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# CBT Instructing and Assessing





## Objectives

At the end of this module, you will be able to show how:

- Formative training and assessment
- Summative assessment
- Instructor responsibilities
- Assessor responsibilities

are used in a CBT&A environment, as outlined in Doc 10056, Chapter 3.



## Application

In this chapter, practical instruction refers to both simulation and operational training.

All instructors in a competency-based environment shall have an understanding of the overall competency-based training and assessment approach.



## The basics.

- Multiple observations must be conducted
- Formative assessments (teaching, feedback, determine progress and deficiencies)
- Summative assessments (final or interim competency standard – achieved or not?)
- Exceptions
- Responsibility of the position during assessment



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**Assessment forms:**  
keep track of assessments

Training Plan



Timeline

Training Events

Assessment Plan

ICS1

**Competency checklist:**  
Record evidences

ICS2

FCS

**Competencies:**  
achieved under certain **conditions**,  
up to certain **standards**



## General requirements

Personnel should:

- Understand the principles of CBT & A
- Have detailed knowledge of the adapted competency model and assessment plan (especially important when multiple milestones with ICS)
- Use the tools and documentation (evidence guides, competency checklists and assessment forms)



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## Formative Assessments

- Multiple observations
- Mainly teaching and feedback
- Determine progress and deficiencies
- No judgment of competence



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## Summative Assessment

- Interim milestone(s) (ICS) and/or FCS
- Uses the assessment form (gather evidence)
- Competent or Not Competent





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## Instructors will need to:

Deliver the training according to the training plan and other materials

Provide timely and continuous feedback on trainee performance

Use the adapted competency model to diagnose the causes of difficulties

Recognize the challenges of diagnosing deficiencies in the cognitive processes

Manage issues related to attitudes



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## ... But how? And why?

Deliver the training according to the training plan and other materials

- The training plan details the structure and order of the training
- It is linked to the assessment plan



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## ... But how? And why?

Provide timely and continuous feedback on trainee performance

- Helps the trainees to progress towards ICS and FCS
- Positive to reinforce desirable performance
- Information about how performance differs from standard
- Supportive and timely
- Should provide clear “picture” of what trainees need to do



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## ... But how? And why?

Use the adapted competency model to diagnose the causes of difficulties

Example: a trainee is routinely overloaded and makes poor control decisions. What are the root causes ?

- Failure to use tools and equipment that increase efficiency?
- Too much focus on the tools and not enough on the traffic?
- Not familiar with procedures (too much thinking)?
- Not taking action to manage capacity?



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## ... But how? And why?

Recognize the challenges of diagnosing deficiencies in the cognitive processes

- Not possible to observe “thinking”
- Difficult to monitor competencies such as situational awareness, problem-solving and decision-making, etc.
- The outcomes may have been achieved by chance
- Instructors may ask trainees to explain their plan, reasons for performing certain actions, or priorities
- **Questions:** timely, appropriate to stage of training



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## ... But how? And why?

Manage issues related to attitudes

- Elaborated in the evidence guide
- Use of techniques to support trainees in acquiring or adjusting attitudes (coaching, mental fitness)



