

Evidence-Based Training Regulation (EU) 2020/2036 & Regulation (EU) 2020/1193 & ED Decision 2021/002/R

RMT.0599 & SPT.012

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Your safety is our mission.

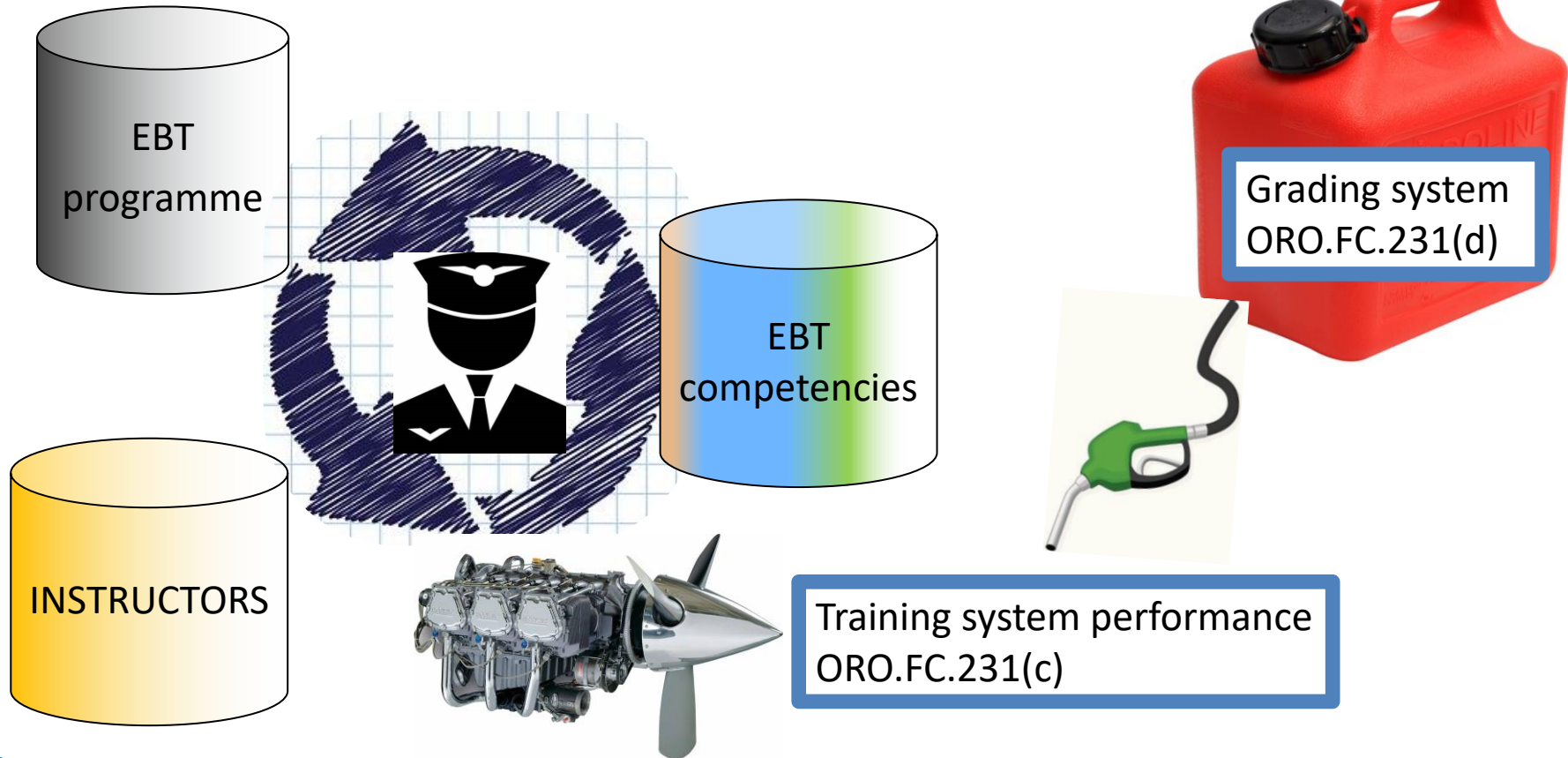
WEBINAR EBT grading - Agenda

- Session 1 - EBT grading system - Regulatory explanation. Presented by EASA ([Ascanio Russo](#) and [Francisco Arenas Alvariño](#)).
- Break (5/10 minutes)
- Session 2 - EBT grading system in action. - Airline view:
 - Lufthansa ([Frank Steiner](#) Data manager and EBT project leader [Lufthansa](#) & TRI Pilot A320) and
 - Iberia ([Ignacio Gallego](#) EBT manager, TRI/TRE A320 [Iberia](#))
- Brake (5/10 minutes)
- Session 3 - Pannel discussion. Hosted by [NLR - Netherlands Aerospace Centre](#) - [Frederik Mohrmann](#) and [Andy Mitchell, FRAeS](#) from the Air Crew training policy group (ATPG).
- Session 4 – Closing remarks and Next steps - Presented by EASA - [John Franklin MBE](#) and [Francisco Arenas Alvariño](#)

