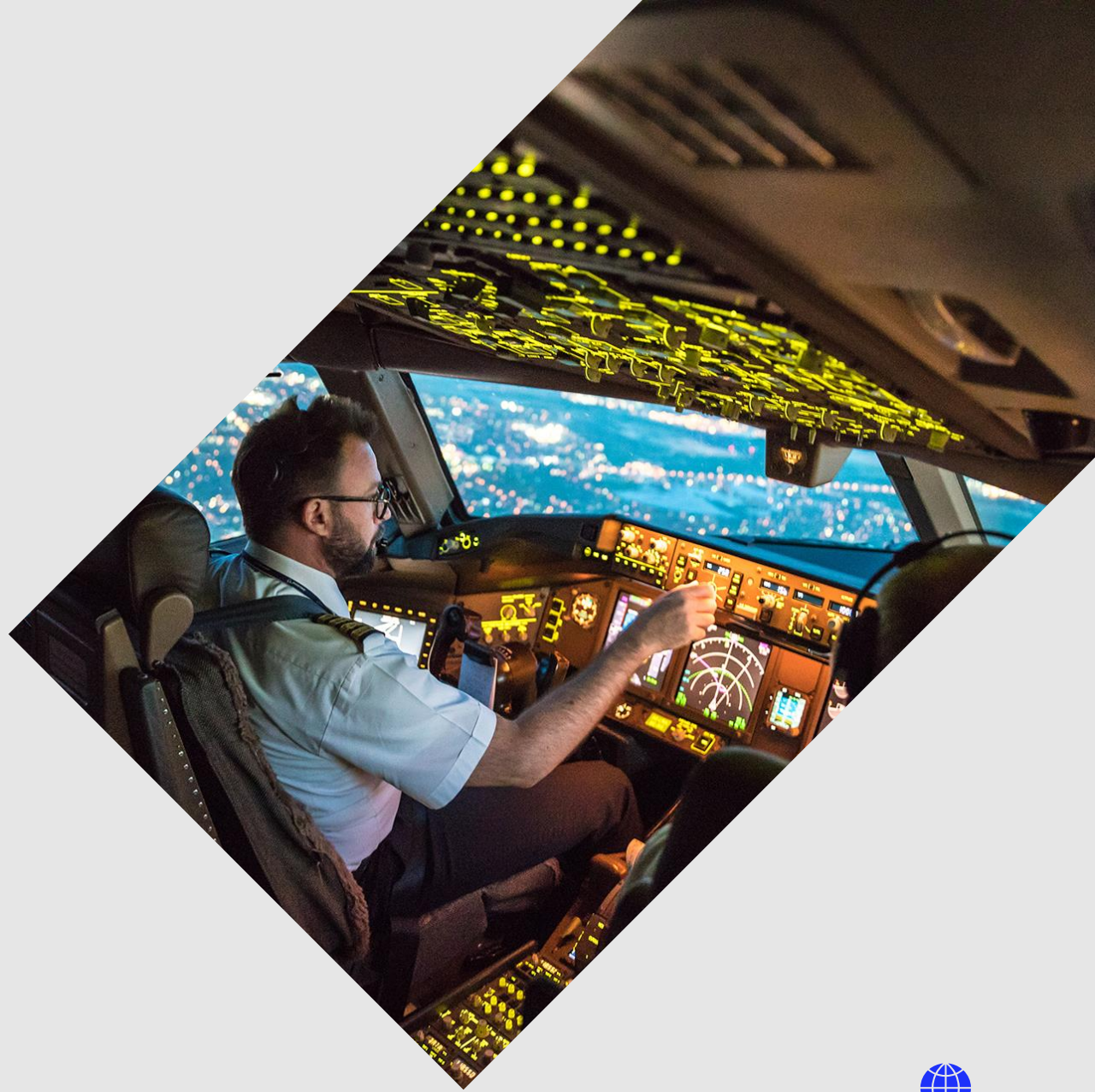
Instructor CBTA- EBT new Standards

- ❑ ADD ON training when moving from "Traditional" to CBTA
- ❑ Initial Assessment before delivering CBTA
- ❑ Recency requirement
- ❑ Recurrent standardization and assessment
- ❑ Concordance program



F-PLN

- ▲ Context
- ▲ CBTA Solutions
- ▲ Consultancy Service



IATA CBTA-EBT tailored service

CBTA-EBT Pre-Implementation

CBTA-EBT Implementation support

CBTA-EBT Monitoring

CBTA-EBT instructor modules

- ☐ CBTA Instructor Competencies
- ☐ Introduction to CBTA-EBT
- ☐ TEM
- ☐ Pilot Competencies
- ☐ Pilot Assessment
- ☐ Facilitation
- ☐ EBT modules structure
- ☐ Final exercises





Customers



Among others, quotes for:



Thank you

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