**'AMC and GM to Commission Regulation (EU) 2015/340 — Issue 1, Amendment x'**

The text of the amendment is arranged to show deleted, new and unchanged text as follows:

— deleted text is ~~struck through~~;

— new or amended text is in light blue font;

— an ellipsis '[…]' indicates that the rest of the text is unchanged.

# COVER REGULATION

## GM1 Article 2(2) Compliance with the requirements and procedures

**AIR TRAFFIC CONTROLLER TRAINING ORGANISATION CERTIFICATION**

For the purpose of ensuring that all organisations referred to in Article 1(2) comply with the technical requirements and administrative procedures of Article 2(2), air ~~navigation~~ traffic services providers providing training to air traffic controllers according to Annex I, Part ATCO, Subpart D, are subject to the requirements applicable to air traffic controller training organisations set out in this Regulation and are subject to certification in accordance with Regulation (~~EC) No 216/2008~~EU) 2018/1139 and Regulation (EU) 2015/340.

## ~~GM1 Article 4(6) Definitions~~

~~ASSESSMENT~~

~~The formative evaluation of practical skills during training should not be considered as an assessment.~~

## AMC1 Article 8 ~~Conversion of rating and rating endorsements~~ Changes to rating and rating endorsements

**CONVERSION OF RATING AND RATING ENDORSEMENTS**

When converting the privileges, the competent authority should include, in item IX of the licence, the aerodrome control (ADC) rating with the date of first issue of the aerodrome control instrument (ADI) rating, and the aerodrome control surveillance (SUR) rating endorsement with the date of first issue of the aerodrome radar (RAD) rating endorsement. At the same time, the ADI rating and the RAD rating endorsement should be removed from the licence.

The aerodrome control visual (ADV) rating should be removed from item IX, except for those air traffic controllers that hold a valid unit endorsement attached to the ADV rating.

The ground movement control (GMC), air control (AIR), tower control (TWR) and ground movement surveillance (GMS) rating endorsements should be removed from item IX at the time of conversion of ADI to ADC.

The terminal control (TCL) rating endorsement should be removed from item IX upon revalidation or renewal of the unit endorsement.

## GM1 Article 8 Changes to rating and rating endorsements ~~Conversion of rating and rating endorsements~~

**CONVERSION OF RATING AND RATING ENDORSEMENTS**

The table below provides explanations on the possible combinations of ratings and rating endorsements resulting from the amendment of Commission Regulation (EU) 2015/340. The explanations are related to the entries in item XIIa in the licence document template as provided in Appendix 1 'Format for licence — AIR TRAFFIC CONTROLLER LICENCE' to Annex II.

| Possible combinations of ratings and rating endorsements that may be issued until dd.mm.yyyy (date of applicability) | Possible combinations of ratings and rating endorsements that may be issued after dd.mm.yyyy (date of applicability) | |
|---|---|---|
| Rating / Rating endorsement | Rating / Rating endorsement | Sector/Position |
| ADV | — | — |
| ADI/AIR | ADC | Sector/Position (AIR) to be indicated when the exercise of the privileges is limited to air control only. |
| ADI/AIR/RAD | ADC/SUR | Sector/Position (AIR) to be indicated when the exercise of the privileges is limited to air control only. |
| | | |
| ADI/GMC | ADC | Sector/Position (GMC) to be indicated when the exercise of the privileges is limited to ground control only. |
| ADI/GMC/GMS | ADC | Sector/Position (GMC) to be indicated when the exercise of the privileges is limited to ground control only. |
| | | |
| ADI/TWR | ADC | Sector/Position, if specified. |
| ADI/TWR/RAD | ADC/SUR | Sector/Position, if specified. |
| ADI/TWR/GMS | ADC | Sector/Position (GMC) to be indicated when the exercise of the privileges is limited to ground control only. |
| | | |
| APP | APP | Sector/Position, if specified. |
| | | |
| APS | APS | Sector/Position, if specified. |
| APS/PAR | APS/PAR | Sector/Position, if specified. |
| APS/SRA | APS/SRA | Sector/Position, if specified. |
| APS/TCL | APS | Sector/Position (e.g. TCL), if specified, when services are provided to aircraft that operate in a specified terminal area and/or adjacent sectors. |
| | | |
| ACP | ACP | Sector/Position, if specified. |
| ACP/OCN | ACP/OCN | Sector/Position, if specified. |
| | | |
| ACS | ACS | Sector/Position, if specified. |
| ACS/OCN | ACS/OCN | Sector/Position, if specified. |
| ACS/TCL | ACS | Sector/Position (e.g. TCL), if specified, when services are provided to aircraft that operate in a specified terminal area and/or adjacent sectors. |

## GM1 Article 8(1) Changes to rating and rating endorsements ~~Conversion of rating and rating endorsements~~

**AERODROME CONTROL INSTRUMENT (ADI) RATING**

The ADI rating, issued before 4 August 2024, indicates that the licence holder is competent to provide air traffic control services to aerodrome traffic at an aerodrome that has published instrument approach or departure procedures.

## GM1 Article 8(2) Changes to rating and rating endorsements ~~Conversion of rating and rating endorsements~~

**AERODROME CONTROL VISUAL (ADV) RATING**

The ADV rating, issued before 4 August 2024, indicates that the licence holder is competent to provide air traffic control services to aerodrome traffic at an aerodrome that has no published instrument approach or departure procedures.

## GM1 Article 8(4) Changes to rating and rating endorsements ~~Conversion of rating and rating endorsements~~

**AIR CONTROL (AIR), GROUND MOVEMENT CONTROL (GMC) AND TOWER CONTROL (TWR) RATING ENDORSEMENTS**

The AIR rating endorsement, issued before 4 August 2024, indicates that the licence holder is competent to provide air control to traffic that flies in the vicinity of an aerodrome and on the runway.

The GMC rating endorsement, issued before 4 August 2024, indicates that the licence holder is competent to provide ground movement control.

The TWR rating endorsement, issued before 4 August 2024, indicates that the licence holder is competent to provide aerodrome control services. The TWR rating endorsement includes the privileges of the AIR and GMC rating endorsements.

## GM1 Article 8(5) Changes to rating and rating endorsements ~~Conversion of rating and rating endorsements~~

**GROUND MOVEMENT SURVEILLANCE (GMS) CONTROL RATING ENDORSEMENT**

The GMS rating endorsement, granted in addition to the ground movement control (GMC) rating endorsement or the tower control (TWR) rating endorsement, issued before 4 August 2024, indicates that the licence holder is competent to provide ground movement control with the help of aerodrome surface movement guidance systems.

## GM1 Article 8(6) Changes to rating and rating endorsements ~~Conversion of rating and rating endorsements~~

**AERODROME RADAR (RAD) RATING ENDORSEMENT**

The RAD rating endorsement, granted in addition to the air control (AIR) rating endorsement or tower control (TWR) rating endorsement, issued before 4 August 2024, indicates that the licence holder is competent to provide aerodrome control with the help of surveillance radar equipment.

## GM1 Article 8(7) Changes to rating and rating endorsements ~~Conversion of rating and rating endorsements~~

**TERMINAL CONTROL (TCL) RATING ENDORSEMENT**

The TCL rating endorsement, issued before 4 August 2024, indicates that the licence holder is competent to provide air traffic control services with the use of any surveillance equipment to aircraft that operate in a specified terminal area and/or adjacent sectors.

# ANNEX I – PART ATCO – REQUIREMENTS FOR THE LICENSING OF AIR TRAFFIC CONTROLLERS
## SUBPART B – LICENCES, RATINGS AND ENDORSEMENTS

## AMC1 ATCO.B.020(i)(3) Unit endorsements
**PRACTICAL SKILLS ASSESSMENT FOR THE REVALIDATION OF EACH UNIT ENDORSEMENT**

(a)     If the assessment of practical skills is taking the form of a dedicated assessment consisting of a single assessment or a series of assessments, the last assessment declaring the licence holder competent should take place within the 3-month period immediately preceding the unit endorsement expiry date.

(b)     If the assessment of practical skills is taking the form of a continuous assessment by which the air traffic controller's competence is assessed along a defined period of time, the end of that defined period and the formal conclusion on declaring the licence holder competent should take place within the 3-month period immediately preceding the unit endorsement expiry date.

## GM1 ATCO.B.020(k) Unit endorsements
**COMMENCEMENT OF THE UNIT ENDORSEMENT VALIDITY IN CASE OF EARLY REVALIDATION**

For the purpose of establishing the validity period of the unit endorsement in case of early revalidation, the date of the assessment should be the date of the:

(a)     last assessment declaring the licence holder competent in case of a dedicated assessment; and

(b)     formal conclusion of declaring the licence holder competent in case of continuous assessment, provided that the formal conclusion takes place immediately after the period during which the air traffic controller's competence has been assessed.

## AMC1 ATCO.B.025(a)(3) Unit competence scheme
**MINIMUM NUMBER OF HOURS**

The minimum number of hours should be defined for each unit endorsement associated to a rating, and it should be identical for each unit endorsement holder within the same unit.

For licence holders holding more than one unit endorsement in the same ATC unit, the minimum number of hours may be defined as a combined value based on the assessment provided by the air navigation traffic services provider.

Nevertheless, maintaining competence should be appropriately ensured for all valid unit endorsements, as well as for all sectors and/or working positions covered by a unit endorsement.

## AMC1 ATCO.B.025(a)(5); (6); (9) Unit competence scheme

**PROCESSES FOR ASSESSING COMPETENCE AND EXAMINING THEORETICAL KNOWLEDGGDE AND UNDERSTANDING OR ASSESSMENT OF PRACTICAL SKILLS ACQUIRED DURING THE REFRESHER TRAINING**

(a)  The practical performance and skills should be assessed in live traffic situations against performance criteria defined and updated by the air traffic services provider according to the requirement set out in ATCO.B.025(a)(16).

(b)  Theoretical knowledge and understanding competence should be examined to ascertain the knowledge and understanding of air traffic controllers.

(c)  Subjects taught during refresher training such as standard practices and procedures, abnormal and emergency situations and human factors should be assessed on STD or in other simulated environments and/or examined.

(d)  The assessment of air traffic controllers at ATC units with seasonal variations should reflect the higher volume and complexity situations.

## AMC1 ATCO.B.025(a)(8) Unit competence scheme

**DURATION AND FREQUENCY OF THE REFRESHER TRAINING**

As refresher training contains standard practices and procedures, abnormal and emergency situations and human factors, these could be split into separate modules during the period of validity of the unit endorsement. When an ATCO holds multiple unit endorsements, the refresher training should take into consideration that for similar subjects taught for one unit endorsement, it may need to be complemented with the specific parts for the other unit endorsement.

The way this is organised is left to the air traffic services provider and/or training organisation to allow them to cover the subjects planned. As such, the duration may vary according to the items under training at one point in time. The phasing of such training is left to the air traffic services provider and/or training organisation, hence the frequency of it may differ from one unit to another.

All such details should be included in the description of the refresher training and provided for approval to the competent authority.

## AMC1 ATCO.B.025(a)(10) Unit competence scheme

**CONVERSION TRAINING**

For situations where conversion training leads to the introduction of a new unit endorsement, an assessment should be carried out by an assessor.

## GM1 ATCO.B.025(a)(5) Unit competence scheme

**ASSESSMENTS**

(a)  Assessments may have one or more components. A documented process should be used to ensure a fair and objective assessment of competency (i.e. evidence guides, competency checklists and competency assessment forms).

(b) Practical assessment of the required competencies may be complemented by an oral interview. ~~One component should be the assessment of practical skills; other components may be oral and/or written examinations.~~

(c) The a~~Practical skills assessments~~Assessment of the required competencies should be conducted as a continuous assessment or a dedicated practical assessment(s), with a preference for the continuous assessment.

(i~~d~~) Continuous assessment

Continuous assessment should be ~~achieved~~ conducted ~~by the assessor assessing,~~ during normal operational dutie~~s,~~. T~~s,~~ the operational performance of the candidate should be assessed in relation to the adapted competency model applicable~~compared to the standard of the air traffic control service expected~~.

Where the assessor has not been able to adequately assess the air traffic controller by continuous assessment, he or ~~/~~she should not certify the air traffic controller's competence until a dedicated practical assessment has been conducted.

(ii~~e~~) Dedicated practical assessment

A dedicated practical assessment ~~may~~ consist~~s~~ of a single assessment or a series of assessments.

To conduct a dedicated practical assessment, the assessor(s) should observe the performance of the candidate in relation to the adapted competency model applicable~~sit with the air traffic controller with the purpose of assessing, under normal operational conditions, the operational performance compared to the standard of the air traffic control service expected~~.

The air traffic controller concerned should be advised that a dedicated practical assessment is to be conducted and be briefed on the conduct of the assessment.

~~For those situations where an applicant's performance cannot be observed at the time of the assessment (e.g. low visibility operations, snow clearing, military activity, etc.), the assessment may be supplemented by synthetic training device sessions and/or an oral examination.~~

(iii~~f~~) The adapted competency model ~~performance objectives' topics to be assessed~~ should be ~~determined~~ defined ~~in detail~~ by the air traffic ~~navigation service~~services provider. ~~Examples of performance objectives' topics are as follows:~~

— ~~application of unit regulations and procedures (e.g. minimum separation standards, letters of agreement, Aeronautical Information Publications);~~

— ~~traffic analysis and planning;~~

— ~~task priority setting;~~

— ~~communication, including phraseology;~~

— ~~capacity and expedition;~~

— ~~accuracy;~~

— ~~initiative, adaptability and decision-making;~~

— ~~air traffic control techniques;~~

— teamwork and other human factors skills;

the level of risk associated with the tasks performed (e.g. attitudes to risk).

(d)     For those situations where a candidate's performance cannot be observed at the time of the assessment (e.g., low-visibility operations, snow clearing, military activity, etc.), the assessment may be supplemented by synthetic training device sessions and/or an oral interview.

(e)     Oral interviews should be used to test the understanding of the applicable techniques and the rules governing them, particularly of unit and national air traffic control procedures. Scenario-type questioning allows the assessor to gather additional evidence of how an air traffic controller would react in circumstances that are not observable but are nevertheless considered important to the overall operation at that ATC unit.

The result of the oral interview should give a clear indication that the air traffic controller knows not only what he or she should be doing, but also why he or she should be doing it. The oral interview requires considerable skills, and it should be undertaken in a way to ensure consistency among individual assessors.

(fg)    Processesdures when failing

Notwithstanding point ATCO.B.025(a)(1011), when an air traffic controller fails in one or more of the components of the assessment, he or/ she should not be allowed to exercise the privilege of this unit endorsement, and provisional inability in accordance with point ATCO.A.015(b) may be declared until such time when a successful competence assessment has been performed. Re-sitting the full competence assessment or the failed part only may be required.

(hg)    Record-keeping

The results of all assessments, including those of the continuous assessment, and examinations should be documented and stored confidentially, accessible to the assessor and the person being assessed.

