



# FOCA GM/INFO

Guidance Material / INFORMATION

## Area 100 Knowledge Skills and Attitude

### Implementation Journal (IJ)



Source: imago GmbH, 13127 Berlin

Scope	Implementation of ED Decision 2018/001/R and ED Decision 2019/017/R and related AMC / GM to Part ORA Issue 1 Amendment 5 and Part FCL Issue 1 Amendment 4 and 8 addressing the implementation of Area 100 KSA
Applies to	Approved Training Organisation (ATO) having obtained the privileges to conduct training courses for Commercial Pilot Licence (CPL), Airline Transport Pilot Licence (ATPL) and / or Multi Crew Pilot Licence (MPL) for Aeroplane and Helicopter (A/H).
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Distribution	Internal/External



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## 0 Introduction

The purpose of this Implementation Journal (IJ) is to assist an Approved Training Organisation (ATO) to revise/amend/compile their ATO documentation as required for a specific topic resulting from changes and/or implementations of relevant EU regulations. It is to be considered as a tool for the organisation in order to ease processes for obtaining required and defined approvals issued by the Federal Office of Civil Aviation (FOCA). Using the IJ will facilitate to establish compliance with defined requirements and will lead through the respective certification process.

The IJ shall be used as a working tool/paper and checklist for compliance verification and to identify/document the affected chapter(s) and/or subchapter(s).

Prior to submission to FOCA, the material shall be checked for the following qualities:

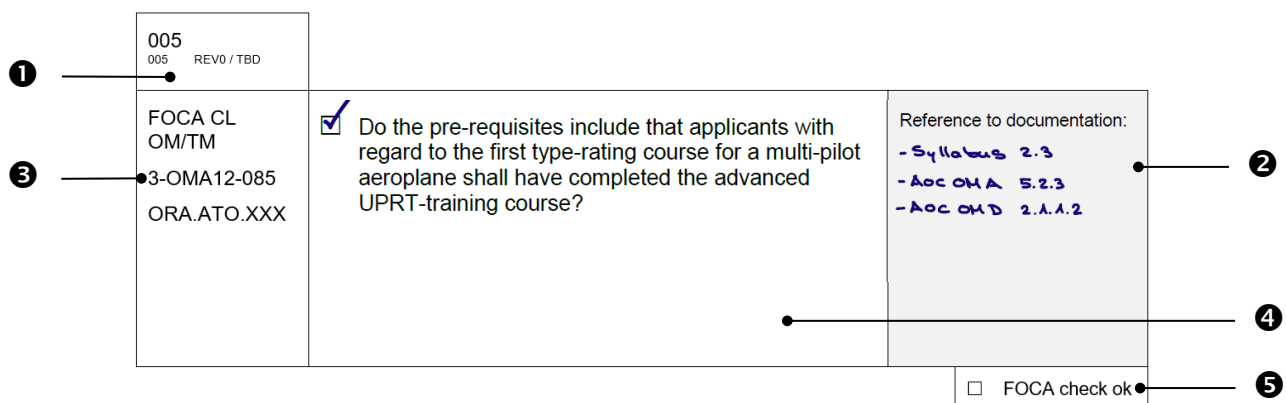
- Accuracy and completeness of the information;
- Readability and comprehensibility; and
- Conformity of the document with legal requirements.

The IJ consists of a standardised modular check box system. During compliance verification, the organisation shall include reference to the affected Part(s), Chapter(s), and/or Subchapters of the organisation’s document systems or manual system, as required by the revision/amendment.

The IJ shall be sent to FOCA together with the revised / amended documents and relevant applications (PRA, Form 105).

### 0.1. Format of IJ

The IJ consists of a standardised modular check box system. The following presentation provides details of the defined format:



1	Sequence number of the check box.
2	To be filled in by the organisation → reference to the Part(s), Chapter(s) and/or Subchapters of the organisation’s document systems, as affected by the revision/amendment.
3	Associated legal reference and/or reference to other relevant publications including FOCA guidance material.
4	Questions for self-assessment and compliance verification.
5	FOCA verification

# 1 Syllabus

CPL, ATPL and/or MPL Syllabus shall be amended with Area 100 KSA elements as follows.