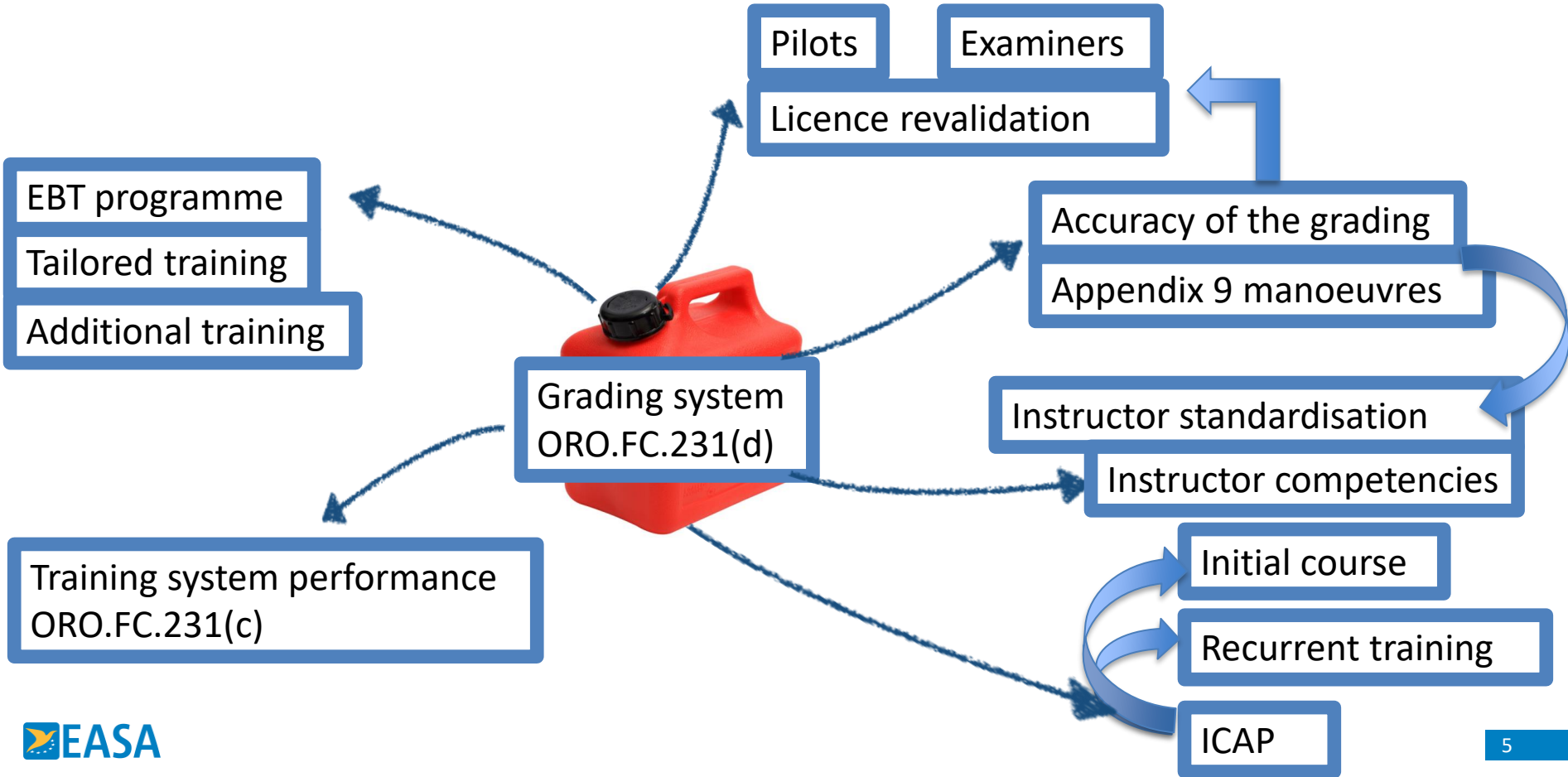
Agenda

- Introduction.
- Regulation.
- Instructors.

1- Building blocks. EBT components



Grading system do much more.



2- What is Evidence-based training?

→ Is an assessment and training system based on EVIDENCE:

→ What are these evidences?

1. **Regulator:** occurrence reports, accidents, studies, surveys,...etc.

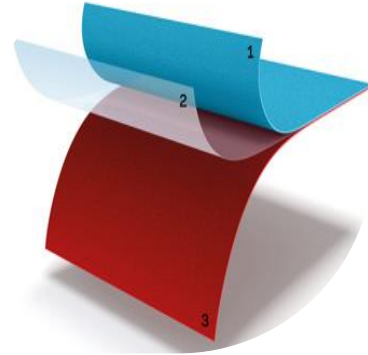
Data report for Evidence-based training + EBT regulation.

2. **Operator:** operators operational data + training data

Operator specific training programme.

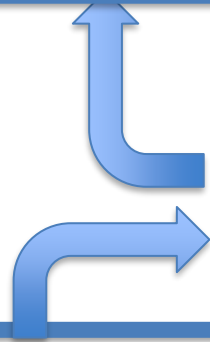
3. **Instructor:** assessment of crew competencies

Allow to tailor the operator training to a specific crew

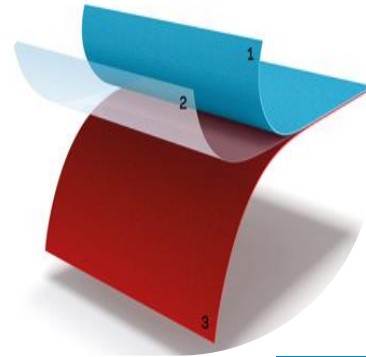


But there is more.....

1. **Regulator:** occurrence reports, accidents, studies, surveys,...etc.
 - ❑ Data report for Evidence-based training + EBT regulation.



2. **Operator:** operators operational data + training data
3. **Instructor:** assessment of crew competencies



3- Regulatory impact assessment.

→ EBT is a voluntary programme: there is NO obligation to join EBT

Social

Low positive(+) and Low Negative (-) depending on:

- the stakeholder and
- the impacts observed.