## GM2 ATCO.B.025(a)(5)  Unit competence scheme
ASSESSMENTS

Assessments should be adapted to the validity time of the unit endorsement of the ATC unit.

The assessment of air traffic controllers at ATC units with seasonal variations should reflect the higher volume and complexity situations.

## GM31 ATCO.B.025(a)(59)  Unit competence scheme
ASSESSMENTS OF REFRESHER TRAINING SUBJECTS

(a)     Assessments should be conducted primarily on a synthetic training device or offline environments.

(b)     Assessments should be conducted by appropriately qualified personnel having detailed knowledge of :

(1)     the training objectives; and

(2)    ~~the subjects, topics and subtopics being examined or assessed~~content.

## GM1 ATCO.B.025(a)(6)  Unit competence scheme
**ORAL EXAMINATIONS**

Oral examinations should be used to test the understanding of the applicable techniques and the rules governing them, particularly of unit and national air traffic control procedures. Scenario-type questioning allows the assessor to gather additional evidence of how an air traffic controller would react in circumstances that are not observable but are nevertheless considered important to the overall operation at that ATC unit.

The oral examination should give a clear indication that the air traffic controller knows not only what he or~~/~~ she should be doing, but why he or~~/~~ she should be doing it. The oral examination requires considerable skills, and it should be undertaken in a way to ensure consistency among individual assessors.

## GM1 ATCO.B.025(a)(~~9~~10)  Unit competence scheme
**~~EXAMINATIONS AND ASSESSMENTS DURING~~ EXAMINATION OF THEORETICAL KNOWLEDGE AND ASSESSMENT OF PRACTICAL SKILLS ACQUIRED DURING ~~THE~~ CONVERSION TRAINING~~OF CONVERSION TRAINING~~**

(a)    Assessments should be conducted primarily on a synthetic training device or offline environments.

(b)    Examinations and assessments should be conducted by appropriately qualified personnel having detailed knowledge of ~~:~~

(1)    the training ~~objectives; and~~

(2)    ~~the subjects, topics and subtopics being examined or assessed~~content.

## AMC1 ATCO.B.025(b)  Unit competence scheme

Air traffic services providers should apply a process by which the hours worked by each licence holder exercising the privileges of his or her unit endorsement working in sectors, group of sectors and/or working positions in the ATC unit are properly recorded. Such a process could have an automatic or a manual recording system. In the case of a manual recording system, the air traffic services provider should verify that the entries in the roster and the number of hours provided to the competent authority are the same.

## AMC1 ATCO.B.040  Testing~~Assessment~~ of language proficiency
**GENERAL**

(a)    The testing of language proficiency ~~assessment~~ should be designed to reflect the tasks undertaken by air traffic controllers, but with specific focus on language rather than operational procedures and knowledge.

(b) The ~~assessment~~testing should determine the ~~applicant's~~ candidate's ability to communicate effectively using visual and non-visual communication in both routine and non-routine situations.

## AMC2 ATCO.B.040 Testing~~Assessment~~ of language proficiency

**~~ASSESSMENT~~TESTING**

(a) The ~~assessment~~ testing should comprise the following three elements:

(1) listening — assessment of comprehension;

(2) speaking — assessment of pronunciation, fluency, structure and vocabulary;

(3) interaction.

(b) The switch between phraseology and plain language should be assessed for listening and speaking proficiency.

(c) When the ~~assessment~~ testing is not conducted in a face-to-face situation, it should use appropriate technologies for ~~the assessment of~~testing the ~~applicant's~~ candidate's abilities in listening and speaking, and for enabling interactions.

(d) In the case of revalidation of the language proficiency endorsement, the ~~assessment~~ testing may be conducted during training activities or on operational position, with prior notification to the air traffic controller to be assessed.

(e) Irrespective of the way the ~~assessment~~testing is organised, the requirements listed in (a) and (b) as well as the relevant provisions for language proficiency assessors should be met.

## AMC3 ATCO.B.040 Testing~~Assessment~~ of language proficiency

**PERSONS RESPOSIBLE FOR LANGUAGE PROFICIENCY ~~ASSESSORS~~TESTING**

Persons responsible for language proficiency testing should:

(a) ~~Persons responsible for language proficiency assessment should~~ be suitably trained and qualified~~;~~.

(b) ~~Language proficiency assessors should~~ undergo regular refresher training on language ~~assessment~~ testing skills, and~~.~~

(c) ~~Language proficiency assessors should~~ not conduct language proficiency ~~assessments~~ testing whenever their objectivity may be affected.

## AMC4 ATCO.B.040 Testing~~Assessment~~ of language proficiency

**CRITERIA FOR THE ACCEPTABILITY OF LANGUAGE TESTING BODIES**

(a) A language ~~assessment~~testing body should provide clear information about its organisation and its relationships with other organisations.

(b) If a language testing ~~assessment~~ body is also an air traffic controller training organisation, there should be a clear and documented separation between the two activities.

(c)     The language testingassessment body should employ a sufficient number of qualified interlocutors and language proficiency assessors to administer the required tests.

(d)     The assessment testing documentation should include at least the following:

(1)     test assessment objectives;

(2)     testassessment layout, timescale, technologies used, assessment samples, voice samples;

(3)     testassessment criteria and standards (at least for the operational, extended and expert levels of the rating scale in Appendix 1 to Annex I to Regulation (EU) 2015/340);

(4)     documentation demonstrating the testassessment validity, relevance and reliability for the operational, extended and expert levels;

(5)     procedures to ensure that language testsassessments are standardised within the language assessmenttesting body and in the ATC community;

(6)     testingassessment procedures and responsibilities, such as:

—     preparation of individual testsassessment;

—     administration: location(s), identity check and invigilation, assessment testing discipline, confidentiality/security;

—     reporting and documentation provided to the competent authority and/or to the applicant, including sample certificate; and

—     retention of documents and records.

(7)     The testingassessment documentation and records should be kept for a period of time determined by the competent authority and made available to the competent authority upon request.

# GM1 ATCO.B.040  Assessment Testing of language proficiency

**PERSONS RESPOSIBLE FOR LANGUAGE PROFICIENCY TESTING**

**LANGUAGE PROFICIENCY ASSESSORS**

Persons responsible for language proficiency testing should be

(a)     Persons responsible for language proficiency assessment should be either aviation specialists (e.g. current or former air traffic controllers) or language specialists with additional aviation-related training. The preferred approach for an assessmenta test would be to form a team consisting of an operational expert and a language expert;.

(b)     Language proficiency assessors should be trained in the requirements specific to the language proficiency testingassessment, and testassessment and interlocution techniques.

## GM2 ATCO.B.040 ~~Testing~~Assessment of language proficiency

Further information can be found in the 'Manual on the Implementation of ICAO Language Proficiency Requirements' (ICAO Doc 9835) and the 'Language Testing Criteria for Global Harmonization' (ICAO Cir 318 AN/180).

# SUBPART C – REQUIREMENTS FOR INSTRUCTORS AND ASSESSORS

## SECTION 1 – INSTRUCTORS

## AMC1 ATCO.C.001(b)(2)  Theoretical instructors

**INSTRUCTIONAL SKILLS FOR THEORETICAL INSTRUCTORS**

A satisfactory demonstration of instructional skills for theoretical instructors should establish competence at least in the following areas:

(a)     the lesson objectives are defined and communicated;

(b)     subject questions are fully answered;

(c)     ~~visual~~ teaching aids and, where applicable, management of technical platforms for remote learning (hardware, software) are used appropriately;

(d)     participants are engaged in the learning process and facilitating skills are used appropriately when using a technical platform (e.g. continuous audio and visual contact, etc.);

(e~~d~~)     the language is unambiguous;

(f~~e~~)     the lesson is correctly summarised; and

(g~~f~~)     the lesson objectives are fulfilled.

## GM1 ATCO.C.010(b) On-the-job training instructor (OJTI) privileges

**ASSESSMENTS**

The following table details the privileges of the OJTI regarding the necessary assessments during the training phases.

| Basic training | STDI or OJTI or assessor |
|---|---|
| Rating training — any assessment(s) associated with the phases of the training | STDI or OJTI or assessor |
| Rating training — assessment(s) for the purposes of issuing the rating | Assessor |
| Unit training — Pre-OJT | STDI or OJTI or assessor |
| Unit training — OJT — any assessment(s) associated with the phases of the training | OJTI or assessor |

| Unit training — OJT — assessment(s) for the purposes of issuing the unit endorsement | Assessor |
|---|---|
| Refresher training | STDI or OJTI or assessor |
| Renewal of unit endorsement | Assessor |
| Revalidation of unit endorsement | Assessor |
| Practical instructor and assessor training | Assessor |
| Practical instructor refresher training | STDI or OJTI or assessor |
| Assessor refresher training | Assessor |

## AMC1 ATCO.C.020(b)  Validity of the on-the-job training instructor endorsement

The period between two succeeding refresher courses on practical instructional competencies should not exceed 3 years. For the first revalidation, the refresher training should be undertaken during the last 2 years of the validity of the endorsement.

## GM1 ATCO.C.020(b)  Validity of on-the-job training instructor endorsement

REVALIDATION

(a)    Successful completion of the refresher training in practical instructional skills may be verified by several means, for example by:

(1)    dedicated or continuous assessment;

(2)    peer assessment; or

(3)    demonstration of the practical instructional skills.

(b)    The verification should be undertaken following the completion of the refresher training.

## GM1 ATCO.C.025(a)  Temporary OJTI authorisation

EXCEPTIONAL SITUATIONS

Exceptional situations for which it may be considered not to be possible to comply with ATCO.C.010(b)(2) for the purpose of the valid unit endorsement experience, and, therefore, a temporary OJTI authorisation may be granted, are the following:

(a)    establishment of a new ATC unit or new sector for the air navigation traffic services provider;

(b)    the continuity of the existing service is endangered due to the non-availability of personnel as a consequence of a change in the air navigation traffic services provider at the ATC unit;

(c)    new rating or rating endorsement put into operation at an ATC unit;

(d)    re-opening of a temporary ATC unit.

## AMC1 ATCO.C.030(b)(2) Synthetic training device instructor (STDI) privileges

**DEMONSTRATION OF KNOWLEDGE OF CURRENT OPERATIONAL PRACTICES**

For STDIs holding an ATCO licence with a valid unit endorsement, the demonstration of knowledge of current operational practices should be achieved during the refresher training in accordance with the unit competence scheme. For STDIs not holding a valid unit endorsement, the demonstration of knowledge of current operational practices should be achieved by other means.

## GM1 ATCO.C.030(b) Synthetic training device instructor (STDI) privileges

**ASSESSMENTS**

The following table details the privileges of the STDI regarding the necessary assessments during the training phases.

| | |
|---|---|
| Basic training | STDI or OJTI or assessor |
| Rating training — any assessment(s) associated with the phases of the training | STDI or OJTI or assessor |
| Rating training — assessment(s) for the purposes of issuing the rating | Assessor |
| Unit training — Pre-OJT | STDI or OJTI or assessor |
| Unit training — OJT — any assessment(s) associated with the phases of the training | OJTI or assessor |
| Unit training — OJT — assessment(s) for the purposes of issuing the unit endorsement | Assessor |
| Refresher training | STDI or OJTI or assessor |
| Renewal of unit endorsement | Assessor |
| Revalidation of unit endorsement | Assessor |
| Practical instructor and assessor training | Assessor |
| Practical instructor refresher training | STDI or OJTI or assessor |
| Assessor refresher training | Assessor |

## AMC1 ATCO.C.040(b) Validity of the synthetic training device instructor endorsement

The period between two succeeding refresher courses on practical instructional competencies should not exceed 3 years. For the first revalidation, the refresher training should be undertaken during the last 2 years of the validity of the endorsement.

## ~~GM1 ATCO.C.040(b) Validity of synthetic training device instructor endorsement~~

~~**REVALIDATION**~~

~~(a) Successful completion of the refresher training in practical instructional skills and current operational practices may be verified by several means, for example by:~~

~~(1) dedicated or continuous assessment;~~

~~(2) peer assessment; or~~

~~(3) demonstration of practical instructional skills.~~

~~(b) Current operational practices may be refreshed by transitional and pre-on-the-job training.~~

~~(c) The verification should be undertaken following the completion of the refresher training.~~

## GM1 ATCO.C.040(c)(1) Validity of the synthetic training device instructor endorsement

For STDIs not holding a valid unit endorsement, knowledge on current operational practices may be achieved by various means agreed between the training organisation and the competent authority, such as:

(a) participating in refresher training;

(b) practising ATCO skills on synthetic training devices; or

(c) observing real-time ATC provision at operational units in order to familiarise themselves with new operational techniques, controller tools and airspace modernisations.

## SECTION 2 – ASSESSORS

## ~~AMC1 ATCO.C.045(c)(2) Assessor privileges~~

~~**DEMONSTRATION OF KNOWLEDGE OF CURRENT OPERATIONAL PRACTICES**~~

~~The demonstration of knowledge of current operational practices may be achieved by establishing familiarity with current environment and operational procedures.~~

## GM1 ATCO.C.045(a) Assessor privileges

**ASSESSMENTS**

The following table details the privileges of the assessor regarding the necessary assessments during the training phases.

| Basic training | STDI or OJTI or assessor |
|---|---|

| Rating training — any assessment(s) associated with the phases of the training | STDI or OJTI or assessor |
|---|---|
| Rating training — assessment(s) for the purposes of issuing the rating | Assessor |
| Unit training — Pre-OJT | STDI or OJTI or assessor |
| Unit training — OJT — any assessment(s) associated with the phases of the training | OJTI or assessor |
| Unit training — OJT — assessment(s) for the purposes of issuing the unit endorsement | Assessor |
| Refresher training | STDI or OJTI or assessor |
| Renewal of unit endorsement | Assessor |
| Revalidation of unit endorsement | Assessor |
| Practical instructor and assessor training | Assessor |
| Practical instructor refresher training | STDI or OJTI or assessor |
| Assessor refresher training | Assessor |

## GM1 ATCO.C.045(b)(2) Assessor privileges

For assessors not holding a valid unit endorsement, knowledge on current operational practices may be achieved by various means agreed between the training organisation and the competent authority, such as:

(a)     participating in refresher training;

(b)     practising ATCO skills on synthetic training devices; or

(c)     observing real-time ATC provision at operational units in order to familiarise themselves with new operational techniques, controller tools and airspace modernisations.

## AMC1 ATCO.C.060(b) Validity of assessor endorsement

The period between two succeeding refresher courses on assessment techniques should not exceed 3 years. For the first revalidation, the refresher training should be undertaken during the last 2 years of the validity of the endorsement.

## GM1 ATCO.C.060(b); (c)(1) Validity of assessor endorsement

For assessors not holding a valid unit endorsement, knowledge on current operational practices may be achieved by various means agreed between the training organisation and the competent authority, such as:

(a)     participating in refresher training;

(b)     practising ATCO skills on synthetic training devices; or

(c)    observing real-time ATC provision at operational units with in order to familiarise themselves with new operational techniques, controller tools and airspace modernisations.