## 1.1. Affected Syllabi

005 <small>005 REV0 / 27.04.2021 / APP</small>		
FOCA CL OM/TM  5-TMAPP-450 5-TMAPP-451 5-TMAPP-455 5-TMAPP-460 5-TMAPP-461	Area 100 KSA is integrated in the training course: <input type="checkbox"/> CPL modular <input type="checkbox"/> CPL integrated <input type="checkbox"/> CPL/IR integrated <input type="checkbox"/> MPL <input type="checkbox"/> ATPL modular <input type="checkbox"/> ATPL integrated	Reference to documentation:     
		<input type="checkbox"/> FOCA check ok

## 1.2. Student data and attendance

010 <small>010 REV0 / 27.04.2021</small>		
FOCA CL OM/TM  3-OMA12-085 4-TMP1-7-300	<input type="checkbox"/> Are student attendance records amended for: <input type="checkbox"/> Formative assessment(s)? <input type="checkbox"/> Summative assessments? <input type="checkbox"/> Mental math test(s)?	Reference to documentation:     
		<input type="checkbox"/> FOCA check ok

## 1.3. Overview and summaries

015 <small>015 REV0 / 27.04.2021</small>		
FOCA CL OM/TM  4-TMP1-5-255	<input type="checkbox"/> Is the overview of training course subjects amended with the: <input type="checkbox"/> formative assessment(s)? <input type="checkbox"/> summative assessments? And <input type="checkbox"/> mental math test(s)	Reference to documentation:     
		<input type="checkbox"/> FOCA check ok

**1.4. Theoretical knowledge instruction / practical training**

020 020 REV0 / 27.04.2021		
FOCA CL OM/TM 4-TMP4-1-385 5-TMAPP-450 5-TMAPP-451 5-TMAPP-455 5-TMAPP-460 5-TMAPP-461	<input type="checkbox"/> Does the detailed breakdown of the training course content include comprehensive reference to the: <ul style="list-style-type: none"> <li><input type="checkbox"/> applicable formative assessment?</li> <li><input type="checkbox"/> applicable summative assessment?</li> <li><input type="checkbox"/> related assessment tool?</li> <li><input type="checkbox"/> applicable mental math test?</li> </ul> <input type="checkbox"/> Are the Mental Math Tests integrated into the learning subjects of: <ul style="list-style-type: none"> <li><input type="checkbox"/> 033 «Flight Performance and Planning - Flight Planning and Monitoring»; and</li> <li><input type="checkbox"/> 061 «Navigation - General Navigation».</li> </ul>	Reference to documentation:
		<input type="checkbox"/> FOCA check ok

## 2 Training Manual

The Training Manual (TM) shall be amended with Area 100 KSA elements as follows:

### 2.1. Instructional System Design (ISD)

<p>025 025 REV0 / 27.04.2021</p>	<p><b>TM Part 1 Chapter x.10.x «Training effectiveness»:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> For the development of an Instructional System Design (ISD) method, the chapter training effectiveness shall:             <ul style="list-style-type: none"> <li><input type="checkbox"/> be amended with the procedure for the development of training course, including the following steps:                 <ul style="list-style-type: none"> <li><input type="checkbox"/> analysis of training need, requirements, learning objectives and required tests and assessments?</li> <li><input type="checkbox"/> course design and development of syllabus?</li> <li><input type="checkbox"/> preparation of lesson and session plans?</li> <li><input type="checkbox"/> training course implementation phase?</li> <li><input type="checkbox"/> evaluation and review phase – including a reference to the training standard evaluation process?</li> </ul> </li> </ul> </li> <li><input type="checkbox"/> The training standard evaluation process shall be reviewed for completeness, by verifying the process to:             <ul style="list-style-type: none"> <li><input type="checkbox"/> include analysis of training course results?</li> <li><input type="checkbox"/> consider instructor and student feedback?</li> <li><input type="checkbox"/> contain the training course content review, correction and/or enhancement?</li> <li><input type="checkbox"/> ensure the continuous regulatory compliance including FOCA administrative requirements?</li> </ul> </li> </ul>	<p>Reference to documentation:</p>
<p><input type="checkbox"/> FOCA check ok</p>		

