SECOND MEETING OF THE AVIATION SECURITY AND FACILITATION REGIONAL GROUP
(AVSEC/FAL/RG/2)
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Agenda Item 7   **Training, Cooperation and Assistance**
         7.1   **Report on Personnel Qualifications, Training & Human Factors Projects**
                 7.1.2   **Prioritize needs for ICAO training / Review and research legislation for personnel certification**

PRINCIPLES OF QUALITY CONTROL ON AVSEC INSTRUCTORS

(Presented by Venezuela)

SUMMARY
This Working Paper presents a proposal to establish reference guidelines and documentation that allow States developing principles for the evaluation of quality controls on the training taught by duly certified instructors, in order to guarantee proper training of the personnel responsible for the application of the aviation security control.

References:
•   Annex 17 to the Chicago Convention, paragraph 3.1.7 - Creation and establishment of an AVSEC instructors certification system according to the National Civil Aviation Security Programme.

Strategic Objectives	*This working paper is related to ICAO Strategic Objective B.*

1. Introduction

1.1   Despite the development of a high technological level achieved by the aeronautical industry, it is also important to take into consideration the meaningful significance of the human component within all civil aviation operations. Such component requires of an adequate and updated training in order to face new challenges related to safeguarding civil aviation against acts of unlawful interference. Therefore, duly certified AVSEC instructors by the competent authorities play a major role in procuring the achievement of high quality controls and excellence levels within AVSEC training processes.

1.2   Annex 17 to the Chicago Convention states in paragraph 3.1.7 that, from July 1st 2013 on, each Contracting State shall guarantee the creation and establishment of an AVSEC instructor certification system according to the National Civil Aviation Security Programme.

1.3   Likewise, paragraph 3.4.6 of Annex 17 requests States to periodically perform audits, revisions, studies and inspections to aviation security in order to verify the fulfillment with the National Civil Aviation Security Programme, as well as to procure prompt and efficient rectification of any kind of deficiencies. All these activities shall be contained into the National Civil Aviation Security Quality Control Programme.

1.4   Document 8973 "Security Manual for Safeguarding Civil Aviation against Acts of Unlawful Interference" states as responsibilities pertaining to the competent authority the development, establishment and maintenance of the National Civil Aviation Security Training Programme (8.1.5.1.), as well as the assurance that training standards are met through evaluation of quality levels on training methods.

1.5   All the above mentioned aspects represent the necessity for the establishment of supervision levels on the quality of AVSEC training, exercised by competent authorities. Suitability of AVSEC instructors is a major concern.

2.   Evaluation process of quality levels on AVSEC instructors

2.1   This proposal (**Appendix**) is presented as a work tool intended to facilitate the evaluation of AVSEC training sessions at different personnel levels within the aeronautical branch, performed by inspectors/auditors of the competent authority, who are responsible for the application of quality control activities to:

> a)   determine the fulfillment level with the content prescribed in the National Security Aviation Instructors Programme;
>
> b)   verify quality levels on training processes, and
>
> c)   confirm that instructors maintain or exceed the levels achieved during their initial process or their certification renewal process.

2.2   This observation instrument allows obtaining pertinent information on the quality level of the AVSEC instructor skills to carry out his/her academic practice during the course of a training module. Likewise, this allows recognizing strengths and opportunity areas regarding his/her performance towards the group. Therefore, it is necessary that the inspector/auditor responsible for the evaluation applies the above mentioned instrument in order to recognize, in a clear objective and reflexive manner, the AVSEC instructor's performance.

2.3   This instrument is structured in four (4) phases: Start Module (Phase I), Development Module (Phase II), Evaluation Process Module (Phase III), Conclusions and Closure Module (Phase IV). In all its different phases, consultations are established regarding the performance of the instructor. The inspector/auditor shall choose the most suitable performance level which varies from "Deficient" (0), "Regular" (1), "Good" (2) to "Excellent" (3). As a final evaluation result, all grades obtained during the different phases shall be added and then divided by a factor. The obtained grade shall be compared with a scale which identifies the result obtained under the evaluation of the AVSEC instructor.

2.4   As a result of the evaluation performed to already certified AVSEC instructors, the competent authority should establish processes to:

        a)   encourage instructors to continue working and verifying results through evaluation;

        b)   ask solvent instructors about the verifications founded under evaluation, and subsequently apply monitoring and evaluation systems in order to confirm the fulfillment with the verifications founded;

        c)   request retraining for evaluated instructors, in order to complete later evaluations; or

        d)   proceed with the suspension or revocation of his/her certification as an AVSEC instructor, according to the level of verifications founded;

2.5   Although this instrument was primarily design to specifically monitor quality levels on training taught by already certified AVSEC instructors, this may also be used as a tool to evaluate initial certification processes of aviation security instructors.

3.   Suggested Action

3.1   The meeting is invited to study the proposal presented in this Working Paper in order to consider its usefulness as a working tool for quality control processes that competent authorities shall apply both to certified instructors and on certification processes in the aviation security branch.