Positive impacts

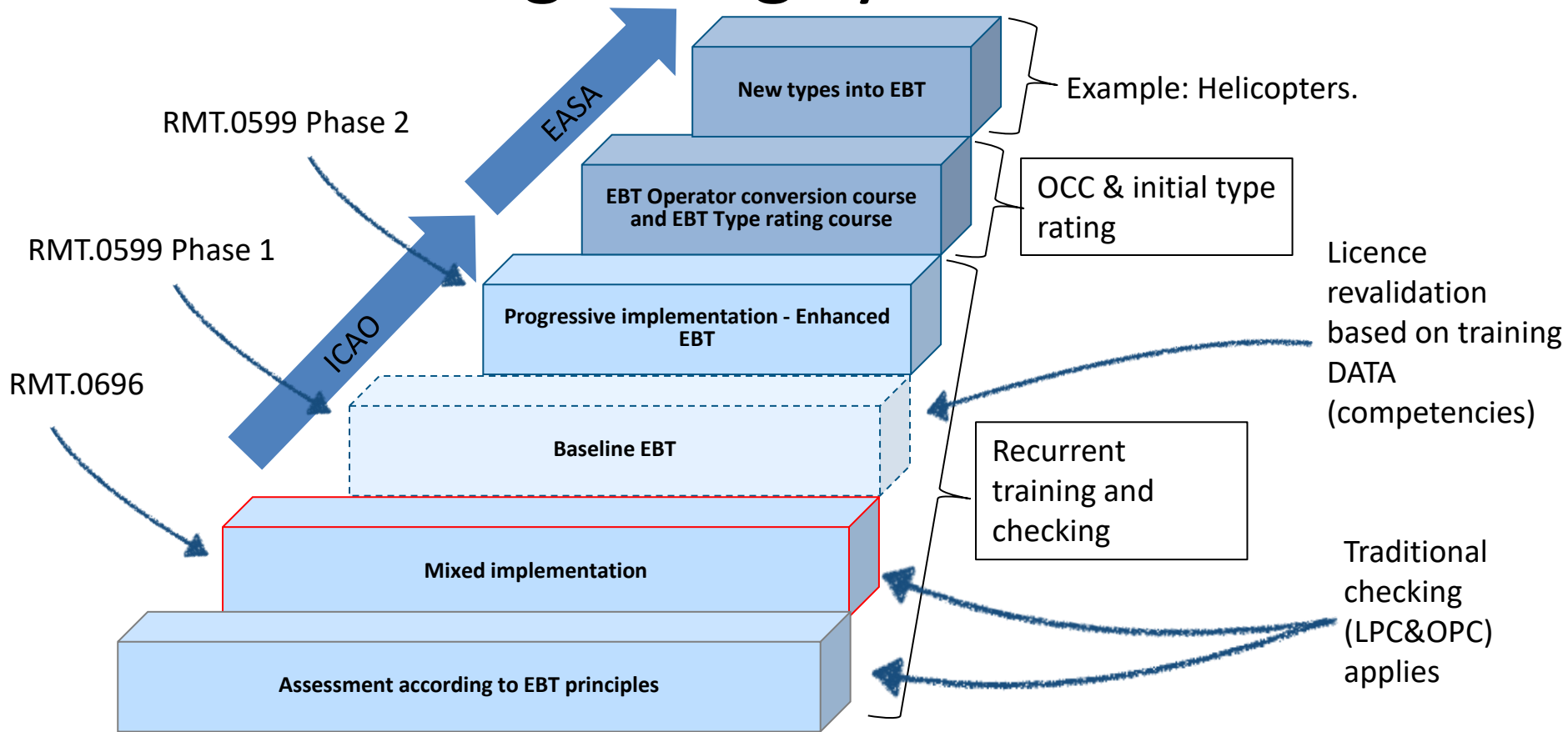
- + for pilots:
- +more objective licence revalidation (data-driven)
- +improve skills and knowledge.

+ Instructors: they are allowed to conduct all simulator sessions.