## 2.2. Competency framework

<p>030 030 REV0 / 27.04.2021</p>	<p><b>TM Part 1, Chapter x.9.x «Assessments, tests and examinations»</b></p> <p><input type="checkbox"/> Is there a statement, that the competency framework is either in:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> a separate maintained document? or</li> <li><input type="checkbox"/> part of the assessment tool?</li> </ul> <p><input type="checkbox"/> Is there a competency framework which include:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> all Learning Objectives (LOs) of: <ul style="list-style-type: none"> <li><input type="checkbox"/> 100 02 «Core competencies learning objectives»?</li> <li><input type="checkbox"/> 100 03 «Additional Threat and Error Management (TEM) related Learning Objectives»?</li> </ul> </li> <li><input type="checkbox"/> a description of: <ul style="list-style-type: none"> <li><input type="checkbox"/> each single competence? and</li> <li><input type="checkbox"/> associated indicators?</li> </ul> </li> </ul>	<p>Reference to documentation:</p>
<input type="checkbox"/> FOCA check ok		

## 2.3. Grading system

<p>035 035 REV0 / 27.04.2021</p>	<p><b>TM Part 1, Chapter x.9.x «Assessments, tests and examinations»</b></p> <p><input type="checkbox"/> Is there a statement, that the grading system is either in:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> a separate maintained document? or</li> <li><input type="checkbox"/> part of the assessment tool?</li> </ul> <p><input type="checkbox"/> Is there a grading system, which can be applied for assessing the student level of performance? Does the system include:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> defined level of performance?</li> <li><input type="checkbox"/> competency level description?</li> <li><input type="checkbox"/> a statement on how many performance indicators have to be satisfactorily completed to achieve 35%?</li> </ul>	<p>Reference to documentation:</p>
<input type="checkbox"/> FOCA check ok		



## 2.4. Assessment Tool

<p>040 040 REV0 / 27.04.2021</p>		
<p>FOCA CL OM/TM 4-TMP1-9-320</p>	<p><b>TM Part 1, Chapter x.9.x «Assessments, tests and examinations»</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Is a comprehensive reference to the applicable assessment tool provided?</li> <li><input type="checkbox"/> Is there an assessment tool that can be applied during formative and summative assessments? Does the tool include:             <ul style="list-style-type: none"> <li><input type="checkbox"/> the competency?</li> <li><input type="checkbox"/> competency description?</li> <li><input type="checkbox"/> Indicators?</li> <li><input type="checkbox"/> a possibility to record:                 <ul style="list-style-type: none"> <li><input type="checkbox"/> the number of performance indicators which were assessed for the relevant competency?</li> <li><input type="checkbox"/> level of performance – how well the competency was demonstrated in the assessment? and</li> <li><input type="checkbox"/> and for summative assessment, the level of success?</li> </ul> </li> </ul> </li> </ul>	<p>Reference to documentation:</p>
		<p><input type="checkbox"/> FOCA check ok</p>

## 2.5. Conduct of Area 100 KSA assessments

<p>045 045 REV0 / 27.04.2021</p>		
<p>FOCA CL OM/TM 4-TMP1-9-320</p>	<p><b>TM Part 1, Chapter x.9.x «Assessments, tests and examinations»</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Is there a procedure for the conduct of Area 100 KSA formative and summative assessments? Does the procedure include the following steps:             <ul style="list-style-type: none"> <li><input type="checkbox"/> Opening of assessment?</li> <li><input type="checkbox"/> Monitoring of actions?</li> <li><input type="checkbox"/> Preparation of debriefing?</li> <li><input type="checkbox"/> Debriefing?</li> <li><input type="checkbox"/> Continuous improvement – including a reference to the training standard evaluation process?</li> </ul> </li> </ul>	<p>Reference to documentation:</p>
		<p><input type="checkbox"/> FOCA check ok</p>