## ~~GM1 ATCO.C.060(b) Validity of assessor endorsement~~

~~**REVALIDATION**~~

~~(a)    The successful completion of the refresher training in assessment skills and current operational practices may be verified by several means; for example, by:~~

   ~~(1)    dedicated or continuous assessment;~~

   ~~(2)    peer assessment; or~~

   ~~(3)    demonstration of the assessment skills.~~

~~(b)    Current operational practices may be refreshed by transitional and pre-on-the-job training.~~

~~(c)    The verification should be undertaken following the completion of the refresher training.~~

## GM1 ATCO.C.065(b)  Temporary assessor authorisation

**EXCEPTIONAL SITUATIONS**

Exceptional situations for which it may be considered not to be possible to comply with point ATCO.C.045(d)(1) for the purpose of the unit endorsement experience, and, therefore, a temporary assessor authorisation may be granted, are the following:

(a)    establishment of a new ATC unit or new sector for the air ~~navigation~~traffic services provider;

(b)    the continuity of the existing service is endangered due to the non-availability of personnel as a consequence of a change in the air ~~navigation service~~traffic services provider at the ATC unit;

(c)    new rating or rating endorsement put into operation at an ATC unit;

(d)    re-opening of a temporary ATC unit.

# SUBPART D – AIR TRAFFIC CONTROLLER TRAINING

## SECTION 1 – GENERAL REQUIREMENTS

## GM1 ATCO.D.003 Principles of competency-based training and assessment

Further information can be found in ICAO 'Procedures for Air Navigation Services', Third edition, 2020 (ICAO Doc 9868) and in 'Manual on Air Traffic Controller Competency-based Training and Assessment' first edition, 2017 (ICAO Doc 10056).

## GM1 ATCO.D.005(a)(2)(ii) Types of air traffic controller training

ON-THE-JOB TRAINING

(a)    On-the-job training may be supplemented for pedagogical reasons by theoretical instructions and computer-based training, part-task trainers or any type of simulators aiming at increasing knowledge, understanding and application of local procedures.

(b)    Hours accumulated using these training tools and methods during this phase cannot be counted towards the minimum duration of on-the-job training established in accordance with AMC1 ATCO.D.055(b)(6), with the exception of training for procedures unlikely to be encountered in the operational environment during the training.

## SECTION 2 – INITIAL TRAINING REQUIREMENTS

## AMC1 ATCO.D.010(a)(1) Composition of initial training

BASIC TRAINING —TOPICS, SUBTOPICS AND TRAINING OBJECTIVES

[Please find the link to the AMC here]

## AMC1 ATCO.D.010(a)(2)(i) Composition of initial training

AERODROME CONTROL RATING FOR ADC TRAINING — TOPICS, SUBTOPICS AND TRAINING OBJECTIVES

[Please find the link to the AMC here]

## AMC1 ATCO.D.010(a)(2)(ii) Composition of initial training

APPROACH CONTROL PROCEDURAL RATING (APP) TRAINING — TOPICS, SUBTOPICS AND TRAINING OBJECTIVES

[Please find the link to the AMC here]

## AMC1 ATCO.D.010(a)(2)(iii) Composition of initial training

**AREA CONTROL PROCEDURAL RATING (ACP) TRAINING — TOPICS, SUBTOPICS AND TRAINING OBJECTIVES**

[Please find the link to the AMC here]

## AMC1 ATCO.D.010(a)(2)(iv) Composition of initial training

**APPROACH CONTROL SURVEILLANCE RATING (APS) TRAINING — TOPICS, SUBTOPICS AND TRAINING OBJECTIVES**

[Please find the link to the AMC here]

## AMC1 ATCO.D.010(a)(2)(v) Composition of initial training

**AREA CONTROL SURVEILLANCE RATING (ACS) TRAINING — TOPICS, SUBTOPICS AND TRAINING OBJECTIVES**

[Please find the link to the AMC here]

## ~~GM1 ATCO.D.020(d)  Basic and rating training courses~~

~~**CERTIFICATE OF COMPLETION OF INITIAL TRAINING**~~

~~The certificate of completion may take any form and title and may cover multiple candidates.~~

## AMC1 ATCO.D.025(c); (d) Basic training examinations and assessment

**REQUIRED COMPETENCIES FOR BASIC TRAINING**

Assessments should be based on the competencies defined in point ATCO.D.025(c) and the following associated minimum observable behaviours:

| Competency for BASIC training and definition | Observable behaviours for BASIC training |
|---|---|
| **1. Situational awareness** | OB 1.1 Monitors traffic in own area of responsibility |
| | OB 1.2 Checks and uses available tools to scan and comprehend operational situations |
| | OB 1.3 Processes the information acquired from monitoring and scanning to maintain situational awareness |
| **2. Traffic and capacity management** | OB 2.1 Uses prescribed procedures |
| | OB 2.2 Issues appropriate clearances, instructions and traffic information in a timely manner |
| | OB 2.3 Uses basic techniques to safely manage the traffic (e.g. identification, vectoring, traffic sequencing, assigning levels) |
| **3. Separation and conflict resolution** | OB 3.1 Identifies potential traffic conflicts |
| | OB 3.2 Chooses the appropriate separation method |
| | OB 3.3 Applies the selected method appropriately |
| | OB 3.4 Issues clearances and instructions to ensure that separation is maintained |

| Competency for BASIC training and definition | Observable behaviours for BASIC training |
|---|---|
| | OB 3.5 Monitors the execution of separation actions |
| **4. Communication** | OB 4.1 Speaks clearly, accurately and concisely |
| | OB 4.2 Uses standard radiotelephony phraseology, when prescribed |
| | OB 4.3 Verifies accuracy of read backs and if necessary, corrects |
| **5. Coordination** | OB 5.1 Recognises the need for coordination |
| | OB 5.2 Applies the available means for coordination |
| | OB 5.3 Uses clear, concise terminology for verbal coordination, and if available, standard ATS message formats for non-verbal |
| **6. Self-management** | OB 6.1 Accepts responsibility for own performance |
| **7. Teamwork** | OB 7.1 Performs duty and actions in a manner that fosters a team environment |
| | OB 7.2 Demonstrates consideration of and tolerance for other people, when applicable |

## AMC1 ATCO.D.025(c); (e) Basic training examinations and assessment

**BASIC TRAINING — REQUIRED LEVEL OF PERFORMANCE**

The training organisation should establish the level of performance that is defined as acceptable when assessing whether competency for the successful completion of basic training has been achieved (competency standard) and the specific environment in which performance should be demonstrated (conditions).

## GM1 to ATCO.D.025(c); (e) Basic training examinations and assessment

**OBSERVABLE BEHAVIOURS**

All the observable behaviours should be demonstrated. Where an observable behaviour includes the words 'if necessary' or 'when applicable', this behaviour need only be demonstrated if the circumstances require it. In instances where the circumstances do not require this behaviour, they may be marked as 'not applicable'.

## AMC1 ATCO.D.035(c); (e) Rating training examinations and assessment

**REQUIRED COMPETENCIES AND COMPETENCY STANDARD FOR RATING TRAINING**

Assessments should be based on the competencies defined in point ATCO.D.035(c) and the following associated minimum observable behaviours and competency standard:

| Competency and definition | Observable behaviours |
|---|---|
| **1. Situational awareness** | OB 1.1 Monitors traffic in own area of responsibility and adjacent area(s) e.g. adjacent sectors, apron. |
| | OB 1.2 Monitors the meteorological conditions that impact on own area of responsibility and adjacent area(s) |
| | OB 1.3 Monitors the status of the ATC systems and equipment |
| | OB 1.4 Acquires information from available sources (e.g. surveillance and flight data systems, meteorological data, electronic data displays, verbal request) |
| | OB 1.5 Analyses the actual situation based on information acquired from monitoring and scanning |
| | OB 1.6 Identifies potential threats and errors |
| | OB 1.7 Verifies that information is accurate and corrects when doubt exists, if necessary |
| **2. Traffic and capacity management** | OB 2.1 Identifies situations that have the potential to become unsafe |
| | OB 2.2 Uses a variety of techniques to safely and effectively manage the traffic (e.g. speed control, vectoring, traffic sequencing, assigning climb/descent rate) |
| | OB 2.3 Uses prescribed procedures |
| | OB 2.4 Issues clearances and instructions that take into account aircraft performance, airspace constraints, weather and environmental impact |
| | OB 2.5 Provides increased safety margins, if necessary |
| | OB 2.6 Issues clearances and instructions that result in an efficient traffic flow |
| | OB 2.7 Uses available tools to reduce delays and optimise flight profiles |
| | OB 2.8 Issues necessary information in a relevant, accurate and timely manner (e.g. traffic information, runway conditions, weather information, status of airspace, aerodrome resources and status of facilities) |
| | OB 2.9 Issues information on potentially hazardous situations (e.g. moderate/severe turbulence, icing, wake turbulence, unauthorised traffic on a runway, collision hazard, jet blast hazard) |
| **3. Separation and conflict resolution** | OB 3.1 Detects potential traffic conflicts |
| | OB 3.2 Selects the appropriate separation method |
| | OB 3.3 Applies the selected method appropriately |

| Competency and definition | Observable behaviours |
|---|---|
| | OB 3.4 Issues clearances and instructions to ensure that separation is maintained |
| | OB 3.5 Issues clearances and instructions to resolve conflicts |
| | OB 3.6 Monitors the execution of separation actions |
| | OB 3.7 Adjusts control actions, if necessary, to maintain separation |
| | OB 3.8 Initiates corrective action to restore appropriate separation as soon as possible, if necessary |
| | OB 3.9 Resolves conflicts through coordination |
| 4. Communication | OB 4.1 Selects communication mode (e.g. radio, telephone) that takes into account the requirements of the situation, including speed, accuracy and level of detail of the communication |
| | OB 4.2 Speaks clearly, accurately and concisely |
| | OB 4.3 Uses standard radiotelephony phraseology, when prescribed |
| | OB 4.4 Uses plain language when standardised phraseology does not exist or the situation warrants it |
| | OB 4.5 Verifies accuracy of read backs and if necessary, corrects |
| | OB 4.6 Adjusts verbal communication techniques to suit the situation (e.g. rate of speech, use of phonetic alphabet for clarity, words twice, separating instructions) |
| 5. Coordination | OB 5.1 Identifies the need for coordination |
| | OB 5.2 Coordinates in a timely manner. |
| | OB 5.3 Coordinates using the prescribed coordination procedures (e.g. movement, control, transfer of control and changes previously coordinated for flights) |
| | OB 5.4 Coordinates changes of status of operational facilities (e.g. equipment, systems, functions) and/or status of airspace and/or aerodrome resources |
| | OB 5.5 Conducts effective handover |
| 6. Management of non-routine situations | OB 6.1 Identifies the possibility of an emergency or abnormal situation developing |
| | OB 6.2 Verifies the nature of the emergency or abnormal situation, where ambiguity exists |
| | OB 6.3 Provides appropriate assistance |
| 7. Problem-solving and decision-making | OB 7.1 Uses appropriate tools to assist in determining possible solutions to a problem |
| | OB 7.2 Ensures safe and efficient solution to a problem |
| | OB 7.3 Prioritises actions in an appropriate order |

| Competency and definition | Observable behaviours |
|---|---|
| | OB 7.4 Applies an appropriate mitigation strategy for the threats and/or errors identified (e.g. increased vertical separation in case of CAT, go around if RWY is blocked, etc.) |
| **8. Self-management** | OB 8.1 Accepts responsibility for own performance |
| | OB 8.2 Evaluates the effectiveness of actions and feedback for improving performance, when applicable |
| | OB 8.3 Maintains self-control in changing and/or adverse situations |
| **9. Workload management** | OB 9.1 Manages tasks effectively in response to current and future workload |
| | OB 9.2 Manages interruptions and distractions effectively |
| | OB 9.3 Delegates tasks to reduce workload, if necessary |
| | OB 9.4 Integrates assistance if necessary, to reduce workload, if offered or requested |
| | OB 9.5 Adjusts the pace of work according to workload |
| | OB 9.6 Uses ATS equipment to perform tasks in an efficient and timely manner (e.g. strip marking, updating radar labels, use of automated functionalities) |
| **10. Teamwork** | OB 10.1 Demonstrates consideration of and tolerance for other people, if necessary |
| | OB 10.2 Ensures that actions and duties are carried out in a manner that fosters a team environment |
| | OB 10.3 Responds appropriately to the needs of others |

| COMPETENCY STANDARD |
|---|

The candidate should meet the following competency standard:

1. **Safety should be assured by the candidate. No unsafe outcomes should be caused by the action(s) or inaction(s) of the candidate at any time**.
2. Integrated performance of all the competencies should be achieved.
3. All the observable behaviours should be demonstrated. Where an observable behaviour includes the words 'if necessary' or '-when applicable', this behaviour need only be demonstrated if the circumstances require it. In instances where the circumstances do not require this behaviour, they may be marked as 'not applicable'.
4. The observable behaviours associated with the competency Separation and conflict resolution should **always** be demonstrated in all instances when the context requires them.
5. The observable behaviours associated with all competencies (except Separation and conflict resolution) should **almost always** be demonstrated in all instances when the context requires them.