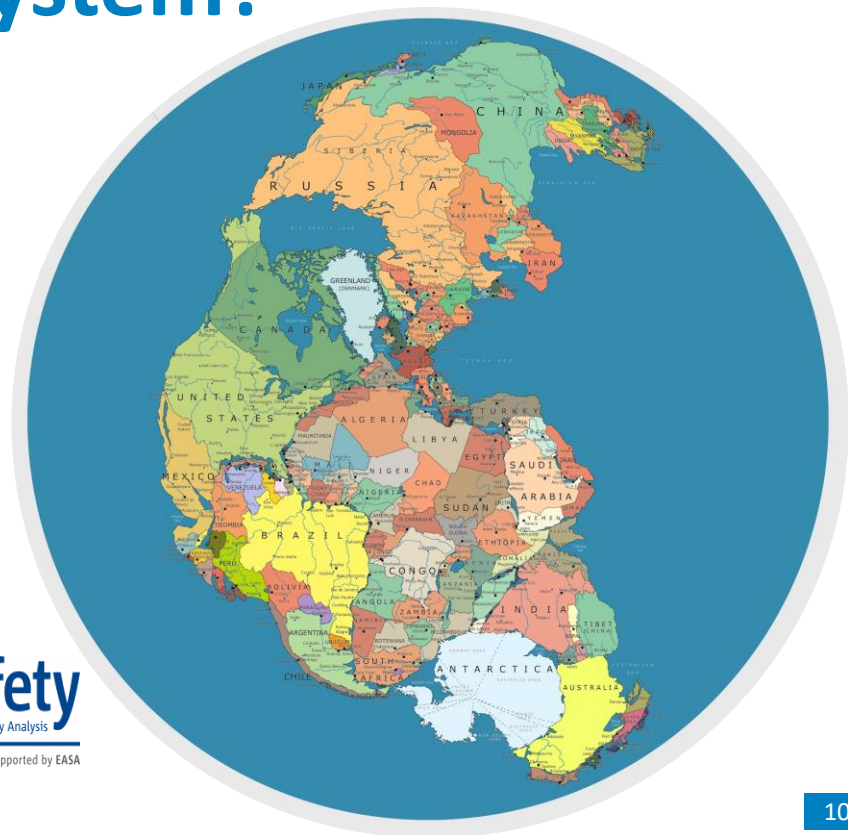
Negative impacts

- Risk in data protection
- Examiners less work in the licence revalidation

When the EBT grading system can be used?



Why should you use our EASA recommended grading system?



ORO.FC.231(d) GRADING SYSTEM

- (1) The operator shall use a grading system to assess the pilot competencies. The grading system shall ensure:
 - (i) a sufficient level of detail to enable accurate and useful measurements of individual performance;
 - (ii) a performance criterion and a scale for each competency, with a point on the scale which determines the minimum acceptable level to be achieved for the conduct of line operations. The operator shall develop procedures to address low performance of the pilot;
 - (iii) data integrity;
 - (iv) data security.
- (2) The operator shall verify at regular intervals the accuracy of the grading system against a criterion-referenced system.

Pilot competencies – Annex I definitions

- **Behaviour.** refers to the way a person responds, either overtly or covertly, to a specific set of conditions, and which is **capable of being measured**.
- ~~**Behavioural indicator.** An overt action performed or statement made by any flight crew member that indicates how the crew is handling the event.~~
- **Observable behaviour (OB).** A single role-related behaviour that **can be observed** The **instructor may or may not be able to measure it**.
- ICAO changed: applicable Nov 2020.

Sufficient level of detail & minimum acceptable level

→ AMC1 ORO.FC.231(d)(1)

→ Grade from 1 to 5:

→ Grade 1 Not competent – minimum acceptable level NOT reach.

→ Grade 2 to 5 competent - minimum acceptable level reach or above.

However the IR also says:

“The operator shall develop procedures to address low performance of the pilot.”

Low performance of the pilot

- AMC4 ORO.FC.231(d)(1) Point (d):
- (e) 'Individual tailored training' same FSTD volume, tailored the syllabus to the pilot's individual training needs.
- (f) 'Additional FSTD training' increase of FSTD volume

