

UPCOMING WORKSHOP

On **February 27,28,29** the Flight Standards Inspectorate Service (FSIS) of the Civil Aviation Authority of the Philippines (CAAP) is organizing a workshop on Competency-Based Training Assessment (CBTA) focusing on Evidence-Based Training (EBT). **Selected stakeholders** will be invited to attend this workshop.

The workshop aims to **raise awareness** about CBTA-EBT in alignment with **international aviation standards** and to engage operators with CBTA training experience, so CAAP can gain a better understanding of the aviation industry's **expectations and needs**. The French DGCA will share their experience in transitioning to CBTA-EBT along with Airbus' expertise in supporting international working groups and regulatory authorities in practical implementation.

Background

2006 **ICAO** In supported performance-based approach to training with the publication of standards for the multi-crew pilot licence (MPL) which is the first license Competency-based Training and As-sessment (CBTA) compliant. In 2013 CBTA principles were extended to operator recurrent training with the publication of the ICAO Manual for Evidence-based Training (EBT).

In 2016, ICAO published Amendment 5 to PANS-TRG, General provisions for competency-based training and assessment. This defined the role of the pilot competencies in the context of Threat and Error Management (TEM) and provided a basis for further development of CBTA.



These CBTA standards support the IATA Total Systems Approach (TSA), which stands for the ap-plication of CBTA across all aviation disciplines in general, and to all modules and roles of a pilot's entire career. Hence, the defined competencies for pilots. instructors and evaluators should consist-ently be applied throughout pilot aptitude testing, initial (ab-initio) type rating training training, testing, command upgrade, recurrent evidence-based training instructor and examiner se-lection and training.

REFERENCE: AIRBUS WHITE PAPER FOR CBTA/EBT

COMPETENCY-BASED TRAINING AND ASSESSMENT (CBTA)

Pilot competencies are defined by ICAO as a dimension of human performance that is used to reliably predict successful performance on the job. A competency is manifested and observed through behaviours that mobilize the relevant knowledge, skills and attitudes to carry out activities or tasks under specified conditions.



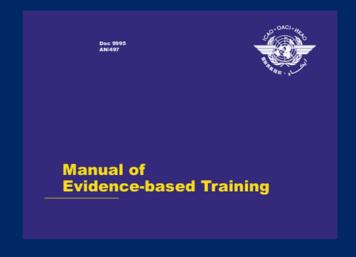
CBTA is defined by ICAO...

As training and assessment that are characterized by a performance orientation, emphasis on standards of performance and their measurement, and the development of training to the specified performance standards.

CBTA is a training methodology sustained by robust course design, instructor qualification and data collection to continuously enhance the training efficiency and effectiveness.

As experience with CBTA has grown, the aviation industry has realized that CBTA is a better way to develop a competent workforce when compared to the traditional task- or hours-based training and checking.

SAFETY & EFFICIENCY



EBT is defined by EASA....

As assessment and training based on operational data that is character-ized by developing and assessing the overall capability of a pilot across a range of competencies rather than by measuring the performance in individual events or manoeuvres

EBT is a CBTA program that use specific training topics as vehicles to develop the pilot competen-cies. The training topics and their associated frequency have been defined during the EBT design by analysing both safety and training data from a worldwide perspective.

REGULATORS RECOGNIZE THE POTENTIAL SAFETY BENEFITS BY PROMOTING IMPLEMENTATION OF CBTA (E.G. EASA EBT REGULATION) AND PERMITTING EQUIVALENT OR GREATER ALLEVIATIONS FOR EBT COM-PARED TO THE ONES THAT ARE GRANTED FOR ALTERNATIVE TRAINING AND QUALIFICATION PROGRAM (ATQP).

CBTA IN CONCLUSION

- Is the new straining standard promoted by regulators and the industry
- Brings value for safety in operations and for training effectiveness and efficiency
- Implies mature training organization for course design
- Necessitate instructor initial and recurrent standardization
- Is sustained by training data collection and analysis