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APPENDIX

EVALUATION PROCESS FOR INSTRUCTORS OF AVIATION SECURITY

Instructor Name	Evaluator Name	Date:			
		Place:			

Stage I Initial Unit		Poor 0	Regular 1	Good 2	Excellent 3
1	Attended on time and covered the timeframe of the development section of the module.				
2	The instructor was informed of his rightful academic obligations and has at his disposal the minimum material necessary.				
3	Before starting the section, has planned the organization of the class, the disposition of students and the teaching materials Is properly presented, keeping with the subject (guides, sections of the program, reference texts).				
4	Before starting the section, is planned to fill the attendance and verified the presence for all participants to the topic of the day.				
5	Before starting the section, there is proved lesson plan (didactic planning), which establishes the strategies and activities for the development of the module, based on the purposes of learning and support materials supplied.				
6	According to the instructional program of aviation security, the curriculum was complete and clearly defined before starting the section of the module.				
7	Mentions or points as a remainder, the time set to development of the section module.				
8	Monitoring attendance and punctuality of the participants.				
9	Mentions or points as a remainder, the rules will govern the behavior of the group throughout the module and established.				
10	Agree how the knowledge gained will be evaluated.				
11	At the begin of a new topic, explains the relationship between learning goals of the new issue whit the previous topic				
12	At the begin of the unit, the instructor tells his students the purpose of the module describing the themes and activities to be developed to be achieve				
13	At the begin of the new topic, the instructor makes an introduction by connecting students prior knowledge with the contest of the issue treated in the section of the module and according with the lesson				

Stage II Development of the Module	Poor 0	Regular 1	Good 2	Excellent 3
14	Meets the time distribution of the different contents				
15	In the development of classes, the different contents are presented and work with appropriate connection and integration.				
16	Report the objective, expected result and the evaluation criteria.				
17	Using different teaching strategies in addition to the exhibition, relying on the identification of different learning styles of their students, as well as the characteristics of the group				
18	During the course of the session, the instructor uses teaching strategies that encourage understanding and assimilation of information				
19	The rate at which develops education and activities are appropriate for different students				
20	The teaching techniques applied during the development of module favor the participation of students in a friendly and respectful				
21	Uses various technological and information resources as an alternative learning that guides actions				
22	Communicates the contents in a clear, brief, organized, enthusiastic and dynamic				
23	Thematic content in context with situations close to the reality of the students themselves				
24	Information it provides to its students in the development of modules, shows a mastery of content appropriate that this teaching				
25	Emphasis is placed on those areas where there is doubt or showing an obvious interest relevant to students				
26	During the course of the session resolves the contingencies that occur by taking the decisions that help their speedy resolution				
27	During the course of the session makes proper use of technical language, clarity of pronunciation and articulation of words and proper management of the volume and speed of speech				
28	Raises ideas that expand and enrich the subject, also explains, demonstrates, illustrates and discusses reasons				
29	Evidence in the development of themes, a joint of the knowledge gained in their employment practices with educational practices				
30	The tasks proposed to students are made accurately, so that it has no doubt what to do and learn				
31	Employs motivational techniques that allow their students to promote satisfaction and profit by the lessons				

32	Promotes relationships with students demonstrating an effective capacity of communication, respect, tolerance, prudence, empathy, and flexibility in teaching and learning processes				

Stage III Evaluation of Students	Poor 0	Regular 1	Good 2	Excellent 3
33 During development of the module, practical exercises applied in a specific context to achieve learning and the generation of evidence to allow the evaluation of student performance				
34 Evaluation processes for students are consistent with the evaluation criteria set out in the lesson plan or program as adopted				
35 Corrects and clarifies doubts for the correct elaboration of assessment tools				
36 Performs formal and informal evaluations to identify the elements to redirect the module to achieve the student learning				
37 Relevant assessments are applied to the components of the module mentioned in lesson plan				
38 After each evaluation, the students points to the aspects that are necessary to strengthen				

Stage IV End Module	Poor 0	Regular 1	Good 2	Excellent 3
39 Make a synthesis and comments viewed topic				
40 Review individual achievement and compares with expectations and prior learning expressed by participants at the beginning of the unit				
41 Learning feedback from participants, clarifying doubts, according to the provisions of the purpose of the unit				
42 Directs to the appropriate instance, cases of those participants who present a need for special attention				
43 The instructor finishes the section of the unit at time				

Signature of the Evaluator_____   Signature of the Instructor_____

INSTRUCTIONS
FILLING INSTRUCTIONS.

a) The contents of this instrument may be filled by hand, in bold letter, with pen preferably black or blue ink.

b) The evaluated AVSEC instructor's name and date is required at the top of the instrument, must be registered at the time of conducting the observation module and in no case may be empty or incomplete. At the same time, the 43 items composing the instrument must be registered with a value judgment or qualification, in any case there should be no unanswered items.

c) In addition, all sheets of the applied instrument must be signed by the evaluator and the evaluated.

d) Prior to the observation process, members of the review board must hold a meeting, to agree the number and timing of the observations conducted by each of them, as well, in this session must be analyzed and studied each of the sections, and the items that integrate this evaluation tool.

e) In the event that no doubt can be clarified by the members of the review board, the person responsible for the security quality control process, together with the reviewers, should provide a solution to the problem.

f) The Observer, before the beginning of the observed session, should ask for the instructor evaluated his lesson plan and instructional program in force, to facilitate the evaluator's assessment of all the elements evidencing the development of the module.

g) During the observation, the evaluator shall bring with him the appropriate evaluation instrument.

h) All instruments applied by each evaluator shall be duly registered and stored on the instructors file.

CALCULATION OF THE SCORE AND TOTAL GRADE

i) The total score of the instrument should be equal to the sum of the points scored on the quality scale.

j) The values shall be considered absolute , and in no case should be assigned decimal values.

k) The total score of the instrument shall be equal to the total score divided by the divisor factor that is equal to 12.9.

l) The maximum value of the total score is equal to "10" and the minimum equal to "0" zero. For the calculation of this item may be assigned exactly two decimal places without rounding.

Would be expressed as:

Competent   = 10
Advanced basic   = 9
Basic   = 7
Deficient   = less than seven

— END —