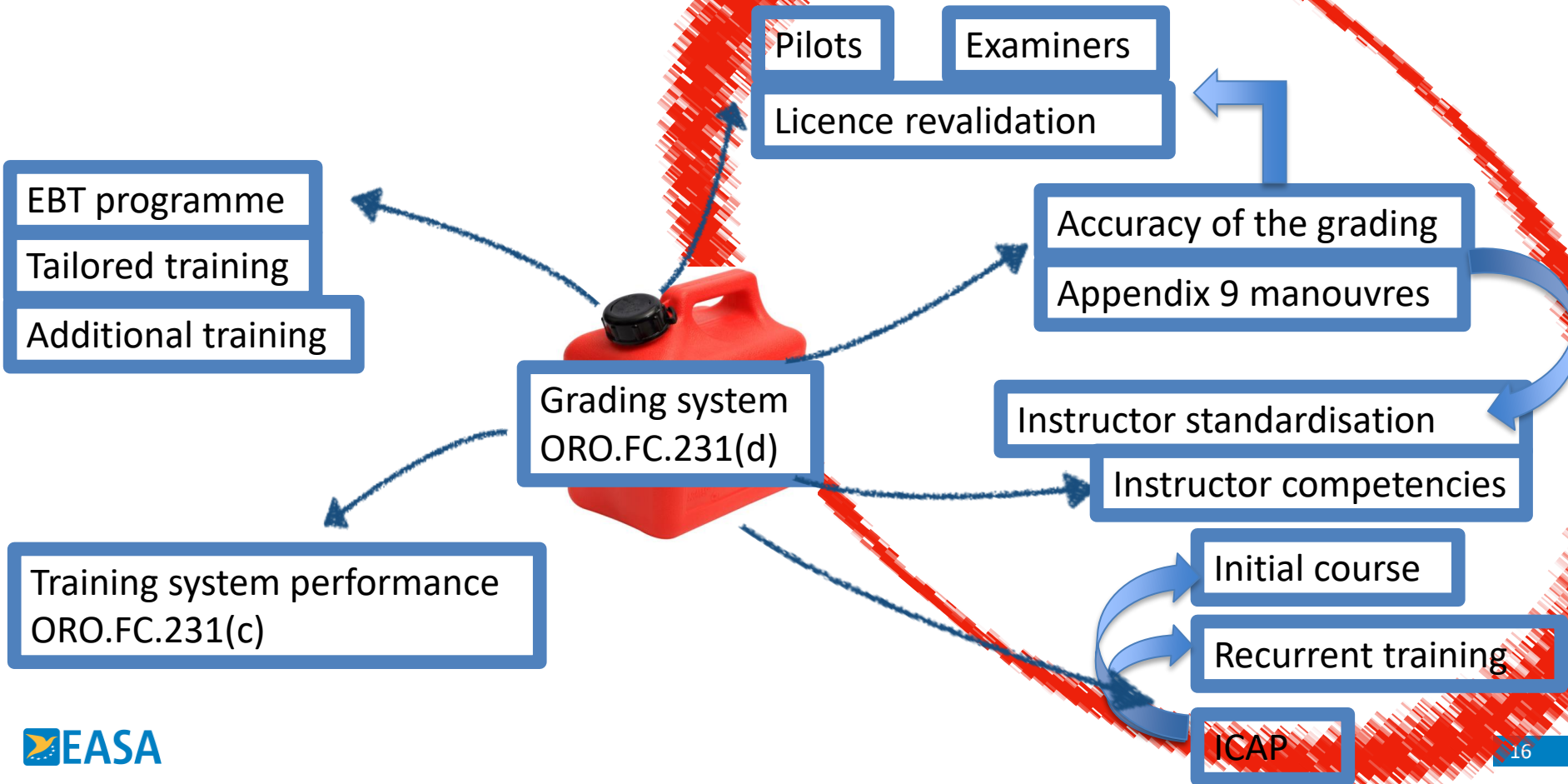
See that the provision includes not only the non-competent pilots but also those with marginal performance (competent)

Training system performance (ORO.FC.231(c))

- Both ideas (sufficient level of detail and performance of the pilot) are combined in the training system performance:
- AMC1 ORO.FC.231(c)
 - Level 0: competent/not competent
 - Level 1: competency metrics (grade 1 to 5 each competency)
 - Level 2: observable behaviour – required when low performance is observed
 - Level 3: other metrics
- **DATA PROTECTION**: data access + security + integrity
 - Information security standard.



Grading system and instructors.



How the instructors should grade?

→ The EASA recommended conduct of the grading is ORCA

→ AMC3 ORO.FC.231(d)(1)

→ 1- Observe, 2- record, 3- classify and 4- assess/evaluate

→ This technique is a wide industry technique.

→ We are further implementing it in ATQP.

→ The EASA recommended methodology of the grading is VENN

→ AMC4 ORO.FC.231(d)(1)