## 2.6. Formative Assessment

050 050 REV0 / 27.04.2021	<p><b>TM Part 1, Chapter x.9.x «Assessments, tests and examinations»</b></p> <p><input type="checkbox"/> Concerning formative assessment, is there a statement that:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> at least one assessment is to be conducted during training?</li> <li><input type="checkbox"/> goals/targets and competencies are to be explained and described?</li> <li><input type="checkbox"/> student are to be supported to identify witnessed gap/weakness and to focus on area of improvements / corrective actions?</li> <li><input type="checkbox"/> students are to be engaged in self-reflection?</li> <li><input type="checkbox"/> assessments should be debriefed by the defined method?</li> </ul>	Reference to documentation:
<input type="checkbox"/> FOCA check ok		

## 2.7. Summative Assessment

055 055 REV0 / 27.04.2021	<p><b>TM Part 1, Chapter x.9.x «Assessments, tests and examinations»</b></p> <p><input type="checkbox"/> Concerning summative assessment, is there a statement that:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> at least two assessments are to be performed?</li> <li><input type="checkbox"/> students performance are to be compared with the defined indicators?</li> <li><input type="checkbox"/> The individual level of competency is to be analysed?</li> <li><input type="checkbox"/> 35% of the performance indicators in the relevant competency are satisfactorily to be achieved?</li> <li><input type="checkbox"/> assessments should be debriefed by the defined method?</li> </ul>	Reference to documentation:
<input type="checkbox"/> FOCA check ok		

060  
060 REV0 / 27.04.2021

FOCA CL OM/TM  4-TMP1-9-320	<p><b>TM Part 1, Chapter x.9.x «Assessments, tests and examinations»</b></p> <p><input type="checkbox"/> Is there an Assessment Matrix for the Learning Objectives (LOs) of Area 100 KSA available:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> listing all single LOs and provides a comprehensive reference to the concerned Assessment?</li> <li><input type="checkbox"/> considering the total of all referenced summative assessments, are all of the LOs covered in the matrix?</li> <li><input type="checkbox"/> included in:                     <ul style="list-style-type: none"> <li><input type="checkbox"/> the Training Manual? or</li> <li><input type="checkbox"/> provided as an appendix?</li> </ul> </li> </ul>	Reference to documentation:
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FOCA check ok

065  
065 REV0 / 27.04.2021

FOCA CL OM/TM  4-TMP1-9-320	<p><input type="checkbox"/> Considering the total of all summative assessments, are all of the LOs covered?</p> <p>Note: At least two summative assessment shall be performed</p>
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Learning Objectives		Summative Assessment (SA)				
		SA1	SA2	SA3	SA4	SA5
<b>100 02 01 00</b>	<b>Communication</b>					
(01)	Show the ability to identify whether the recipient is ready and able to receive the information.					
(02)	Show the ability to appropriately select what, when, how and with whom to communicate.					
(03)	Show the ability to communicate clearly, accurately and concisely.					
(04)	Show the ability to confirm whether the recipient correctly understands important information.					
(05)	Show the ability to listen actively and show you understand the information you receive.					
(06)	Show the ability to ask relevant and effective questions.					
(07)	Show the ability to adhere to standard radio-telephony phraseology.					
(08)	Show the ability to accurately read, interpret, construct and respond to given documentation in English.					
(09)	Show the ability to correctly interpret non-verbal communication.					
(10)	Show the ability to use appropriate eye contact, body movement and gestures that are consistent with and support verbal messages.					
<b>100 02 02 00</b>	<b>Leadership and teamwork</b>					