## AMC2 ATCO.D.035(c); (e) Rating training examinations and assessment

**AERODROME CONTROL RATING — CONDITIONS**

The conditions defined as acceptable when assessing whether or not competency for the issue of an ADC rating has been demonstrated are as follows:

| Conditions ADC | |
|---|---|
| The candidate will be able to consistently demonstrate, without any assistance or prompts from the assessor, integrated performance of all the competencies under the following conditions: | |
| **SIMULATED ENVIRONMENT**<br><br>Simulated aerodrome control services environment that provides a view of the movement area and aerodrome traffic | The environment should include:<br><br>1. a control zone<br>2. at least a single instrument runway with at least three runway holding positions<br>3. at least one taxiway that is parallel to the runway<br>4. at least one apron<br>5. one approach control unit above the CTR<br>6. at least a portion of uncontrolled airspace adjacent to the CTR<br><br>The CTR is Class C or D airspace. |
| **TRAFFIC**<br><br>Each assessed exercise of at least 45 minutes, should include, as a minimum, the following traffic inside controlled airspace: | 1. **Flight rules**: mix of IFR and VFR flights<br>2. **Aerodrome traffic**: arrivals, departures, transiting flights and other aerodrome traffic (e.g. circuit traffic/vehicles, etc.)<br>3. **Aircraft types**: heavy and medium jets, medium turboprops, light aircraft and helicopter(s)<br>4. **Traffic levels**: at least 24 aircraft movements. If the duration of the assessment is increased, the number of aircraft movements should be increased proportionally.<br>5. **Peak traffic:** at least 5 aircraft and/or vehicles will generate conflicts and/or actions simultaneously during the peak of the exercise.<br>6. **Traffic scenarios** should include:<br>  a. arriving and departing aircraft with different wake turbulence and performance specifications,<br>  b. consecutive IFR departures with faster aircraft following slower aircraft,<br>  c. consecutive IFR arrivals,<br>  d. integration of IFR arrivals and departures on the same runway,<br>  e. VFR departing and leaving the CTR,<br>  f. VFR arrival from outside the CTR,<br>  g. VFR transiting the CTR,<br>  h. integration of VFR aircraft in/through the aerodrome traffic circuit from the entry points and visual holdings,<br>  i. management of aircraft under tow or repositioning (i.e. not landing or departing) and vehicles on the manoeuvring area,<br>  j. vehicle entering or crossing the runway-in-use. |
| **SITUATIONS**<br><br>Each assessed exercise should include, as a minimum, one of the following situations: | 1. IFR missed approach<br>2. Runway incursion<br>3. Aborted take-off<br>4. Special VFR flight<br>5. Circling<br>6. Blocked taxiway<br>7. Degraded systems and/or equipment<br>8. Any other non-routine situation |

| WORKING POSITION CONFIGURATION | Aerodrome controller provides all aerodrome control services from one working position |
|---|---|
| **TOOLS AND EQUIPMENT** <br> With the use of at least the following tools and equipment: | 1. Voice communication panel <br> 2. Aerodrome lighting panel <br> 3. Support information (e.g. maps, weather, airspace reservation, etc.) and the navigation equipment status system <br> 4. Electronic/paper flight progress strip/list |
| **APPLICABLE STANDARDS AND PROCEDURES** | 1. Regulation (EU) No 923/2012; Regulation (EU) 2017/373; Regulation (EU) No 376/2014; <br> 2. ADC Simulator Local Operating Procedures. |

## AMC3 ATCO.D.035(c); (e) Rating training examinations and assessment

**APPROACH CONTROL PROCEDURAL RATING — CONDITIONS**

The conditions defined as acceptable when assessing whether or not competency for the issue of an APP rating has been demonstrated are as follows:

| Conditions APP | |
|---|---|
| The candidate will be able to consistently demonstrate, without any assistance or prompts from the assessor, integrated performance of all the competencies under the following conditions: | |
| **SIMULATED ENVIRONMENT** <br> Simulated approach control procedural services environment | The environment should include: <br><br> 1. control area <br> 2. holding pattern(s) <br> 3. arrival and departure routes <br> 4. precision and non-precision approach procedures <br> 5. an adjacent area control sector <br> 6. a portion of uncontrolled airspace adjacent to the APP sector <br> 7. at least one airport below the approach sector with a CTR <br><br> The approach sector should be notified as Class C or D airspace. |
| **TRAFFIC** <br> Each assessed exercise of at least 45 minutes, should include, as a minimum, the following traffic inside controlled airspace: | 1. **Flight rules**: mostly IFR traffic with at least one VFR flight. <br> 2. **Flight profiles**: mix of arrivals, departures and at least one transiting flight. <br> 3. **Aircraft types**: heavy and medium jets, medium turboprops, light aircraft. <br> 4. **Traffic levels**: at least 9 aircraft. If the duration of the assessment is increased, the number of aircraft should be increased proportionally. <br> 5. **Traffic scenarios** should include: <br>    a. at least two instances of an inbound versus outbound conflict, <br>    b. aircraft with different performance specifications requiring coordination and the use of procedural separations, <br>    c. at least two successive departures, <br>    d. at least two successive arrivals, <br>    e. aircraft arriving from or departing to uncontrolled airspace. |
| **SITUATIONS** <br> Each assessed exercise should include, as a minimum, one of the following situations: | 1. Adverse weather <br> 2. Runway change <br> 3. Diversion with no emergency <br> 4. IFR missed approach <br> 5. Degraded systems and/or equipment <br> 6. Any other non-routine situation appropriate to procedural environment |

| WORKING POSITION CONFIGURATION | The Executive Controller provides all services from a single working position |
|---|---|
| **TOOLS AND EQUIPMENT** <br> With the use of at least the following tools and equipment: | 1. Voice communication panel <br> 2. Electronic/paper flight progress strip/list <br> 3. Support information (e.g. maps, weather, airspace reservation, aircraft progress visualisation aid, etc.) and the navigation equipment status system |
| **APPLICABLE STANDARDS AND PROCEDURES** | 1. Regulation (EU) No 923/2012; Regulation (EU) 2017/373; Regulation (EU) No 376/2014; <br> 2. APP Simulator Local Operating Procedures. |

## AMC4 ATCO.D.035(c); (e) Rating training examinations and assessment

**AREA CONTROL PROCEDURAL RATING — CONDITIONS**

The conditions defined as acceptable when assessing whether or not competency for the issue of an ACP rating has been demonstrated are as follows:

| Conditions ACP | |
|---|---|
| The candidate will be able to consistently demonstrate, without any assistance or prompts from the assessor, integrated performance of all the competencies under the following conditions: | |
| **SIMULATED ENVIRONMENT** <br> Simulated area control procedural services environment | The environment shall include: <br><br> 1. at least one airport within the lateral boundaries of the ACP sector <br> 2. at least one approach control sector below the CTA <br> 3. a portion of airspace below the CTA that is uncontrolled airspace |
| **TRAFFIC** <br> Each assessed exercise of at least 45 minutes, should include, as a minimum, the following traffic inside controlled airspace: | 1. **Traffic rules**: mostly IFR traffic with occasional VFR flights or military jets <br> 2. **Traffic profiles**: mix of overflights, arrivals, departures <br> 3. **Aircraft types**: heavy and medium jets, medium turboprops <br> 4. **Traffic levels:** at least 12 aircraft. If the duration of the assessment is increased, the number of aircraft should be increased proportionally. <br> 5. **Traffic scenarios** shall include: <br>    a. A conflict involving a descending aircraft <br>    b. A conflict involving the use of longitudinal separation <br>    c. A conflict involving the use of lateral separation <br>    d. A conflict requiring coordination with the approach control sector or neighbouring sectors <br>    e. Traffic descending into uncontrolled airspace |
| **SITUATIONS** <br> Each assessed exercise should include, as a minimum, one of the following situations: | 1. Level change requests due to turbulence <br> 2. Diversion with no emergency <br> 3. Any non-routine situation appropriate to the procedural environment |
| WORKING POSITION CONFIGURATION | The Executive Controller provides all services from a single working position |
| **TOOLS AND EQUIPMENT** <br> With the use of at least the following tools and equipment: | 1. Voice communication panel <br> 2. Electronic/paper flight progress strip/list <br> 3. Support information system (e.g. maps, weather, airspace reservation, aircraft progress visualisation aid, etc.) and the navigation equipment status system |
| **APPLICABLE STANDARDS AND PROCEDURES** | 1. Regulation (EU) No 923/2012; Regulation (EU) 2017/373; Regulation (EU) No 376/2014; <br> 2. ACP Simulator Local Operating Procedures. |

## AMC5 ATCO.D.035(c); (e) Rating training examinations and assessment

**APPROACH CONTROL SURVEILLANCE RATING — CONDITIONS**

The conditions defined as acceptable, when assessing whether or not competency for the issue of an APS rating has been demonstrated, are as follows:

| Conditions APS | |
|---|---|
| The candidate will be able to consistently demonstrate, without any assistance or prompts from the assessor, integrated performance of all the competencies under the following conditions: | |
| **SIMULATED ENVIRONMENT**<br>Simulated approach control surveillance services environment | The environment should include:<br><br>1. control area<br>2. holding pattern(s)<br>3. arrival and departure routes<br>4. precision and non-precision approach procedures<br>5. an adjacent area control sector<br>6. a portion of uncontrolled airspace adjacent to the APS sector<br>7. at least one airport below the approach sector with a CTR<br><br>The approach sector should be notified as Class C or D airspace. |
| **TRAFFIC**<br>Each assessed exercise of at least 45 minutes, should include, as a minimum, the following traffic inside controlled airspace: | 1. **Flight rules**: mostly IFR traffic with at least one VFR flight<br>2. **Flight profiles**: mix of arrivals, departures and transiting flights<br>3. **Aircraft types**: heavy and medium jets, medium turboprops, light aircraft<br>4. **Traffic levels**: at least 20 aircraft. If the duration of the assessment is increased, the number of aircraft should be increased proportionally.<br>5. **Peak traffic:** at least 5 aircraft will generate conflicts and/or actions simultaneously during the peak of the exercise<br>6. **Traffic scenarios** should include:<br>    a. aircraft conflicts with different wake turbulence categories,<br>    b. aircraft conflicts with different performance specifications (e.g. fast aircraft following a slow aircraft),<br>    c. conflict between arriving and departing aircraft,<br>    d. conflict between arriving or departing aircraft with a transiting aircraft,<br>    e. sequencing of conflicting aircraft to the landing runway,<br>    f. situation that requires the integration of aircraft approaching from uncontrolled airspace,<br>    g. situation that requires the provision of flight information service to VFR (inside or outside controlled airspace). |
| **SITUATIONS**<br>Each assessed exercise should include, as a minimum, one of the following situations: | 1. Adverse weather<br>2. IFR missed approach<br>3. ILS failure<br>4. Activation of TSA/TRA (e.g. paragliding activities)<br>5. Navigation assistance to an aircraft<br>6. OAT or priority flight (e.g. air ambulance, search & rescue)<br>7. Degraded systems and/or equipment<br>8. Any non-routine situation |
| **WORKING POSITION CONFIGURATION** | The Executive Controller provides all services from a single working position. |
| **TOOLS AND EQUIPMENT**<br>With the use of at least the | 1. Surveillance system (with Mode S)<br>2. Voice communication panel<br>3. OLDI |

| following tools and equipment: | 4. STCA and/or MTCA systems<br>5. Support information (e.g. maps, weather, airspace reservation, etc.) and the navigation equipment status system<br>6. Flight data processing system<br>7. Electronic/paper flight progress strip/list |
|---|---|
| **APPLICABLE STANDARDS AND PROCEDURES** | 1. Regulation (EU) No 923/2012; Regulation (EU) 2017/373; Regulation (EU) No 376/2014;<br>2. APS Simulator Local Operating Procedures. |

## AMC6 ATCO.D.035(c); (e) Rating training examinations and assessment

**AREA CONTROL SURVEILLANCE RATING — CONDITIONS**

The conditions defined as acceptable, when assessing whether or not competency for the issue of an ACS rating has been demonstrated, are as follows:

| Conditions ACS | |
|---|---|
| The candidate will be able to consistently demonstrate, without any assistance or prompts from the assessor, integrated performance of all the competencies under the following conditions: | |
| **SIMULATED ENVIRONMENT**<br>Simulated area control surveillance services environment | The simulated environment should include:<br><br>1. at least one airport within the lateral boundaries of the ACS sector<br>2. other airports below the adjacent sectors<br>3. RVSM airspace |
| **TRAFFIC**<br>Each assessed exercise of at least 45 minutes, should include, as a minimum, the following traffic inside controlled airspace: | 1. **Flight rules**: IFR traffic as a minimum (optional VFR traffic)<br>2. **Flight profiles**: mix of overflights, arrivals, departures with at least 50% of the total aircraft to climb or descent<br>3. **Aircraft types**: heavy and medium jets, medium turboprops, business jets, high performance military jet, light aircraft<br>4. **Traffic levels**: at least 28 aircraft. If the duration of the assessment is increased, the number of aircraft should be increased proportionally.<br>5. **Peak traffic**: at least 6 aircraft will generate conflicts and/or actions simultaneously during the peak of the exercise.<br>6. **Traffic scenarios** should include:<br>   a. conflicting aircraft on the same track,<br>   b. conflicting aircraft climbing/descending through the level of other aircraft on same, crossing and opposite tracks,<br>   c. crossing conflicts on bi-directional tracks,<br>   d. converging aircraft requiring actions to meet transfer of control requirements, with at least one fast aircraft following a slower one,<br>   e. manage multiple aircraft descending into a lower and adjacent sectors,<br>   f. integration of departing aircraft with en-route traffic,<br>   g. conflict between aircraft that requires coordination between two vertically adjacent sectors (e.g. approach sector or area sector).<br>7. The scenarios in 1 to 6 above should take place in an airspace volume of 120 nm x 130nm x 17 000ft or smaller. The volume may be of any uninterrupted shape. |
| **SITUATIONS**<br>Each assessed exercise should include, as a | 1. Adverse weather<br>2. Level change requests due to turbulence<br>3. Level bust TCAS RA<br>4. Diversion with the METAR request (no emergency)<br>5. Degraded systems and/or equipment |

| | |
|---|---|
| minimum, one of the following situations: | 6. Any non-routine situation |
| **WORKING POSITION CONFIGURATION** | The Executive Controller and Planner provide all services from two adjacent positions in identical configuration. |
| **TOOLS AND EQUIPMENT** With the use of at least the following tools and equipment: | 1. Surveillance radar system (with Mode S) 2. Voice communication panel 3. OLDI 4. STCA and/or MTCA systems 5. Support information system (e.g. maps, weather, airspace reservation, etc.) 6. Flight data processing system 7. Electronic/paper flight progress strip/list |
| **APPLICABLE STANDARDS AND PROCEDURES** | 1. Regulation (EU) No 923/2012; Regulation (EU) 2017/373; Regulation (EU) No 376/2014; 2. ACS Simulator Local Operating Procedures. |

## AMC1 ATCO.D.040   Rating training performance objectives

### GENERAL

Training organisations should define the detailed performance objectives for each rating training course, as well as the training scenario.

## GM1 ATCO.D.040   Rating training performance objectives

### GENERAL

A list of performance objectives tasks can be found in Eurocontrol's document 'ATCO Rating Training Performance Objectives', Edition 1.0, dated 14.12.2010.

## GM1 ATCO.D.035(a) Rating training examinations and assessment

A minimum of two consecutive different assessment exercises is suggested for rating training courses, as the number that would satisfy the 'series of observations' required for assessment, and the CBTA principle stated in point ATCO.D.003(b)(3) that the assessment of competencies is based on multiple observations across multiple contexts.

For the ACS Rating a minimum of two consecutive different assessment exercises are suggested for each position (Executive and Planner position).

## GM1 ATCO.D.035(c); (e) Rating training examinations and assessment

### REQUIRED COMPETENCIES FOR RATING TRAINING

The combination of the competencies detailed in point ATCO.D.035(c), the observable behaviours and competency standard detailed in AMC1 ATCO.D.035(c); (e) and the conditions detailed in AMC2 to 6 to ATCO.D.035(c); (e) constitute an adapted competency model. The adapted competency model (competencies, observable behaviours, conditions and competency standard) for each rating describes the assessment context for the purposes of determining whether the candidate is able to

demonstrate competency for a specific rating. Nonetheless, the rating training programme will contain more training objectives than those assessed during the assessment exercises.

Examples are provided below of the articulation between training objectives and the assessment exercises:

**Example 1:** While the training objectives for all ratings require handover and takeover to be trained, the observable behaviour in the adapted competency model only requires a handover to be demonstrated (OB5.5). From a practical perspective, most assessment exercises typically do not start with a controller in position and from which the candidate could demonstrate a realistic takeover. Consequently, the assessment only requires that a handover is performed. This could easily be achieved at the end of the assessment exercise with the candidate 'handing over' to the assessor.