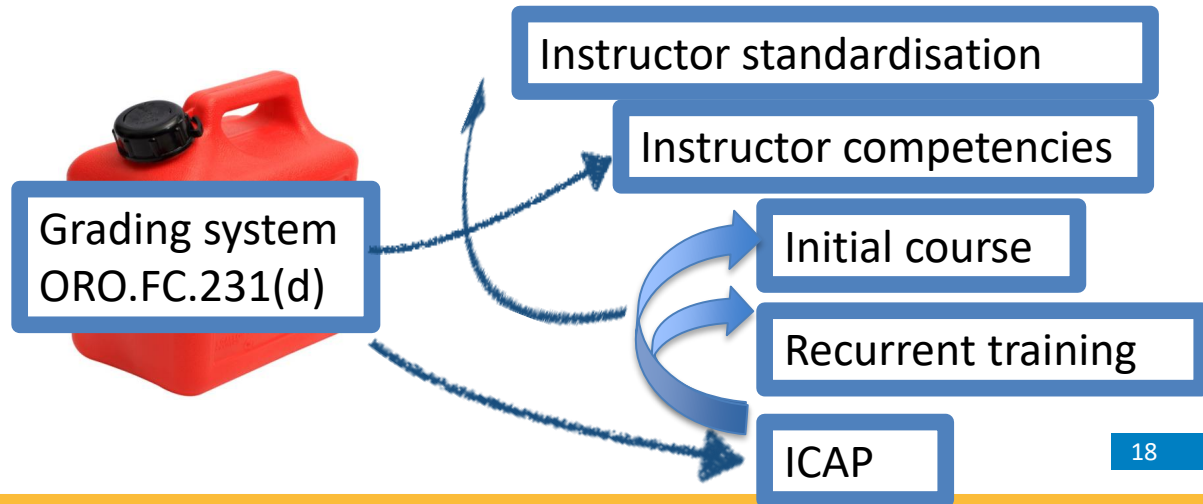
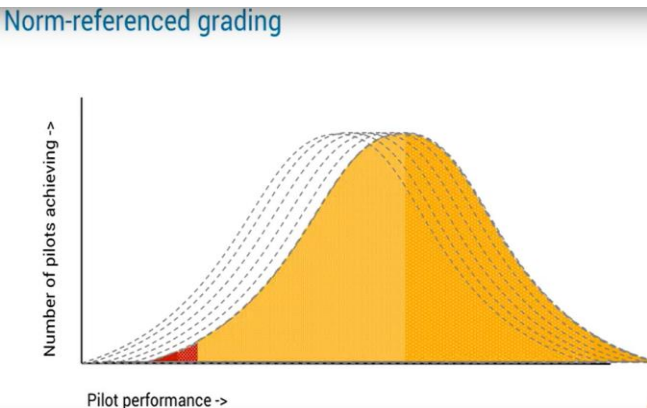
→ VEN: TEM and Observable behaviours

Abbreviated word picture VENN model

	TEM	Observable behaviours		
Grading	OUTCOME (1)	HOW WELL (2) =	HOW MANY (i) +	HOW OFTEN (ii)
1	unsafe situation	ineffectively	few, hardly any	rarely
2	not an unsafe situation	minimally acceptable	some	occasionally
3	safe situation	adequately	many	regularly
4	safe situation	effectively	most	regularly
5	enhanced safety, effectiveness and efficiency	in an exemplary manner	all, almost all	always

Instructors and grading system

- The operator should developed further guidance on grading for the instructor. See point (d) AMC1 ORO.FC.231(d)(1), and SPT.012
- The grading system provides feedback to the ICAP
- The Appendix 9 provide also a criterion to ensure my instructors are grading correctly



ORO.FC.231 point (d) subpoint (2)

- “The operator shall verify at regular intervals the accuracy of the grading system against a criterion-referenced system.”
- Once every 3 years the operator needs to include the Appendix 9 manoeuvres in one simulator session (EVAL+MT). 3 reasons:
 1. Can help the operator to identify when their EBT programme is “too easy”
 2. Instructors
 3. Legal reasons: both at European level (licence revalidation –level playing field) and at international level (e.g. ICAO).
- To be used for the training system performance – not to measure the individual pilot performance.

Tailor training and additional training

- The output of the instructor's grading may be
 - 'Individual tailored training' same FSTD volume, tailored the syllabus to the pilot's individual training needs.
 - 'Additional FSTD training' increase of FSTD volume
- Such training is triggered in accordance with AMC4 ORO.FC.231(d)(1) point (d).
- Although is not required by the regulation is in the interest of the operator to ensure instructor are well trained to conduct such training.
- Considerations on ICAP.

Thank you



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