Learning Objectives		Summative Assessment (SA)				
		SA1	SA2	SA3	SA4	SA5
(01)	Show the ability to create an atmosphere of open communication that encourages participation.					
(02)	Show the initiative and the ability to give directions when required.					
(03)	Show the ability to admit mistakes and take responsibility.					
(04)	Show the ability to anticipate and respond appropriately to others' needs.					
(05)	Show the ability to carry out instructions when directed.					
(06)	Show the ability to communicate relevant concerns and intentions.					
(07)	Show the ability to give and receive feedback constructively.					
(08)	Show empathy, respect and tolerance for others.					
(09)	Show the ability to engage others in planning and to allocate activities fairly and appropriately according to others' abilities.					
(10)	Show the ability to address and resolve conflicts and disagreement in a constructive manner.					
(11)	Show the ability to project self-control.					
<b>100 02 03 00</b>	<b>Problem-solving and decision-making</b>					
(01)	Show the ability to seek accurate and adequate information from appropriate sources.					
(02)	Show the ability to identify and verify what and why things have gone wrong.					
(03)	Show the ability to employ proper problem-solving strategies.					
(04)	Show the ability to persevere in working through problems.					
(05)	Show the ability to use appropriate and timely decision-making processes.					
(06)	Show the ability to set priorities appropriately.					
(07)	Show the ability to identify and consider options effectively.					
(08)	Show the ability to monitor, review and adapt decisions as required.					
(09)	Show the ability to identify and manage risks.					
<b>100 02 04 00</b>	<b>Situation awareness</b>					
(01)	Demonstrate the ability to identify and assess accurately the general environment as it may affect the operation.					
(02)	Demonstrate the ability to identify threats, errors and undesirable aircraft states.					
(03)	Demonstrate the ability to manage threats, errors and undesirable aircraft states.					
<b>100 02 05 00</b>	<b>Workload management</b>					
(01)	Show the ability to maintain self-control.					
(02)	Show the ability to plan, prioritise and schedule tasks effectively.					
(03)	Show the ability to manage time effectively when carrying out tasks.					
(04)	Show the ability to offer and accept assistance, delegate when necessary and ask for help early.					
(05)	Show the ability to manage interruptions, distractions, variations and failures effectively.					
<b>100 03 01 00</b>	<b>Application of knowledge</b>					
(01)	Demonstrate the ability to complete pre-flight planning in practical exercises.					
(02)	Demonstrate the KSA and TEM relating to phases of flight in the ground training environment.					
<b>100 03 02 00</b>	<b>Upset prevention and recovery training (UPRT) and resilience</b>					
(01)	Recognise potential upset 'threats' and suggest effective 'threat management' in scenario situations.					

Learning Objectives		Summative Assessment (SA)				
		SA1	SA2	SA3	SA4	SA5
(02)	Recognise potential upset 'errors' and suggest effective 'error management' in scenario situations.					
(03)	Explain the causes of and contributing factors to upsets.					
(04)	Demonstrate resilience during scenario and/or other exercises.					
(05)	Show the ability to identify the signs and discuss the effects of stress, fatigue and aviation lifestyle on situation awareness, and how to cope with them in order to maintain situation awareness.					

FOCA Check ok

070 070 REV0 / 27.04.2021	<b>TM Part 4, Chapter x.7.x «Appendices»</b> <input type="checkbox"/> Does the organisation maintain a list to control applicable assessments (at least summative assessments)? <input type="checkbox"/> Is the list: <input type="checkbox"/> integrated in the Training Manual? or <input type="checkbox"/> provided as an appendix?	Reference to documentation:
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FOCA check ok

## 2.8. Method of debriefing

075 075 REV0 / 27.04.2021	<b>TM Part 1, Chapter x.9.x «Assessments, tests and examinations»</b> <input type="checkbox"/> Is there a method of debriefing assessments provided? <input type="checkbox"/> Is the debriefing included in the conduct of Area 100 assessment process? <input type="checkbox"/> Does the course of debrief include: <input type="checkbox"/> self assessment? <input type="checkbox"/> feedback of the result of the assessment? and <input type="checkbox"/> the facilitation of related discussions?	Reference to documentation:
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FOCA check ok