**Example 2:** While the training objectives for all ratings require that students to be trained to respond to pilot notifications of actions based on airborne system warnings (ACAS and/or TAWS), the conditions for assessment sessions **do not specifically require** this to be demonstrated. Nonetheless, the SITUATIONS category of the conditions, does allow a training organisation to optionally include a response to airborne system warnings in the assessment exercise(s), if they consider this important for their environment.

**Example 3: Management of non-routine situations** – the OBs for this competency do not include the behaviours associated with managing degraded modes of operation. Nonetheless, the initial training topic, dealing with 'Equipment and systems limitations and degradation', requires the student to be trained to manage communication, navigation and, when appropriate, surveillance and ATC processing system degradations. While this is not included in the assessment exercises for the purposes of determining competence for the issuance of the rating, initial training providers may decide to evaluate the performance of the student when managing emergency situations and degraded modes of operation as a prerequisite to undertaking the assessment. The existing observable behaviours already enable the management of emergency situations; however, the following observable behaviours may additionally be used to evaluate the management of degraded modes of operation:

OB – Identifies that ATS systems and/or equipment have degraded.

OB – Assesses the impact of the degradation on operations.

OB – Uses prescribed procedures for degraded modes of operation.

**OB 1.5** This behaviour may be challenging to observe whether the candidate demonstrates competent performance; however, the absence of this behaviour will be evident in a candidate's subsequent actions. Consequently, the presence of this behaviour may be inferred from competent performance.

**OB 1.6** Further information on threat and error management to support OB 1.6 may be obtained from ICAO Circular 314 Threat and Error Management (TEM) in air traffic control. Possible examples of threats and errors include high traffic volumes, mountainous terrain, complex airspace infrastructure, complex ATC procedures, adverse weather, unserviceable navigational equipment, flight crew unfamiliar with airport or procedures.

**OB 2.7** This observable behaviour does not require any additional tools that specifically optimise arrival or departure sequences such as AMAN (Arrival Manager) or DMAN (Departure Manager). Instead, this behaviour relates to the generic tools that are typically available such as speed vectors and surface movement radar. If, as may be the case for the procedural ratings, there are no tools available that support reducing delays or optimising flight profiles, this OB is not applicable.

**OB 3.8** This OB is included to ensure that if the required separation minima are lost, the candidate will take action to restore them as soon as possible, irrespective of the circumstances that caused it. Circumstances may include failure of flight crew to comply with instructions, misunderstanding, emergency descent or the actions of the candidate. This is an OB that is required to be demonstrated only if the circumstance results in a reduction of separation.

**OB 8.2** This behaviour may be observed if a candidate is seen to self-correct, i.e. they do not repeat making poor decisions, prioritisations, or errors. If the performance of the candidate is such that there is no sub-optimal performance, then this OB is marked as 'not necessary'.

**OB 9.3** The performance of the candidate may be such that there is no need for them to delegate tasks. In this case, the observable behaviour is marked as 'not necessary'.

**OBs 10.1 to 10.3** Teamwork may be interpreted widely, with the behaviours being demonstrated in relation to any personnel the candidate interacts with e.g. adjacent sector personnel, airport personnel, pilots, etc.

**COMPETENCY STANDARD**

The competency standard applies to both the overall performance and the level of performance for each competency during assessment. Initial training organisations develop their own grading scheme to manifest the competency standard.

The phrase 'almost always' applies to all competencies except 'Separation and conflict resolution'. 'Almost always' means that a small number of omissions of observable behaviours that do not result in a compromise in safety are permitted.

An example of how to understand the application of the competency standard for '**Separation and conflict resolution**' is detailed below:

> *'A candidate has achieved the Separation and conflict resolution competency when the outcome of the performance assures safety, and they have demonstrated all the observable behaviours associated with this competency and have done so in all instances when the context requires them'.*

An example of how to understand the application of the competency standard '**Communication**' is detailed below:

> *'A candidate has achieved the Communication competency when the outcome of the performance assures safety, and they have demonstrated all the observable behaviours associated with this competency and have done so in almost all instances when the context requires them'.*

**Use of the phrase 'if necessary'.** Observable behaviours 1.7, 2.5, 3.7, 3.8, 4.5, 8.2, 9.3, 9.4 and 10.1 have the phrase 'if necessary' in their description.

## GM2 ATCO.D.035(c); (e) Rating training examinations and assessment

**AERODROME CONTROL RATING — CONDITIONS**

**SIMULATED ENVIRONMENT**

The simulated aerodrome environment describes a minimum configuration. It is possible to have a more complex environment including parallel or cross runways, however the assessment exercises should ensure that the traffic levels (TRAFFIC, point 4) and traffic scenarios (TRAFFIC, point 6) are respected.

## GM3 ATCO.D.035(c); (e) Rating training examinations and assessment

**AERODROME CONTROL RATING — CONDITIONS**

**TRAFFIC – 4. Traffic levels**

To determine the number of 'aircraft movements' in the assessment exercises for ADC, the following list constitutes one aircraft movement:

— take-off or landing (including helicopters)

— touch & go = 2 movements

— low approach or go around = 1 movement

— aircraft transiting the control zone

## GM4 ATCO.D.035(c); (e) Rating training examinations and assessment

**AERODROME CONTROL RATING — CONDITIONS**

**TRAFFIC – 5. Peak traffic**

The peak traffic requirement is included to ensure that the candidate is exposed to multiple situations occurring at the same time so that they will be able to demonstrate their ability to manage a minimum level of complexity. The complexity is generated through a combination of traffic levels and traffic scenarios with the peak traffic requirement ensuring that some of these situations are evolving at the same time.

To determine whether peak traffic is achieved for each assessment exercise, the following method may be used:

1.  Determine the time in the assessment exercise when the maximum number of aircraft are on frequency. Assume that the candidate has managed the exercise effectively up to this point.

2.  Count the number of situations with which the candidate would be actively engaged within the 3 minutes before and after this time to ensure that a conflict does not arise, or if a potential conflict has been detected, that it is actively managed. This includes issuing of instructions to ensure that safety is maintained, monitoring of a situation to ensure that

instructions/-clearances achieve or maintain the desired separation or safety, etc. The key point is to count the situations that the candidate is simultaneously managing/monitoring at the peak time to ensure safety.

Note: Routine actions such as transferring aircraft to the next sector or to uncontrolled airspace with no other conflicting traffic would not be counted.

## GM5 ATCO.D.035(c); (e) Rating training examinations and assessment

**APPROACH CONTROL SURVEILLANCE — CONDITIONS**

**TRAFFIC – 5. Peak traffic**

The peak traffic requirement is included to ensure that the candidate is exposed to multiple situations occurring at the same time so that they will be able to demonstrate their ability to manage a minimum level of complexity. The complexity is generated through a combination of traffic levels and traffic scenarios with the peak traffic requirement ensuring that some of these situations are evolving at the same time.

To determine whether peak traffic is achieved for each assessment exercise, the following method may be used:

1. Determine the time in each assessment exercise when the maximum number of aircraft are on frequency. Assume that the candidate has managed the exercise effectively up to this point.

   Count the number of situations with which the candidate would be actively engaged with in the 3 minutes before and after this time to ensure that a loss of separation does not arise, or if a potential conflict is detected, that is actively managed. This includes issuing of instructions to ensure separation, monitoring of a situation to ensure that instructions/clearances achieve or maintain the desired separation, issuing instructions and compliance monitoring to ensure that critical exit conditions are met, etc. The key point is to count the situations that the candidate is simultaneously managing/monitoring at the peak time to ensure safety.

   Note: Routine actions such as transferring aircraft to the next sector with no other conflicting traffic would not be counted.

## GM6 ATCO.D.035(c); (e) Rating training examinations and assessment

**AREA CONTROL SURVEILLANCE RATING — CONDITIONS**

**TRAFFIC – 1. Flight rules**

This is optional depending on whether the assessment includes VFR traffic. Irrespective of whether the assessment exercises include VFR traffic or not, it remains a requirement to train students in the management of VFR aircraft [Training objective: ACS ATM 10.2.3]

## GM7 ATCO.D.035(c); (e) Rating training examinations and assessment

**AREA CONTROL SURVEILLANCE RATING — CONDITIONS**

**TRAFFIC – 5. Peak traffic**

The peak traffic requirement is included to ensure that the candidate is exposed to multiple situations occurring at the same time so that they will be able to demonstrate their ability to manage a minimum level of complexity. The complexity is generated through a combination of traffic levels and traffic scenarios with the peak traffic requirement ensuring that some of these situations are evolving at the same time.

To determine whether peak traffic is achieved for each assessment exercise, the following method may be used:

1.    Determine the time in each assessment exercise where the maximum number of aircraft are on frequency. Assume that the candidate has managed the exercise effectively up to this point.

2.    Count the number of situations that the candidate would be actively engaged with in the 3 minutes before and after this time to ensure that a loss of separation does not arise, or if a potential conflict is detected that is actively being managed. This includes issuing of instructions to ensure separation, monitoring of a situation to ensure instructions/clearances achieve or maintain the desired separation, issuing instructions and compliance monitoring to ensure that critical exit conditions are met, etc. The key point is to count the situations that the candidate is simultaneously managing/monitoring at the peak time to ensure safety.

   Note: Routine actions such as transferring aircraft to the next sector with no other conflicting traffic would not be counted.

## GM8 ATCO.D.035(c); (e) Rating training examinations and assessment

**AREA CONTROL SURVEILLANCE RATING — CONDITIONS**

**TRAFFIC – 7. Volume within which traffic scenarios should occur**

This condition ensures that the density of traffic and that the consequent interactions between aircraft are adequately complex. While the lateral and vertical dimensions of the simulated area sector may be larger than 120nm x 130nm x 2.8nm [17 000 ft]), the traffic levels, peak traffic and traffic scenarios described in point 6 should take place within the defined volume.

The lateral and vertical dimensions of the volume of airspace where the scenarios occur may be smaller than what is defined; nonetheless, the requirements concerning traffic levels, peak traffic and traffic scenarios (contained in the TRAFFIC condition) would need to be respected.

## GM9 ATCO.D.035(c); (e) Rating training examinations and assessment

**AREA CONTROL SURVEILLANCE RATING — CONDITIONS**

**WORKING POSITION CONFIGURATION**

This condition requires the candidate to be assessed separately as an executive Controller and as a Planner Controller, at least twice for each position. Although the observable behaviours are mostly applicable to both positions, initial training organisations may determine, based on their operational concept, which behaviours will be assessed for each position. For the determination of competence, the results of the assessments for both positions are combined.

# SECTION 3 – UNIT TRAINING REQUIREMENTS

## AMC1 ATCO.D.043(a) Principles of competency-based training and assessment for unit training

**RELEVANT COMPETENCIES FOR UNIT TRAINING**

To train and assess the capacity of an individual to perform at the standard expected in the ATC unit, the training organisation should develop an adapted competency model suitable for the specific local environment using as a minimum the competencies for rating training, as defined in point ATCO.D.035(c).

The adapted competency model should reflect the ATS unit's specific local environment and requirements. The selection or adaptation of the associated observable behaviours should be based, on the ICAO ATC competency framework as defined in 'Procedures for Air Navigation Services, Training', Third edition, 2020 (ICAO Doc 9868) and on an analysis of the specific environment considering the regulatory, operational, technical and organisational requirements, considering also AMC1 ATCO.D.035(c); (e).

## GM1 ATCO.D.043(a) Principles of competency-based training and assessment for unit training

**RELEVANT COMPETENCIES FOR UNIT TRAINING**

Observable behaviours included in AMC1 ATCO.D.035(c); (e) are defined for initial training and are therefore not sufficient to satisfy the requirements of unit training. Further guidance on observable behaviours and development of an adapted competency model for unit training can be found in ICAO 'Procedures for Air Navigation Services', Third edition, 2020 (ICAO Doc 9868) and in 'Manual on Air Traffic Controller Competency-based Training and Assessment' first edition, 2017 (ICAO Doc 10056).

## AMC1 ATCO.D.045(c)(3)  Composition of unit training

**ABNORMAL AND EMERGENCY SITUATIONS**

(a)     Training for all identified abnormal and emergency situations should primarily take place on synthetic training devices.

(b)     ~~Training organisations should develop performance objectives for the abnormal and emergency situation training.~~

(~~b~~c)     Where a low safety risk for the ATC service provision has been identified and agreed by the competent authority, training in abnormal and emergency situations may take place by means other than synthetic training devices.

(~~c~~d)     If the pre-on-the-job training phase is not provided, the abnormal and emergency situation training should be scenario-based and as realistic as possible while maintaining operational safety.

(~~d~~e)     Checklists for abnormal and emergency situations used in operations should be made available to the applicant and be available at all times during scenario training.

## AMC1 ATCO.D.045(c)(4) Composition of unit training

**HUMAN FACTORS**

(a)     Training organisations should train applicants during unit training in team resource management, fatigue management and stress management.

(b)     ~~Training organisations should develop performance objectives for the team resource management training.~~

(c)     ~~The team resource management training may also make use of synthetic training devices.~~

(~~b~~d)     Training organisations should develop training objectives for ~~the~~ team resource management, fatigue management and stress management training.

## GM1 ATCO.D.045(c)(4) Composition of unit training

**TRAINING IN TEAM RESOURCE MANAGEMENT (TRM)**

Guidance on team resource management can be found in the Network Manager document 'Team Resource Management — Guidelines for the Implementation and Enhancement of TRM', edition 1.0 of 26 April 2021, and associated Annex A to TRM Guidance Material - TRM Modules | SKYbrary Aviation Safety and Annex B to TRM Guidance Material - Facilitator Competence and Training | SKYbrary Aviation Safety).

## ~~AMC1 ATCO.D.055(b)(14)  Unit training plan~~

~~**DESIRABLE BEHAVIOURS FOR ABNORMAL AND EMERGENCY SITUATIONS**~~

(a)     ~~Training organisations should establish desirable behaviours for the identified abnormal and emergency situations and associate them with established procedures.~~

(b)    Desirable behaviours of the applicants in case of abnormal or emergency situations may be of technical or non-technical nature.

## GM1 ATCO.D.060(a)(2) Unit endorsement course

**ON-THE-JOB TRAINING PHASE**

(a)    On-the-job training may be supplemented for pedagogical reasons by theoretical instructions and computer-based training, as well as use of part-task trainers or any type of simulators aiming at increasing knowledge, understanding and application of local procedures or procedures unlikely to be encountered in the operational environment.

(b)    Hours accumulated on approved synthetic training devices during this phase should not be counted towards the minimum duration of on-the-job training established in accordance with AMC1 ATCO.D.055(b)(6), with the exception of training for procedures unlikely to be encountered in the operational environment during the training.