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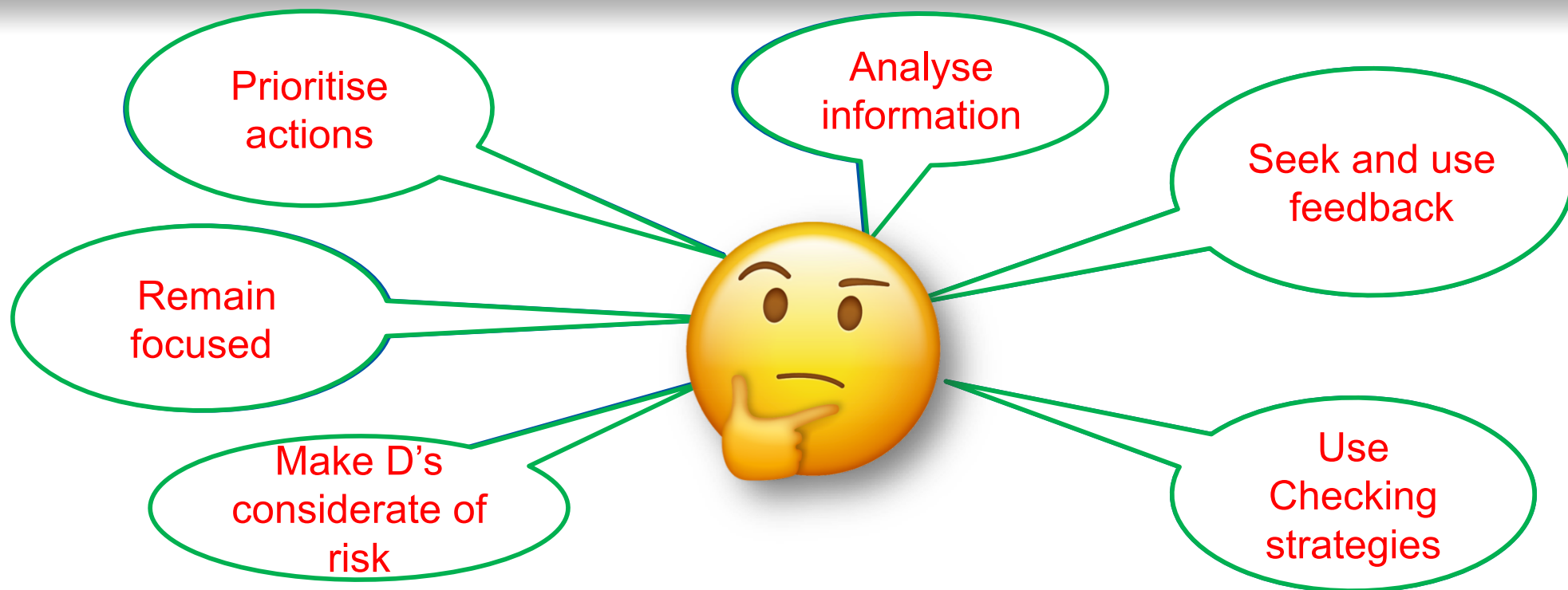
**Diagnose**

**Deficiency**

What happened?  
Why did it happen, what else was occurring?  
What behaviours were observed or not observed?  
Why?  
What needs to change?  
What needs to be learned / taught?

**Feedback**

Timely, at the end of each session  
Reinforce good performance  
Support the trainee in what and  
how to improve.



**General versus specific**





## Why do we assess?

- gather evidence of competent performance through practical observations (and other means)
- analyse all the evidence to determine if competencies have been acquired/maintained or not



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## Assessors will need to:

Assess separate competencies in an integrated performance

Conduct assessment(s) by gathering evidence of competent performance

Use the tools provided in the assessment plan

Debrief the trainees in a manner that will aid their progress



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## ... But how? And why?

Assess separate competencies in an integrated performance

- In addition, when performance is not at the desired standard, the assessor should identify which competency/competencies is/are inadequate and provide clear evidence for the conclusions



## ... But how? And why?

Conduct assessment(s) by gathering evidence of competent performance

- The assessor should be capable of sound judgement, possess analytical skills and be able to distinguish crucial or essential issues from less important ones
- It may be necessary to ask trainees to explain some of their thinking so as to evaluate their cognitive skills
- Use the evidence to reach a substantiated final conclusion



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## ... But how? And why?

Use the tools provided in the assessment plan

- To know when and what will be assessed
- Includes tools to be used to assess
- Evidence guide, competency checklist and assessment forms
- Important to be familiar with tools (attention is on observing the trainee and not on the tools)



