A Short Guide to Performance Standards for CRM Instructors - v.2 (1/11/01)

The purpose of the Guide is to establish industry standards for CRM instructors. It gives guidance and information to operators, providers of CRM training and CRM instructors, on the necessary standards of competence.

Complete information is provided in the 'Guide to Performance Standards for Instructors of Crew Resource Management Training in Commercial Aviation' dated September 1998. The contexts in the 1998 document differ from those here, which are aligned with those in CAA Standards Document 29 Version 1 dated 18 September 2001. In due course, the 1998 version will be revised to reflect industry experience of instructor accreditation.

The Short Guide is designed to capture the core points of the main 'Guide' without duplication, although it is more than a summary as some text has been revised. The Short

The Guide describes in detail what needs to be shown and what needs to be known for instructors to be considered competent in each of 3 different contexts:

Simulator & Base Training   Line Training   Ground School Training

Material in these 3 sub-sections overlaps considerably, but is laid out separately to avoid the need to cross-refer between contexts.

In each of the contexts there are **4** main **Areas of Competence** for CRM instructor training.

   A. Designs training

     B. Delivers training

       C. Assesses trainee progress

         D. Continuously improves the effectiveness of the training

The **Areas** are subdivided into **12 Units of Competence,** each of which contains a number of **Performance Elements** and **Background Knowledge**.

Context		
Simulator & Base	Line	Ground school
Areas of Competence		
A. Designs training B. Delivers training C. Assesses trainees D. Improves training	A. Designs training B. Delivers training C. Assesses trainees D. Improves training	A. Designs training B. Delivers training C. Assesses trainees D. Improves training
Units of Competence		
A1 – A2 B1 – B6 C1 – C2 D1 – D2	A1 – A2 B1 – B6 C1 – C2 D1 – D2	A1 – A2 B1 – B6 C1 – C2 D1 – D2

Simulator & Base Training

UNIT	PERFORMANCE	KNOWLEDGE
A1 Designs CRM training sessions	• Identifies training requirements & delivery resources • Ensures facilities meet requirements • Incorporates a variety of activities in design • Involves other people in design • Builds in methods of evaluating training effectiveness	• Understanding objectives • Company & industry requirements • Training techniques • Relevant regulatory requirements • CRM behavioural markers
A2 Prepares resources	• Selects behavioural markers • Assists in the preparation of briefing materials • Ensures activities are practical & realistic	• Simulator procedures and resources • Available equipment
B1 Integrates CRM training	• Makes links with technical training & Standard Operating Procedures (SOPs) where appropriate • Makes links with flight safety, customer service, company policy.	• Company technical and operational training procedures and requirements
B2 Creates a climate conducive to learning	• Establishes CRM credentials and rapport with learners. • Clarifies training objectives & methods • Ascertains & support learners' needs • Continuously monitors and responds to changes in climate	• Methods of giving information/adult learning styles • Potential barriers to learning, including awareness of cross-cultural issues • How to put learners at ease
B3 Presents knowledge	• Clarifies roles, rules and expectations • Creates and sustains realism in the detail • Gives timely feedback to trainees on outcomes and progress	• Distinguish between process and content outcomes • Role modelling/skills modelling techniques • Ways to elicit participation in debrief
B4 Facilitates learning	• Encourages trainees to get involved • Clarifies roles, rules and expectations • Ensures objectives are achieved	• Teaching methods • Facilitation
B5 Coaches individuals	• Conducts one-to-one coaching/debrief of crew member as appropriate • Focus is on learners not themselves	• How to give constructive debriefing & feedback • The difference between coaching and demonstration/instruction
B6 Facilitates group learning	• Overtly supportive of CRM principles in word & deed (ie, role models good CRM) • Motivating, patient, confident and assertive manner • Encourages mutual support, teamwork and sharing of individual learning experiences	• Group dynamics • Group facilitation techniques
C1 Monitors & reviews progress	• Tracks trainees' progress against formal benchmarks • Reviews progress with trainees • Sets new/additional learning objectives	• Methods of tracking performance in the simulator
C2 Assesses candidate performance	• Informally assesses performance against appropriate behavioural standards • Assists trainees to assess own individual and team performance	• Uses of video playback & debriefing to facilitate learning
D1 Evaluates CRM training sessions	• Tracks trainee performances against agreed criteria • Tracks training session processes against agreed criteria • Elicits informal, ongoing feedback from trainees • Elicits formal course evaluation from trainees	• Methods of assessing and improving session effectiveness
D2 Evaluates & develops own practice	• Regularly reviews own performance, strengths & development needs • Collects feedback about performance from others • Attends CRM training conferences & workshops • Keeps abreast of developments from Regulator, trade press, etc. • Maintains a written development record against a development plan	• Methods of assessing own performance • Methods of improving own performance