## GM1 ATCO.D.060(c)  Unit endorsement course

**COMPETENCIES AND PERFORMANCE CRITERIA OBJECTIVES FOR AIR TRAFFIC CONTROLLERS PROVIDING SERVICES TO AIRCRAFT CARRYING OUT FLIGHT TESTS**

The competencies and performance criteria for air traffic controllers providing air traffic control services to aircraft carrying out flight tests should ensure that applicants candidates manage the workload and provide air traffic services and apply specific ATC procedures according to point ATS.TR.160 of Commission Implementing Regulation (EU) 2017/373 laying down common requirements for providers of air traffic management/air navigation services and other air traffic management network functions and their oversight, to aircraft carrying out flight tests within a defined aerodrome, approach control and/or area control area of responsibility.

## GM1 ATCO.D.070  Assessments during unit endorsement courses

(a)    DEDICATED ASSESSMENTS

(a1)    A dedicated assessments should be carried out for the issue or renewal of a unit endorsement in the form of .

(2)    A dedicated assessment may consist of a single assessment or a series of assessments, as detailed in the unit training plan.

(b23)  To conduct a dedicated assessments, the assessor(s) should sit with the applicant candidate with the purpose of observing the quality and assessing the standard of work being carried out and, if also acting as OJTI at the same time, toof maintaining a safe, orderly and expeditious flow of air traffic.

(c34)  The applicant candidate concerned should be briefed on the conduct of the assessment.

(d45)  For those situations where a candidaten applicant's performance cannot be observed at the time of the assessment (e.g. low-visibility operations, snow clearing, military activity, etc.), the

assessment may be supplemented by synthetic training device sessions and/or oral interviewexamination.

(6)    Dedicated assessments may also be conducted at any stage of training as detailed in the unit training plan, where a more definitive measure of the progress is required, for example after 50 hours of practical training.

(b)    CONTINUOUS ASSESSMENT

(1)    Continuous assessment may be performed by the assessor observing the standard of the air traffic control service provided by those whose competence he/she will certify as he/she works with them during unit training or normal operational duties.

(2)    In cases where the assessors have not had sufficient contact with the applicant to adequately assess his/her performance, they will not certify the applicant's competence until they have conducted a dedicated practical assessment. The applicant concerned must be advised that a dedicated practical assessment is to be conducted.

(c)    ORAL EXAMINATION

(e51) The oral interviewexamination is used to test the understanding of the applicable techniques and the rules governing them, particularly of unit and national air traffic control procedures. Scenario-type questioning allows the examiners assessor to gather additional evidence of how an applicanta candidate would react in circumstances that are not observable, but are nevertheless considered important to the overall operation at that ATC unit.

(f62) The result of the oral interviewexamination will give a clear indication that the applicant candidate knows not only what he or/ she should be doing, but also why he or /she should be doing it. It requires considerable skills and it should be undertaken in a way to ensure consistency among individual examinersassessors.

# SECTION 4 – CONTINUATION TRAINING REQUIREMENTS

## AMC1 ATCO.D.080  Refresher training

EXAMINATIONS AND ASSESSMENTS

Refresher topics should be examined or assessed using the processes described in the unit competence scheme.

## GM1 ATCO.D.085(b) Conversion training

SAFETY ASSESSMENT

The need for conversion training is identified in the safety assessment of changes to the functional system. Not all safety assessments may identify a need for conversion training.

Conversion training is necessary in the following non-exhaustive cases. A change modifies the:

—    way ATCOs operate and use equipment;

— operations manuals, according to point ATM/ANS.OR.B.035 of Regulation (EU) 2017/373), that are used by ATCOs;

— formal interfaces, according to point ATM/ANS.OR.B.005(f) of Regulation (EU) 2017/373, affecting ATCOs.

Care should be taken when training operational staff before the change is operational, as the training may change the behaviour of the operational staff when they interact with the existing functional system before any other part of the change is made.

## AMC1 ATCO.D.085(c)(2) Conversion training

**EVALUATIONS**

Conversion training should be assessed using the processes described in the unit competence scheme.

## SECTION 5 – TRAINING OF INSTRUCTORS AND ASSESSORS

## GM1 ATCO.D.090 Training of practical instructors

**PRACTICAL INSTRUCTIONAL TECHNIQUES COURSE FOR OJTIS**

Further information regarding the practical instructional techniques course for OJTIs can be found in EUROCONTROL's document 'Guidelines for ATCO Development Training — OJTI Course Syllabus', Edition 2.0, dated 27.08.2009.

## GM1 ATCO.D.090(a)(1) Training of practical instructors

**PRACTICAL INSTRUCTOR COURSE — COURSE SYLLABUS**

| No | SUBJECT | | | |
|---|---|---|---|---|
| No | TOPIC | | | |
| No | Subtopic | | | |
| Objective No | Objective | L | Content (mandatory) | *Content (optional)* |
| 1 | INTRODUCTION | | | |
| 1 | INTRODUCTION TO THE PRACTICAL TRAINING INSTRUCTOR SKILLS COURSE | | | |
| 1.1 | Course content and organisation | | | |
| 1.1.1 | State the course objective, structure, and content | 1 | | |
| 1.1.2 | State the different training methods applied in the course | 1 | theoretical training; practical training; self-study | |
| 1.1.3 | State the subjects of the course and their purpose | 1 | | |
| 1.1.4 | Describe the organisation of practical training | 2 | the roles of the course participant | *e.g. LOPs, SIM HMI* |
| 1.2 | Training ethos | | | |

| | | | | |
|---|---|---|---|---|
| 1.2.1 | Recognise the feedback mechanisms available. | 1 | | *e.g. instructor discussions; briefing; assessment and evaluation; course debriefing and feedback* |
| 1.3 | The assessment process | | | |
| 1.3.1 | Describe the course examinations and assessment process. | 2 | | |
| **2** | **TRAINING ORGANISATION** | | | |
| **1** | **WHAT IS COMPETENCE** | | | |
| 1.1 | ATCOs' competency model | | | |
| 1.1.1 | Define competence | 1 | Regulation (EU) 2015/340 | *What is competence? - video* |
| 1.1.2 | Explain the principles of competency-based training | 2 | Regulation (EU) 2015/340 | *e.g. ICAO Doc 9868 PANS-Training, ICAO Doc 10056* |
| 1.1.3 | Describe the content of an adapted competency model for ATCOs | 2 | Regulation (EU) 2015/340 | *e.g. locally adapted competency model* |
| 1.2 | Instructors' competency model | | | |
| 1.2.1 | Describe the competencies of an OJTI | 2 | Regulation (EU) 2015/340 | |
| 1.2.2 | Describe the roles of a practical instructor | 2 | OJTI/STDI | *e.g. similarities; differences* |
| 1.2.3 | Appreciate the need for a 'Code of Conduct' | 3 | | |
| **2** | **LEARNING ENVIRONMENT** | | | |
| 2.1 | Learning environment and structure of ATCO training | | | |
| 2.1.1 | List the content and structure of ATCO training | 1 | Regulation (EU) 2015/340 | |
| 2.1.2 | Consider the philosophy of an ATCO training organisation | 2 | | *OJTI-M Questionnaire* |
| 2.1.3 | Consider the learner population in your training organisation | 2 | | *e.g. UCS, UTP* |
| **3** | **REGULATORY REQUIREMENT** | | | |
| 3.1 | Practical instructors | | | |
| 3.1.1 | Differentiate between the ICAO and European requirements for practical instructors. | 2 | Regulation (EU) 2015/340 ICAO Annex 1 | |
| 3.1.2 | Describe the European regulatory requirements that apply to practical instructors. | 2 | Regulation (EU) 2015/340 | *OJTI and STDI requirements - video* |
| 3.2 | Training requirements | | | |
| 3.2.1 | Explain the structure and types of training provided in an ATC Unit | 2 | Regulation (EU) 2015/340 | |
| 3.2.2 | List the content of the unit training plan | 1 | Regulation (EU) 2015/340 | |
| 3.2.3 | List the requirements for practical instructor training | 1 | Regulation (EU) 2015/340 | |
| **3** | **HUMAN FACTORS** | | | |

| | | | | |
|---|---|---|---|---|
| **1** | **LEARNING AND MOTIVATION** | | | |
| **1.1** | Learning | | | |
| **1.1.1** | Define learning. | 1 | | |
| **1.1.2** | Explain why the learning curves can vary. | 2 | | |
| **1.1.3** | Explain the barriers to effective learning. | 2 | | |
| **1.1.4** | Explain the progression of the learner from incompetence to competence. | 2 | | |
| **1.2** | Motivation and attitude | | | |
| **1.2.1** | Define motivation. | 1 | | |
| **1.2.2** | Recognise the examples of inside and outside motivation. | 1 | intrinsic/extrinsic | |
| **1.2.3** | Describe how OJTI's and/or students' motivation will affect the training outcome. | 2 | Common motivators for students | |
| **1.2.4** | List the actions an OJTI may take to help a student remain motivated. | 1 | OJTI's techniques to support the students' motivation | |
| **1.2.5** | Define attitude | 1 | | |
| **1.2.6** | Use the available competency framework to identify the attitude related observable behaviours. | 3 | | *e.g. John is having a busy day - video* |
| **1.2.7** | Describe actions an OJTI may take to manage counter-productive attitudes during training. | 2 | | *e.g. debriefing Jon - video* |
| **2** | **TEAMS** | | | |
| **2.1** | Teams in the ATC environment | | | |
| **2.1.1** | Explain the term 'team' in the ATC training environment. | 2 | | |
| **2.1.2** | Explain situational awareness in teams. | 2 | | |
| **2.1.3** | Take account of how situational awareness skills can help avoid human-related problems during training. | 2 | | *e.g. impact of training on situational awareness* |
| **2.1.4** | Explain how an ATC training unit may harmonise their activities amongst instructors. | 2 | | *e.g. harmonisation exercises/workshops to achieve a high degree of inter-rater reliability* |
| **3** | **COMMUNICATION** | | | |
| **3.1** | Verbal and non-verbal communication | | | |
| **3.1.1** | Describe the verbal communication process. | 2 | | *e.g. Chain of events – video* <br> *Drawing a tree - exercise* |
| **3.1.2** | Describe the importance of our senses in the communication process. | 2 | | |
| **3.1.3** | Explain non-verbal communication. | 2 | | |
| **3.1.4** | Recognise how communication styles influence communication. | 1 | | |
| **3.2** | Active listening | | | |
| **3.2.1** | Explain active listening. | 2 | | |
| **3.2.2** | Consider active listening techniques. | 2 | Active listening techniques | |

| | | | | |
|---|---|---|---|---|
| **3.3** | Barriers to communication | | | |
| **3.3.1** | Explain perception & expectation bias. | 2 | | |
| **3.3.2** | Recognise the barriers to communication relevant to ATCOs' practical training process. | 1 | Distraction, distortion, emotion, hidden agenda, age difference. | *e.g. noise, mobile phones, language, workload, fatigue, friendship* |
| **3.3.3** | Consider the barriers relevant to ATCOs' practical training process. | 2 | | |
| **4** | **STRESS** | | | |
| **4.1** | Stress in general terms | | | |
| **4.1.1** | Explain the meaning of stress. | 2 | Common stressors | |
| **4.1.2** | List the types of stressors with examples. | 1 | Physical, work, social, personal | *e.g. type of stressors - exercise* |
| **4.1.3** | Explain 'stress appraisal' | 2 | Initial and secondary appraisal | |
| **4.1.4** | Explain stress reaction to different stressors. | 2 | Challenge, threat, harm/loss and associated reactions | *e.g. dodgy encounter- video* |
| **4.2** | Stress in training | | | |
| **4.2.1** | Identify what could stress an OJTI/student. | 3 | | *e.g. exercise to identify the type of stressors and who is affected* |
| **4.2.2** | Recognise the symptoms of stress in a student. | 1 | Behavioural, physical, emotional, cognitive | |
| **4.2.3** | List the effects of stress on training. | 1 | | |
| **4.2.4** | Explain ways of preventing and/or managing stress in training. | 2 | for a student/environment actions by an instructor | *e.g. self-confidence, positive learning environment, clear training process; positive regard, equality, honest & conscientious, open & friendly* |
| **4** | **THE STRUCTURED OJTI SESSION** | | | |
| **1** | **BEFORE THE SESSION** | | | |
| **1.1** | Preparation | | | |
| **1.1.1** | Verify current level of ability of student/trainee controller. | 3 | Previous training reports, talking to previous instructor(s) | *e.g. preparing to deliver an OJT session - video* |
| **1.1.2** | Explain the need for training objectives. | 2 | Link with the competencies, the structure | *e.g. earlier weaknesses: ensuring that student understands what is required; performance, standard, conditions* |
| **1.1.3** | Choose training objectives. | 3 | | *e.g. UTP, previous training reports* |
| **1.1.4** | Take account of all stages of a structured briefing while preparing it. | 2 | | *e.g. previous training reports, talking to previous instructor(s)* |
| **1.2** | Briefing | | | |
| **1.2.1** | Recognise the need for structured briefing. | 1 | | *e.g. BRIEFING - videos* |
| **1.2.2** | Apply the structured briefing techniques. | 3 | | *e.g. PREPARATION and BRIEFING template* |
| **1.3** | Working position handover/takeover | | | |

| | | | | |
|---|---|---|---|---|
| **1.3.1** | Appreciate the need for a complete working position handover and takeover in an OJT situation. | 3 | | *e.g. OJTI and trainee both need to be involved* |
| **2** | **AT THE WORKING POSITION** | | | |
| **2.1** | Monitoring & notetaking | | | |
| **2.1.1** | Describe monitoring. | 2 | | |
| **2.1.2** | Appreciate the need to monitor agreed training objectives. | 3 | Safety elements and the training objectives as a minimum | |
| **2.1.3** | Appreciate the need for balanced and appropriate support provided by the OJTI during monitoring. | 3 | | *e.g. workload, questioning, stroking, body language* |
| **2.1.4** | Appreciate the difficulties of monitoring at different stages of training. | 3 | beginning v consolidation phase | *e.g. under/over reliance in student's ability and capability, loss of concentration, distraction, two mental models* |
| **2.1.5** | Appreciate the value and importance of note taking. | 3 | | |
| **2.1.6** | List different techniques of note taking and items to be recorded. | 1 | T square, timeline and long hand Objectives, safety issues, training point, technique evaluation | |
| **2.1.7** | Apply the correct monitoring techniques. | 3 | | *e.g. OJTI Course - Formative Assessment form EVIDENCE GUIDE – Coach ACC* |
| **2.2** | Introduction to intervention | | | |
| **2.2.1** | List methods of Intervention. | 1 | Questions, instructions, error corrections, taking over control | |
| **2.2.2** | Appreciate the reasons for intervention. | 3 | Safety, preventing students' overload, urgency, efficiency, etc. | |
| **2.2.3** | Appreciate the need to ensure safety and efficiency of the operation during training. | 3 | | |
| **2.2.4** | Apply the appropriate intervention techniques. | 3 | Questions, instructions, error corrections, taking over control | |
| **2.3** | Questions and Instructions | | | |
| **2.3.1** | Explain the reasons for questioning and issuing instructions in training. | 2 | facilitating learning process, preventing errors/safety issues/overload, etc. | *e.g. Questioning toolbox Questioning techniques - video* |
| **2.3.2** | Choose the question appropriate to the situation and time available. | 3 | Questioning technique - video | *e.g. Questioning toolbox* |
| **2.3.3** | Apply effective questioning techniques throughout practical training. | 3 | Questioning technique - video | *e.g. Questioning toolbox* |
| **2.3.4** | Provide instructions to ensure safety and efficiency of the operation and facilitate training. | 3 | | *e.g. Questioning toolbox* |
| **2.4** | Error correction | | | |