**2.9. Mental math test**

080 080 REV0 / 27.04.2021		
FOCA CL OM/TM 4-TMP1-9-320	<p><b>TM Part 1, Chapter x.9.x «Assessments, tests and examinations»</b></p> <p><input type="checkbox"/> Does the description of the mental math test include a statement that:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> the test shall be scenario based and without using pencil and paper or a calculator or any other aid?</li> <li><input type="checkbox"/> the mental math test is to be completed before the first attempt on last subject of theoretical knowledge examination?</li> <li><input type="checkbox"/> the minimum score is 75% or higher?</li> <li><input type="checkbox"/> the student shall demonstrate the ability in a time-efficient manner to make correct mental calculation?</li> </ul> <p><input type="checkbox"/> Are mental math tests prepared and available?</p>	Reference to documentation:
		<input type="checkbox"/> FOCA check ok

**2.10. Review Procedure**

085 085 REV0 / 27.04.2021		
FOCA CL OM/TM 4-TMP4-6-410	<p><b>TM Part 4, Chapter x.6.x «Review procedure»</b></p> <p><input type="checkbox"/> Is the applicability for the procedure to be applied, if a student does not achieve the required standard, amended, to include unsatisfactory performance in a summative assessment?</p>	Reference to documentation:
		<input type="checkbox"/> FOCA check ok

### 3 Assessment Design

#### 3.1. Scenario based assessments and exercises

<p>090 090 REV0 / 27.04.2021</p>	<p><input type="checkbox"/> Does the defined Area 100 KSA formative assessment(s) and summative assessments include, as applicable to the individual assessment:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> a wide range of instructional methods/learning styles?</li> <li><input type="checkbox"/> practical exercises using training aids/devices?</li> <li><input type="checkbox"/> scenario based: <ul style="list-style-type: none"> <li><input type="checkbox"/> case study exercises, written assignments/project work?</li> <li><input type="checkbox"/> oral board (instructor oral questioning/test, viva voce)?</li> <li><input type="checkbox"/> communications exercises?</li> <li><input type="checkbox"/> conversation linked to a part of the course content?</li> <li><input type="checkbox"/> performance review after group project/assignments?</li> <li><input type="checkbox"/> written planning exercises combining multiple subjects?</li> <li><input type="checkbox"/> exercises allowing the application Threat and Error Management (TEM)?</li> </ul> </li> <li><input type="checkbox"/> role play that depicts real life situation/scenario?</li> <li><input type="checkbox"/> presentation exercises, preparation and delivery of group or individual presentations and discussions?</li> </ul> <p><input type="checkbox"/> Is there a comprehensive reference to the related assessment tool?</p> <p><input type="checkbox"/> Is there a reference to the students exercise handout, if applicable?</p>	<p>Reference to documentation:</p>
<input type="checkbox"/> FOCA check ok		

<p>095 095 REV0 / 27.04.2021</p>	<p><b>TM Part 4, Chapter x.7.x «Appendices»</b></p> <p><input type="checkbox"/> Does the organisation maintain a list to control applicable mental math tests (at least one mental math test)</p> <p><input type="checkbox"/> Is the list:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> integrated in the Training Manual? or</li> <li><input type="checkbox"/> provided as an appendix?</li> </ul>	<p>Reference to documentation:</p>
<input type="checkbox"/> FOCA check ok		

## 4 Operations Manual

The Operations Manual (OM) shall be amended with Area 100 KSA elements as follows:

### 4.1. Student File

<p>100 100 REV0 / 27.04.2021</p>		
<p>FOCA CL OM/TM 3-OMA12-085</p>	<p><b>OM Part A, Chapter x.7.x «Flight crew qualification records (licences and ratings)»</b></p> <p><input type="checkbox"/> Is there a statement that the access to the information on Area 100 KSA, kept in the student's training records, should be restricted to the student and authorised organisation personnel only, and should not be disclosed outside the organisation?</p> <p><input type="checkbox"/> Is the list of the required content of the student file amended with the:</p> <p><input type="checkbox"/> outcome of the Summative assessments?</p> <p><input type="checkbox"/> result(s) of mental math test(s)?</p>	<p>Reference to documentation:</p>
		<p><input type="checkbox"/> FOCA check ok</p>

### 4.2. List of Instructors

<p>105 105 REV0 / 27.04.2021</p>		
<p>FOCA CL OM/TM 3-OMA12-086</p>	<p><b>OM Part A, Appendix xy «List of instructors»</b></p> <p><input type="checkbox"/> Is the list of instructors amended with the Area 100 KSA competence?</p>	<p>Reference to documentation:</p>
		<p><input type="checkbox"/> FOCA check ok</p>



### 4.3. Instructor initial training

<p>110 110 REV0 / 27.04.2021</p>		
<p>FOCA CL OM/TM 3-OMD2-190</p>	<p><b>OM Part D, Chapter x.2.x «Initial training»</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> For instructors that deliver KSA (Area 100) instruction, the initial training shall be amended with the appropriate training covering at least: <ul style="list-style-type: none"> <li><input type="checkbox"/> learning styles,</li> <li><input type="checkbox"/> teaching methods,</li> <li><input type="checkbox"/> facilitation techniques,</li> <li><input type="checkbox"/> threat and error management (TEM),</li> <li><input type="checkbox"/> the applicable competencies, and</li> <li><input type="checkbox"/> the content of the subject(s) and exercises that they are to deliver.</li> </ul> </li> <li><input type="checkbox"/> For instructors that are responsible KSA (Area 100) assessments, the initial training shall be amended with: <ul style="list-style-type: none"> <li><input type="checkbox"/> appropriate training on: <ul style="list-style-type: none"> <li><input type="checkbox"/> assessment(s) that they are to conduct;</li> <li><input type="checkbox"/> assessment tool.</li> </ul> </li> <li><input type="checkbox"/> the standardisation on assessment evaluation, which includes at least: <ul style="list-style-type: none"> <li><input type="checkbox"/> familiarisation with the performance indicators;</li> <li><input type="checkbox"/> grading and assessment system, including word pictures;</li> <li><input type="checkbox"/> methods of debriefing.</li> </ul> </li> </ul> </li> </ul>	<p>Reference to documentation:</p>
		<p><input type="checkbox"/> FOCA check ok</p>

#### 4.4. Recurrent training and standardisation

<p>115 115 REV0 / 27.04.2021</p>	<p><b>OM Part D, Chapter x.3.x «Refresher training»</b></p> <p><input type="checkbox"/> Is there a statement that the instructors involved in Area 100 KSA instruction and assessment are to receive annual recurrent training and standardisation?</p> <p><input type="checkbox"/> Is there a process specifying the development of the recurrent training and standardisation?</p> <p><input type="checkbox"/> Does the development of the recurrent training and standardisation consider:</p> <p><input type="checkbox"/> factual data gained from examinations, assessment results and feedback?</p> <p><input type="checkbox"/> subjects / topics / methods / assessments and exercises with need of standardisation?</p>	<p>Reference to documentation:</p>
		<p><input type="checkbox"/> FOCA check ok</p>

#### 4.5. Standardisation

<p>120 120 REV1 / 10.01.2022</p>	<p><b>OM Part D, Chapter x.4.x «Standardisation training»</b></p> <p>Refresher training and standardisation for instructors involved in Area 100 KSA instruction and assessment are ideally combined.</p> <p><input type="checkbox"/> Is there a comprehensive reference to OM Part D Chapter x.3.x «Refresher training»?</p>	<p>Reference to documentation:</p>
		<p><input type="checkbox"/> FOCA check ok</p>

End of IJ