Line Training

UNIT	PERFORMANCE	KNOWLEDGE
A1 Designs CRM training sessions	• Identifies CRM components of line check • Provides opportunities for demonstrating CRM competency	• CRM Behavioural markers • Company & industry requirements • Training techniques • Relevant regulatory requirements
A2 Prepares resources	• Not applicable	• Not applicable
B1 Integrates CRM training	• Makes links with technical training & Standard Operating Procedures (SOPs) where appropriate • Makes links with flight safety, customer service, company policy.	• Company technical and operational training procedures and requirements
B2 Creates a climate conducive to learning	• Establishes CRM credentials and rapport with learners. • Clarifies training objectives & consequences • Ascertains & support learners' needs • Continuously monitors and responds to changes in climate	• Methods of giving information/adult learning styles • Potential barriers to learning, including awareness of cross-cultural issues • How to put learners at ease • Trainees experience level & expectations
B3 Presents knowledge	• Looks for teaching opportunities • Gives timely feedback to trainees on outcomes and progress	• Ways to elicit participation in debrief
B4 Facilitates learning	• Encourages trainees to get involved • Clarifies roles, rules and expectations • Ensures objectives are achieved	• Facilitation
B5 Coaches individuals	• Conducts one-to-one coaching/debrief of crew member as appropriate • Focus is on learners not themselves	• How to give constructive debriefing & feedback • The difference between coaching and demonstration/instruction
B6 Facilitates group learning	• Overtly supportive of CRM principles in word & deed (ie, role models good CRM) • Motivating, patient, confident and assertive manner • Debriefs on practical application of CRM skills	• Group facilitation techniques • How to encourage trainees to ask questions and seek advice
C1 Monitors & reviews progress	• Tracks trainees' progress against formal benchmarks • Conducts formative assessments • Keeps appropriate records • Reviews progress with trainees • Sets new/additional learning objectives	• Principles and purpose of reviews • What constitutes valid and reliable information
C2 Assesses candidate performance	• Collects and judges performance against criteria. • Assists trainees to assess own individual and team performance • Makes assessment decision and provides clear feedback	• Observation techniques • Methods of collecting evidence
D1 Evaluates CRM training sessions	• Tracks training session processes against agreed criteria • Elicits informal, ongoing feedback from trainees • Elicits formal course evaluation from trainees	• Methods of assessing and improving session effectiveness
D2 Evaluates & develops own practice	• Regularly reviews own performance, strengths & development needs • Collects feedback about performance from others • Attends CRM training conferences & workshops • Keeps abreast of developments from Regulator, trade press, etc.	• Methods of assessing own performance • Methods of improving own performance

Ground School Training

UNIT	PERFORMANCE	KNOWLEDGE
A1 Designs CRM training sessions	• Identifies training requirements & delivery resources • Ensures facilities meet requirements • Incorporates a variety of activities in design • Involves other people in design • Builds in methods of evaluating training effectiveness	• Understanding objectives • Company & industry requirements • Training techniques • Relevant regulatory requirements • Behavioural markers
A2 Prepares resources	• Selects behavioural markers • Assists in the preparation of briefing materials • Ensures materials are adequate and clear • Ensures activities are practical & realistic	• Existing materials • Copyright • Company training standards
B1 Integrates CRM training	• Makes links with technical training & Standard Operating Procedures (SOPs) where appropriate • Makes links with flight safety, customer service, company policy.	• Company technical and operational training procedures and requirements
B2 Creates a climate conducive to learning.	• Establishes CRM credentials and rapport with learners and agrees confidentiality • Clarifies training objectives & methods • Ascertains & support learners' needs • Continuously monitors and responds to changes in climate	• Methods of giving information/adult learning styles • Potential barriers to learning, including awareness of cross-cultural issues • How to put learners at ease
B3 Presents knowledge	• Clear organised and good presentation skills • Creates and sustains realism in the detail	• Distinguish between process and content outcomes • Presentation techniques and visual aids
B4 Facilitates learning	• Uses exercises and activities to maximise CRM learning • Encourages trainees to get involved • Clarifies roles, rules and expectations • Ensures objectives are achieved	• Teaching methods • Facilitation
B5 Coaches individuals	• Recognises and responds to individuals • Gives timely feedback to trainees • Focus is on learners not themselves	• How to give constructive debriefing & feedback • The difference between coaching and demonstration/instruction
B6 Facilitates group learning	• Overtly supportive of CRM principles in word & deed (ie, role models good CRM) • Motivating, patient, confident and assertive manner • Encourages mutual support, teamwork and sharing of individual learning experiences • Ensures learning opportunities for all trainees	• Group dynamics • Group facilitation techniques • Role modelling skills
C1 Monitors & reviews progress	• Tracks trainees' progress against formal benchmarks • Reviews progress with trainees • Sets new/additional learning objectives • Keeps appropriate records	• Methods of tracking trainee performance
C2 Assesses candidate performance	• Agrees and reviews plan for assessing performance against appropriate behavioural standards • Assists trainees to assess own individual and team performance • Collects and judges performance criteria	• Uses of video playback & debriefing to facilitate learning • Methods of assessing knowledge and skill
D1 Evaluates CRM training sessions	• Tracks trainee performances against agreed criteria • Tracks training session processes against agreed criteria • Elicits informal, ongoing feedback from trainees • Elicits formal course evaluation from trainees	• Methods of assessing and improving session effectiveness • Evaluation techniques
D2 Evaluates & develops own practice	• Regularly reviews own performance, strengths & development needs • Collects feedback about performance from others • Attends CRM training conferences & workshops • Keeps abreast of developments from Regulator, trade press, etc. • Maintains written development record	• Methods of assessing own performance • Methods of improving own performance