| 2.4.1 | Differentiate between the categories of error. | 2 | prevented, corrected, correction delayed, no correction | *e.g. Error correction - video* |
|---|---|---|---|---|
| 2.4.2 | Describe errors that may be prevented and possible remedy action by instructor. | 2 | Foreseeable and unpredictable | *e.g. Error correction - video* |
| 2.4.3 | Describe errors that should be corrected immediately and possible remedy action by instructor. | 2 | unsafe operating habits and situations | *e.g. Error correction - video* |
| 2.4.4 | Describe mistakes where the correction is delayed and possible remedy action by instructor. | 2 | mistakes with inefficient solutions or no immediate safety implications | *e.g. Error correction - video* |
| 2.4.5 | Describe shortcomings that are overlooked by instructor for the time being. | 2 | lack of experience usually at the start of training/learning unit | *e.g. Error correction - video* |
| **2.5** | Taking over control | | | |
| 2.5.1 | List reasons for taking control over from student. | 1 | | |
| 2.5.2 | List physical indicators of possible need to take control. | 1 | | |
| 2.5.3 | Appreciate when to take over and return control. | 3 | | *e.g. Take over control - video* |
| **3** | **MORE OJT TECHNIQUES** | | | |
| **3.1** | Demonstration | | | |
| 3.1.1 | Define demonstration. | 1 | | |
| 3.1.2 | Appreciate when to use a demonstration. | 3 | new training phase or learning unit, unusual or unfrequently used procedures/techniques, when student is regressing | |
| **3.2** | Student involvement | | | |
| 3.2.1 | Describe student involvement. | 2 | | *e.g. delegation of strip marking, data input, transfers etc* |
| 3.2.2 | Explain the reasons for involvement. | 2 | | *e.g. to check comprehension, after taking over to 'ease' student back into working, to reduce the workload by focusing on a particular task* |
| 3.2.3 | List the benefits and considerations of the involvement. | 1 | | |
| 3.2.4 | Apply the appropriate involvement techniques. | 3 | | *e.g. questions, delegation of tasks, talk-through, confirmation of awareness and decision-making* |
| **3.3** | Student talk-through | | | |
| 3.3.1 | Define student talk-through. | 1 | | |
| 3.3.2 | List the benefits and considerations of the student talk-through techniques. | 1 | | |
| 3.3.3 | Differentiate between the two talk-through techniques. | 2 | Planning actions Exact actions and R/T | |

| 4 | **AFTER THE SESSION** | | | |
|---|---|---|---|---|
| **4.1** | Debriefing basics and coping mechanisms | | | |
| **4.1.1** | List the reasons to debrief. | 1 | | |
| **4.1.2** | Take account of all stages of a structured debriefing while preparing it. | 2 | | |
| **4.1.3** | Consider the student performance in relation to agreed training objectives. | 2 | | |
| **4.1.4** | Explain when and where to debrief. | 2 | | |
| **4.1.5** | Differentiate between positive and negative feedback. | 2 | impact on students' progress and motivation | *e.g. honest feedback, fact-based feedback* |
| **4.1.6** | Explain how verbal feedback should be given. | 2 | Timing, content, body language, location | |
| **4.1.7** | Define direct and defensive coping. | 1 | | |
| **4.1.8** | Explain the different types of defensive coping in relation to student training. | 2 | | *e.g. rationalisation and blaming Denial Avoidance* |
| **4.2** | Structured debriefing | | | |
| **4.2.1** | Consider the students' ability of learning through an experience while giving feedback during a debriefing. | 2 | DO-THINK-CONCLUDE-ADAPT | *e.g. Kolb's experiential learning cycle - video* |
| **4.2.2** | List the format for an abbreviated debriefing. | 1 | | *e.g. Abbreviated debrief - video* |
| **4.2.3** | Apply the structured debriefing techniques. | 3 | | *e.g. DEBRIEFING template, Debriefing - video* |
| **4** | **ASSESSMENT METHODS AND REPORT WRITING** | | | |
| **1** | **ASSESSMENTS** | | | |
| **1.1** | Assessments in ATC practical training | | | |
| **1.1.1** | Explain the need for assessment. | 2 | | |
| **1.1.2** | Differentiate the purposes of formative- and summative assessments. | 2 | | |
| **1.1.3** | Explain how to harmonise instructors' assessments of students' performance. | 2 | | *e.g. exercises/workshops to achieve a high degree of inter-rater reliability* |
| **1.1.4** | Evaluate the students' performance against the relevant competencies to enable learning and monitoring process. | 5 | | *e.g. OJT-Student-Formative-Assessment-Form* |
| **2** | **REPORT WRITING** | | | |
| **2.1** | Purpose and use of reports | | | |
| **2.1.1** | Explain the purpose and use of reports. | 2 | Formative and summative reports | *e.g. Who uses each of the different types of reports?* |
| **2.1.2** | Appreciate the responsibilities of an OJTI when writing a report. | 3 | | |

| 2.2 | Quality of reports | | | |
|---|---|---|---|---|
| 2.2.1 | Apply the guidelines for better report writing. | 3 | | |
| 2.2.2 | Explain pitfalls in maintaining objectivity in report writing. | 2 | | |
| 2.2.3 | Extract relevant evidence from monitoring and notes to write honest and factual report on the students' performance. | 3 | | |

## AMC2 ATCO.D.090(a)(1)  Training of practical instructors

**ASSESSMENT OF INSTRUCTIONAL TECHNIQUES FOR PRACTICAL INSTRUCTORS**

A successful assessment of instructional techniques for practical instructors should establish competence at least in the following areas:

(a)     regulatory impact on air traffic controller training;

(b)     human factors impact on air traffic controller training;

(c)     determination of the background and experience of the person undertaking training;

(d)     determination of the current level of ability of the person undertaking training;

(e)     conduct of a pre-session briefing;

(f)     planning and conduct of the training session;

(g)     demonstration and explanation of the tasks;

(h)     monitoring of the training session;

(i)     management of interventions correctly, including error correction;

(j)     evaluation of the performance of the person undertaking training;

(k)     debrief of the person undertaking training;

(l)     furnishing of written reports on the performance of the person undertaking training;

(m)     taking appropriate follow-up action towards resolving training problems;

(n)     techniques of pausing clocks; and

(o)     knowledge of technical facilities/environment.

## AMC2 ATCO.D.090(a)(3) Training of practical instructors

**METHODS FOR ASSESSING COMPETENCE OF PRACTICAL INSTRUCTORS**

Training organisations should develop method(s) of assessment for practical instructional competencies for both initial and refresher courses.

## AMC3 ATCO.D.090(a)(3) Training of practical instructors

**REQUIRED COMPETENCIES FOR PRACTICAL INSTRUCTORS**

Assessments should be based on the following competencies and the associated observable behaviours, as a minimum.

| Competency for practical instructors and definition | Observable behaviours |
|---|---|
| **1. Situational awareness**<br>*Comprehend current operational situation, anticipate future events and the impact of the students' performance on the operation*<br><br>(*Note: 'Students' should be understood as the persons undertaking training*) | OB 1.1. Maintains own situational awareness while instructing |
| | OB 1.2 Monitors the impact of the student's actions on the traffic situation |
| | OB 1.3 Monitors the impact of the students' actions on adjacent sectors |
| | OB 1.4 Monitors the student's actions continuously |
| **2. Safety and efficiency management**<br>*Ensure safety and efficiency of the operation during training.* | OB 2.1 Prioritises safety above teaching the students |
| | OB 2.2 Takes action to ensure that safety is never compromised (e.g. correct errors, take over control, mitigate for student cognitive overload, fatigue, acute stress, etc.) |
| | OB 2.3. Ensures an orderly and efficient flow of traffic including impact on adjacent sectors/units, when applicable |
| | OB 2.4. Manages own and the student's workload to ensure safe and efficient operations (e.g. sector splitting, increased spacing, adapting instructional techniques) |
| **3. Mentoring**<br>*Support the student's integration into the professional environment by mentoring, advising, guiding and creating a positive learning experience* | OB 3.1 Promotes positive working relationships |
| | OB 3.2 Encourages a positive approach to learning |
| | OB 3.3 Encourages the student to self-reflect on strengths and areas for improvement |
| **4. Teaching, instructing and coaching**<br>*Provide instruction and facilitates learning in the operational and synthetic training environment* | OB 4.1 Prepares for the training session and briefs the student prior to taking over the operational position. |
| | OB 4.2 Ensures that goals and associated standards for the session are communicated |
| | OB 4.3 Ensures that the student understands the operational situation prior to assuming control |
| | OB 4.4 Maintains appropriate seating position and proximity to the student |
| | OB 4.5 Uses training techniques to enable learning (e.g. talk aloud problem-solving techniques, demonstration, immediate bad habit correction, student's involvement, questioning techniques) |

| Competency for practical instructors and definition | Observable behaviours |
|---|---|
| | OB 4.6 Responds to student behaviours that may influence learning (e.g. stress, fatigue, under-confidence, over-confidence), when appliable |
| | OB 4.7 Confirms understanding of the student's intended actions and plans (e.g. using questioning techniques) and, when appropriate, encourages the student to execute their own decisions |
| | OB 4.8 Determines correctly when it is necessary to take control from the student, when applicable |
| | OB 4.9 Ensures that control is taken in a positive manner and the learning process is not compromised, when applicable |
| | OB 4.10 Provides constructive and balanced feedback in a timely and respectful manner |
| | OB 4.11 Debriefs the student by discussing both positive actions and areas for improvement |
| **5. Communication** *Communicate effectively with the student in verbal, non-verbal and written form* | OB 5.1 Listens actively |
| | OB 5.2 Speaks clearly, accurately and in a calm and measured manner |
| | OB 5.3 Adjusts speech techniques to suit the operational and/or instructional situation (e.g. conveys a sense of urgency, speaks calmly) |
| | OB 5.4 Adapts the content of communication to the needs of the student (e.g. chooses the most relevant issues, does not overload with too much information) |
| | OB 5.5 Interacts and asks questions in a way that does not distract a student from current tasks |
| | OB 5.6 Delivers difficult messages with tact and sensitivity, when applicable |
| | OB 5.7 Writes evidence-based comprehensive reports on the student's performance, including recommendations for improvement |
| **6. Assessment** *Assessment the performance of the student for the purposes of enabling learning, monitoring determining the progress.)* | OB 6.1 Gathers factual evidence of the student's performance against the objectives and for the relevant competencies |
| | OB 6.2 Assesses the student's performance against the relevant competencies |
| | OB 6.3 Analyses poor performance to determine root causes, when applicable |
| **7. Ethics and integrity** | OB 7.1 Treats the student respectfully and fairly. |

| Competency for practical instructors and definition | Observable behaviours |
|---|---|
| *Demonstrate openness, respect and fairness towards the student, and consider the consequences when making a decision or taking action* | OB 7.2 Answers questions without embellishment or attempt to cover up a lack of knowledge |

## GM1 to ATCO.D.090(a)(3) Training of practical instructors

**REQUIRED COMPETENCIES FOR PRACTICAL INSTRUCTORS**

A number of additional competencies and observable behaviours used for the assessments during the training of practical instructors may be relevant to maintain the competency of the practical instructor endorsement holder.

| Competency for practical instructors and definition | Observable behaviours |
|---|---|
| **1. Situational awareness** | OB 1.5 Monitors the student's behaviour for physical signs of cognitive overload, fatigue or acute stress |
| **2. Safety and efficiency management** | |
| **3. Mentoring** | OB 3.4 Develops a rapport (positive professional relationship) with the student and provides encouragement and support |
| | OB 3.5 Demonstrates empathy and understanding, recognising situations when extra support is required |
| | OB 3.6 Encourages the student to look for positive learning experiences from each training session, even those that did not go well |
| | OB 3.7 Encourages the student to extract maximum training value from any feedback, including negative points and to appreciate ownership and responsibility for the training outcome |
| | OB 3.8 Appreciate ownership and responsibility for the training outcome |
| | OB 3.9 Encourages the student to ask questions as part of the overall learning experience. |
| | OB 3.10 Helps the student to build and maintain confidence through encouragement and motivation |
| **4. Teaching, instructing and coaching** | OB 4.12 Adapts training techniques and style to meet the needs of the student |
| | OB 4.13 Ensures appropriate timing of teaching opportunities |

| Competency for practical instructors and definition | Observable behaviours |
|---|---|
| | OB 4.14 Encourages the student to make decisions appropriate to their level of competence and experience |
| | OB 4.15 Helps the student to develop strategies for improvement to overcome any gaps in competencies. |
| **5. Communication** | OB 5.8 Encourages constructive discussion about the student's performance |
| | OB 5.9 Explains complex situations clearly (e.g. traffic situations, application of procedures, management of emergencies) |
| | OB 5.10 Explains cognitive strategies clearly (e.g. how to analyse situations, prioritise, select a course of action, distribute attention) |
| **6. Assessment** | OB 6.4 Determines remedial actions required to address deficiencies in performance, when applicable. |
| **7. Ethics and integrity** | OB 7.3 Maintains privacy and confidentiality, when applicable. |
| **8. Collaboration** | OB 8.1 Gathers relevant information in advance for the purpose of tailoring the training approach and of maximising productivity of the training session (e.g. from the training organisation, human resources department, previous training reports) |
| | OB 8.2 Coordinates with the student and other parties for the purposes of tailoring the training approach. |
| | OB 8.3 Asks for help when the student needs additional support in training, when required (e.g. from an experienced instructor or training team, additional practice on simulator, counselling). |
| | OB 8.4 Contributes information on the student's progress to the training team |
| **9. Self-evaluation** | OB 9.2 Improves performance based on feedback |
| | OB 9.3 Improves performance through self-evaluation of the effectiveness of actions |
| | OB 9.4 Maintains self-control in challenging training situations. |
| | OB 9.5 Responds as needed to deal with the demands of challenging training situations |
| | OB 9.6 Appreciates the need for continuous improvement and refresher training activities. |

## GM2 to ATCO.D.090(a)(3) Training of practical instructors

**OBSERVABLE BEHAVIOURS**

All the observable behaviours should be demonstrated. Where an observable behaviour includes the words 'when applicable', this behaviour need only be demonstrated if the circumstances require it. In instances where the circumstances do not require this behaviour, they may be marked as 'not applicable'.