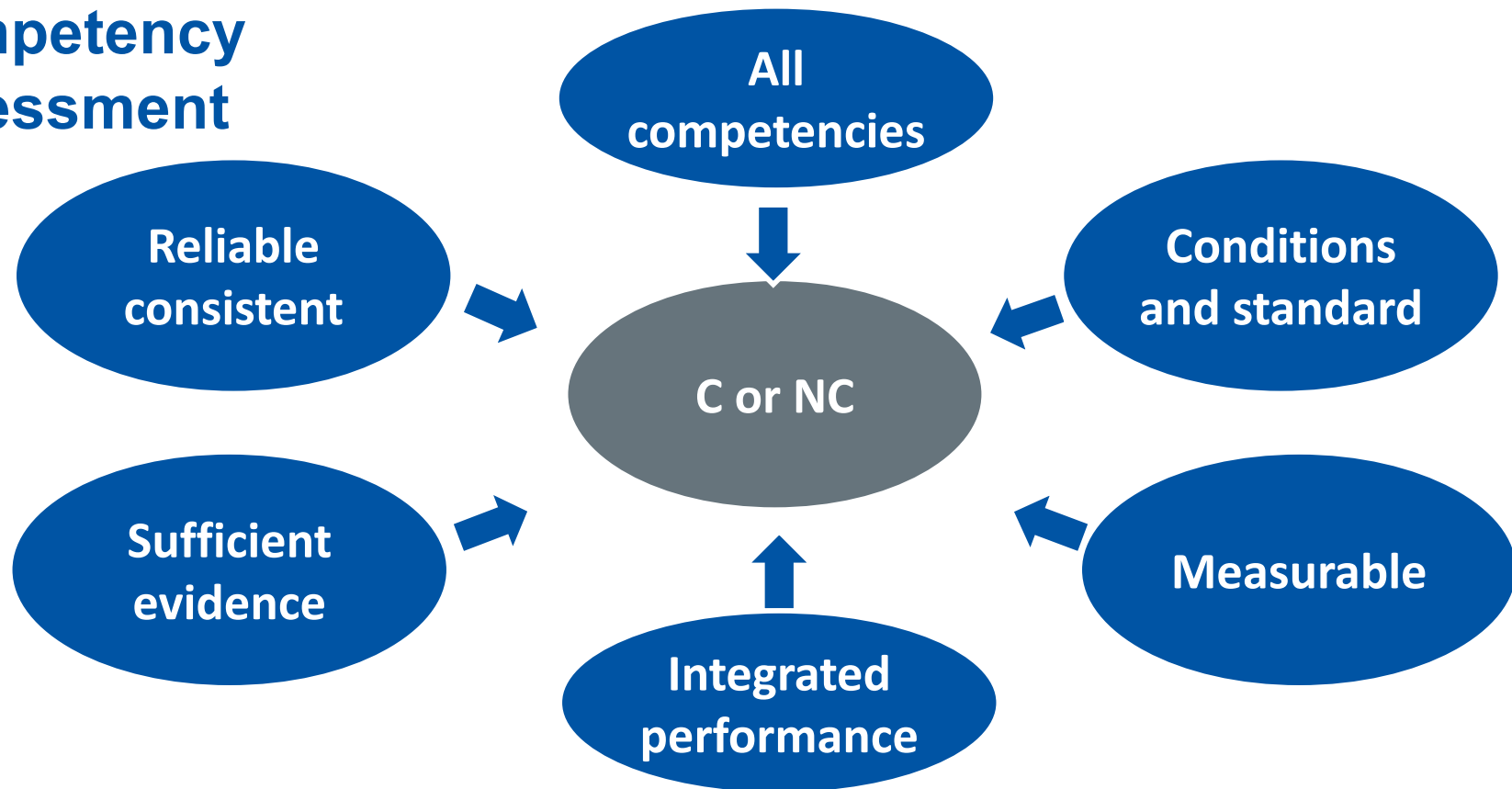
## ... But how? And why?

Debrief the trainees in a manner that will aid their progress

- Stressful experience for trainees
- Encourages a positive mind-set and a willingness to continue to learn and progress
- When performance is below standard, human aspects
- Be objective, substantiated and clear on what to change to improve performance



## Competency assessment





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## Outcomes

### Instructors:

- clear criteria
- Focused briefings
- Easy to track progress, record evidence

### Assessors:

- provide reliable and valid assessments based on consistent evidence and objective criteria

### Managers:

- more visibility of training progress
- confidence in the competence of their workforce

### Trainees:

- empowerment, take responsibility
- acceptance of feedback
- more energy, drive and resilience





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