## AMC1 ATCO.D.095(a)(13)  Training of assessors

**ASSESSMENT OF ASSESSOR COMPETENCE**

The assessment of assessor competence should focus on the application of the skills of an assessor. The skills should represent at least a subset of the competences taught during the assessor training course.

## AMC2 ATCO.D.095(a)(3) Training of assessors

**REQUIRED COMPETENCIES FOR ASSESSORS**

Assessments should be based on the following competencies and the associated observable behaviours, as a minimum.

| Competency for assessors and definition | Observable behaviours |
| --- | --- |
| **1. Situational awareness** *Comprehends current and future operational situation and the impact of the canditate's performance on the operation* | OB 1.1 Maintains situational awareness. |
| | OB 1.2 Monitors and analyses the impact of the candidate's actions on the traffic situation, continuously. |
| **2. Conduct of assessment** | OB 2.1 Prepares to conduct assessment (e.g. candidate information, traffic forecast, weather, equipment status, etc.) |

| Competency for assessors and definition | Observable behaviours |
|---|---|
| *Prepares for an assessment, assesses a candidate's performance, decides if a candidate is competent and provides objective feedback on their performance.* | OB 2.2 Promotes a positive professional environment with the candidate |
| | OB 2.3 Conducts assessment according to the prescribed process (e.g. briefing, safety responsibility, debriefing). |
| | OB 2.4 Evaluates that assessment conditions (e.g. traffic levels and complexity) are met to ensure the validity of the assessment, if applicable. |
| | OB 2.5 Acts unobtrusively (e.g. seating position, no distractions, body language etc.) |
| | OB 2.6 Observes actions and records evidence in support of determining the candidate's competence |
| | OB 2.7 Categorises the evidence according to the required competencies. |
| | OB 2.8 Assesses the level of performance based on the categorised evidence to decide if a candidate is competent. |
| | OB 2.9. Provides factual and objective feedback about the candidate's performance. |
| | OB 2.10 Informs the candidate of the assessment result clearly and unambiguously. |
| | OB 2.11 Responds appropriately to the behaviour of the candidate (e.g., stress, reaction to feedback) |
| **3. Communication** <br> *Communicates effectively: verbally, non-verbally and in written form* | OB 3.1 Listens actively during the full process of assessment |
| | OB 3.2 Speaks clearly, accurately and in a calm and measured manner |
| | OB 3.3 Ensures that verbal communication is valid, relevant and unambiguous. |
| | OB 3.4 Delivers difficult messages with tact and sensitivity, when~~if~~ applicable. |
| | OB 3.5 Ensures that reports are complete, factual, clear and include the facts relevant for the assessment decision. |
| **4. Ethics and integrity** <br> *Demonstrate openness, respect and fairness towards colleagues and candidate and consider the consequences of actions* | OB 4.1 Treats the candidate respectfully, fairly and objectively. |
| | OB 4.2 Answers questions honestly and factually. |
| | OB 4.3 Conducts the assessment without prejudice or bias. |
| | OB 4.4 Manages professional relationships with appropriate role boundaries. |
| | OB 4.5 Ensures privacy and confidentiality (e.g. private location/office for the briefing/debriefing) |

## GM1 to ATCO.D.095(a)(3) Training of assessors

**REQUIRED COMPETENCIES FOR ASSESSORS**

A number of additional competencies and observable behaviours used for the assessments during the training of assessors may be relevant to maintain the competency of the assessor endorsement holder.

| Competency for assessors and definition | Observable behaviours |
|---|---|
| **1. Situational awareness** | |
| **2. Conduct of assessment** | OB 2.12 Applies consistent standards when assessing performance. |
| **3. Communication** | |
| **4. Ethics and integrity** | |
| **5. Safety Management** | OB 5.1 Prioritises safety above the conduct of the assessment. |
| | OB 5.2 Identifies situations that have the potential to become unsafe. |
| | OB.5.3 Takes action to prevent unsafe situation, when applicable (e.g. if an assessor is responsible for safety and candidate is undergoing the assessment for the issue or renewal of a unit endorsement) |
| **6. Self-evaluation and continuous development** | OB 6.1 Appreciates feedback. |
| | OB 6.2 Improves performance based on feedback. |
| | OB 6.3 Improves performance through self-evaluation of the effectiveness of actions. |
| | OB 6.4 Maintains self-control in challenging situations. |
| | OB 6.5 Appreciates the need for continuous improvement and refresher training activities |

## GM2 to ATCO.D.095(a)(3) Training of assessors

**OBSERVABLE BEHAVIOURS**

All the observable behaviours should be demonstrated. Where an observable behaviour includes the words 'when applicable', this behaviour need only be demonstrated if the circumstances require it. In

instances where the circumstances do not require this behaviour, they may be marked as 'not applicable'.

## ~~GM1~~ GM3 ATCO.D.095(a)(3) Training of assessors

**ASSESSMENT OF ASSESSOR COMPETENCE**

The level of harmonisation on competence assessment is low as a result of the variety of methods. Any assessment of assessor competence should be realistic and it could take place during live traffic situations or during training.

# ANNEX II – PART ATCO.AR – REQUIREMENTS FOR COMPETENT AUTHORITIES

## SUBPART A – GENERAL REQUIREMENTS

### AMC1 ATCO.AR.A.015(d)(3)  Means of compliance

GENERAL

The information to be provided to other Member States following approval of an alternative means of compliance should contain a reference to the Acceptable Means of Compliance (AMC) to which such means of compliance provides an alternative, as well as a reference to the corresponding Implementing Rule of Regulation (EC) No 216/2008 indicating as applicable the subparagraph(s) covered by the alternative means of compliance.

## SUBPART D – ISSUE, REVALIDATION, RENEWAL, SUSPENSION AND REVOCATION OF LICENCES, RATINGS,ENDORSEMENTS AND AUTHORISATIONS

### GM1 ATCO.AR.D.001(d)  Procedure for the issue, revalidation and renewal of licences, ratings, endorsements and authorisations

UNIQUE DATE OF VALIDITY FOR ENDORSEMENTS

The procedure for establishing a unique date of validity for several endorsements should be applied when requested by the air navigation servicetraffic services provider or the applicant.

# ANNEX III – PART ATCO.OR – REQUIREMENTS FOR AIR TRAFFIC CONTROLLER TRAINING ORGANISATIONS AND AERO-MEDICAL CENTRES

## SUBPART B – REQUIREMENTS FOR AIR TRAFFIC CONTROLLER TRAINING ORGANISATIONS

### GM1 ATCO.OR.B.040  Occurrence reporting

**GENERAL**

The training organisation's report should focus on occurrences taking place during on-the-job training with regard to the training aspects involved.

Without prejudice to Regulation (EU) No 376/2014 and its delegated and implementing acts, the report may be submitted together with, or as an integral part of, the report prepared by the air navigation servicetraffic services provider.

## SUBPART C – MANAGEMENT OF AIR TRAFFIC CONTROLLER TRAINING ORGANISATIONS

### GM1 ATCO.OR.C.001  Management system of training organisations

The requirements for the management system of training organisations may be satisfied if the air navigation servicetraffic services provider's management system/safety management system (SMS) specifically covers the requirements of this Regulation.

### AMC1 ATCO.OR.C.001(d)  Management system of training organisations

**PERSONNEL**

A training organisation should demonstrate that:

(a)     a list of activities with relevant needed competence has been established;

(b)     their personnel have the relevant competence needed to fulfil the activities they are required to perform;

(c)     their personnel maintain a level of competence through training as appropriate;

(d)     their theoretical and practical instructors are qualified in accordance with Part ATCO, Subpart C of this Regulation;

(e)     their practical instructors either hold an OJTI endorsement or an STDI endorsement;

(f)     their assessors hold an assessor endorsement; and

(g)     ~~their synthetic training device instructors and assessors demonstrate knowledge of and receive refresher training in current operational practices~~knowledge on the current operational practices is ensured for their synthetic training device instructors and assessors if they are not holders of an ATCO licence with a valid unit endorsement.

## AMC1 ATCO.OR.C.015(a) Facilities and equipment

~~(a)     General areas~~

A training organisation should have access to facilities appropriate to the size and scope of the intended operations and training delivery, and provide~~d in~~ an environment conducive to learning.

~~(b)     Training areas~~

~~For training organisations providing theoretical training, the facilities should also include sufficient suitably equipped classroom areas.~~

## GM1 ATCO.OR.C.015(a) Facilities and equipment

~~(a)     General areas~~

These facilities should include general areas, which consist of sufficient:

(~~1~~a)     office space for managerial and administrative as well as training staff;

(b~~2~~)     space~~rooms~~ for study and testing, briefing and debriefing;

(c~~3~~)     (digital) library facilities; ~~and~~

(d~~4~~)     storage areas, including secure (digital) areas for training and personnel records; and

(e~~5~~)     suitably equipped space for practical training.

~~(b)     Training areas~~

~~For training organisations providing practical training, the facilities should also include sufficient:~~

~~(1)     rooms for briefing and debriefing; and~~

~~(2)     suitably equipped rooms for practical training.~~

## AMC1 ATCO.OR.C.015(b) Facilities and equipment

**SPECIFICATIONS FOR SYNTHETIC TRAINING DEVICES**

(a)     Synthetic training devices classifications

Synthetic training devices used for training should be classified according to one of the following classifications:

(1)     high-fidelity simulator (HI FI SIM)

A replica of controller working positions (CWPs) including all equipment (hardware, software and connectivity) enabling full functioning/interaction of the CWP and their environment. In the case of aerodrome training (ADC), it includes an out-of-the-tower view.

(2) simulator (SIM);

A device which presents the trainee with important features of the real situation and reproduces operational conditions which enable the trainee to practise real-time tasks directly.

(32) part-task trainer (PTT).

A training device which allows the trainee to practise operational functions independently from other functions.

The table below indicates the best usage for synthetic training devices.

|  | Initial training | Unit training | Continuation training (standard, emergency + ABES, TRM, conversion | Instructors and assessors training |
|---|---|---|---|---|
| HI FI SIM |  | x | x |  |
| SIM | x | x | x | x |
| PTT | x |  |  | x |

(b) Synthetic training device (STD) criteria

If an STD is used for training, it should be approved by the competent authority ~~as part of the course approval process for any training plan~~ according to its possible usage. Training organisations should demonstrate how the STD will provide adequate support for the intended training, in particular, how the STD will meet the stated objectives of the practical training exercises and enable the ~~performance objectives~~ competencies to be assessed to the level determined in the training programme.

This demonstration and the related documentation should include the following relevant criteria:

(1) the general environment, which should provide an environment in which STD exercises may be run without undue interference from unrelated activities;

(2) the STD layout;

(3) the equipment provided;

(4) the display presentation, functionality, and updating of operational information;

(5) data displays, including strip displays, where appropriate;

(6) coordination facilities;

(7) aircraft performance characteristics, including the availability of manoeuvres, e.g. holding or instrumental landing system (ILS) operation, required for a particular simulation;

(8) the availability of real-time changes during an exercise;

(9) the processes by which the training organisation can be assured that staff associated with the training conducted with the use of an STD are competent;

(10) the degree of realism of any voice recognition system associated with the STD; and

(11) 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.

The extent to which the STD achieves the above criteria will be used to determine the adequacy of the STD for the proposed use. As a general principle, the greater the degree of replication of the operational position being represented, the greater the use will be possible for any particular training.

(c) STD used for ~~pre-~~on-the-job training

When an STD is used for ~~pre-~~on-the-job training and the training time is counted as part of the operational training, the STD classification should be a high-fidelity simulator~~full-size replica of a working position, including all equipment, and computer programmes necessary to represent the full tasks associated with that position, including realistic wind at all levels to facilitate SRA. In the case of a working position at a tower unit, it includes an out-of-the-tower view~~.

## AMC1 ATCO.OR.C.020(a);(b) Record keeping

Training organisations should maintain the following records:

(a) Records of persons undertaking training:

(1) personal information;

(2) details of training received including the starting date of the training, as well as the results of the examinations and assessments;

(3) detailed and regular progress report forms;

(4) certificate of completion of training courses.

(b) Records of instructors and assessors:

(1) personal information;

(2) qualification records;

(3) records of refresher training for instructors and assessors;

(4) assessment reports;

(5) ~~instructional and/or assessment time~~ records on time spent instructing, evaluating and/or assessing.

Training organisations should submit training records and reports to the competent authority as required.

## AMC1 ATCO.OR.D.001  Requirements for training courses and training plans

**CONTENT FOR TRAINING COURSES AND TRAINING PLANS**

When training courses and plans are developed, the training organisations should ensure that the ways of conducting the training are suitable for meeting the training objectives. The following points (non-exhaustive list) should be taken into consideration:

(a)     The planned way of conducting a course or elements thereof meets the taxonomy/performance/competence requirements of the training objectives.

(b)     Training aids (hardware, software and connectivity) are specified and available whenever required for the chosen type of conduct.

(c)     When STDs are used for distance learning, it has to be ensured that the training objectives are met without on-site personal guidance.

(d)     The training material and referenced bibliography should be made available to all students.

(e)     Data protection, protection of intellectual property as well as information security requirements are met.

(f)     Appropriate procedures are established to ensure the integrity of evaluations.

## GM1 ATCO.OR.D.001 Requirements for training courses and training plans

A training organisation that intends to provide remote learning should:

(a)     ensure that the hardware, software and connectivity are suitable for the training;

(b)     continuously monitor the attendance and progress of students;

(c)     adapt the duration of lessons according to student learning capacity on synchronous distance learning;

(d)     provide the competent authority with access to the virtual environment;

(e)     ensure that the staff is trained on remote training techniques;

(f)     familiarise students with remote learning;

(g)     develop detailed methods of remote evaluation, where applicable, ensuring the integrity of the process;

(h)     ensure data security and protection of data privacy.

# ANNEX IV – PART ATCO.MED – MEDICAL REQUIREMENTS FOR AIR TRAFFIC CONTROLLERS

## SUBPART B – SPECIFIC REQUIREMENTS FOR CLASS 3 MEDICAL CERTIFICATES

### SECTION 1 – GENERAL

### AMC1 ATCO.MED.B.001 Limitations to medical certificates

(a)  An AeMC or AME may refer the decision on fitness of an applicant to the licensing authority in borderline cases or where fitness is in doubt.

(b)  In cases where a fit assessment may only be considered with a limitation, the AeMC, AME or the licensing authority should evaluate the medical condition of the applicant with appropriate personnel from the air ~~navigation service~~traffic services provider and other experts, if necessary.

(c)  Entry of limitations

(1)  Limitations TML, VDL, VML, VNL, CCL, HAL, RXO may be imposed by an AME or an AeMC.

(2)  Limitations VXL and VXN should be imposed with advice of the air ~~navigation service~~traffic services provider.

(3)  Limitations SIC and SSL should only be imposed by the licensing authority.

(d)  Removal of limitations

All limitations should only be removed by the licensing authority.