

Dangerous Goods Training Programme CBTA Concept for AOC Workshop

WORKSHOP OBJECTIVES



Upon completion of this workshop AOC will be able to **understand** process to approve Dangerous Goods Training Programme complying CBTA concept.



Key Point:

AOC can **establish** training need and design competency-based training and assessment



What is meant by competency?

Competency. A combination of knowledge, skills and attitudes required to perform a task to the prescribed standard.





BENEFIT OF COMPETENCY-BASED TRAINING AND ASSESSMENT

- a) targeting specific training needs;
- b) supporting continuous learning and performance improvement;
- c) gearing towards learning rather than simply passing a test;
- d) ensuring the integration of the knowledge, skills and attitudes (KSA) needed to perform effectively; and
- e) establishing sufficient, well-trained and competent instructors.



COMPETENCY-BASED APPROACH TO TRAINING SPECIFIC TO DANGEROUS GOODS

As an example, for an operator who carries dangerous goods as cargo, "FLIGHT CREW MEMBER" such as "PILOTS" was associate with "Category 10".



Table 1-4. Content of training courses

Aspects of transport of dangerous goods by air with which they should be familiar, as a minimum	Shippers and packers		Freight forwarders				Operators and ground handling agents					Security staff
	Categories of staff											
	1	2	3	4	5	6	7	8	9	10	11	12
General philosophy	X	X	X	X	X	X	X	X	X	X	X	X
Limitations	X		X	X	X	X	X	X	X	X	X	X
General requirements for shippers	X		X			X						
Classification	X	X	X			X						
List of dangerous goods	X	X	X			X						X
Packing requirements	X	X	X			X				X		
Labelling and marking	X	X	X	X	X	X	X	X	X	X	X	X
Dangerous goods transport document and other relevant documentation	X		X	X		X	X					
Acceptance procedures						X						
Recognition of undeclared dangerous goods	X	X	X	X	X	X	X	X	X	X	X	X
Storage and loading procedures					X	X	X			X		
Pilots' notification						X		X		X		
Provisions for passengers and crew	X	X	X	X	X	X	X	X	X	X	X	X
Emergency procedures	X	X	X	X	X	X	X	X	X	X	X	X

CATEGORIES

- 1 - Shippers and persons undertaking the responsibilities of shippers
- 2 - Packers
- 3 - Staff of freight forwarders involved in processing dangerous goods
- 4 - Staff of freight forwarders involved in processing cargo or mail (other than dangerous goods)
- 5 - Staff of freight forwarders involved in the handling, storage and loading of cargo or mail
- 6 - Operator's and ground handling agent's staff accepting dangerous goods
- 7 - Operator's and ground handling agent's staff accepting cargo or mail (other than dangerous goods)
- 8 - Operator's and ground handling agent's staff involved in the handling, storage and loading of cargo or mail and baggage
- 9 - Passenger handling staff
- 10 - Flight crew members, loadmasters, load planners and flight operations officers/flight dispatchers
- 11 - Crew members (other than flight crew members)
- 12 - Security staff who are involved with the screening of passengers and crew and their baggage and cargo or mail, e.g. security screeners, their supervisors and staff involved in implementing security procedures

COMPETENCY-BASED APPROACH TO TRAINING SPECIFIC TO DANGEROUS GOODS

The issue is that a “PILOT” of a LARGE AIRCRAFT would have VERY LITTLE INTERACTION with dangerous goods cargo.



COMPETENCY-BASED APPROACH TO TRAINING **SPECIFIC TO DANGEROUS GOODS**

On the other hand, the “PILOT” of a **SMALL AIRCRAFT or HELICOPTER** may be involved with **ACCEPTING CARGO** and **PROCESSING PASSENGERS**, **LOAD** and **UNLOAD** the aircraft or helicopter, and **PERFORM OTHER DUTIES**



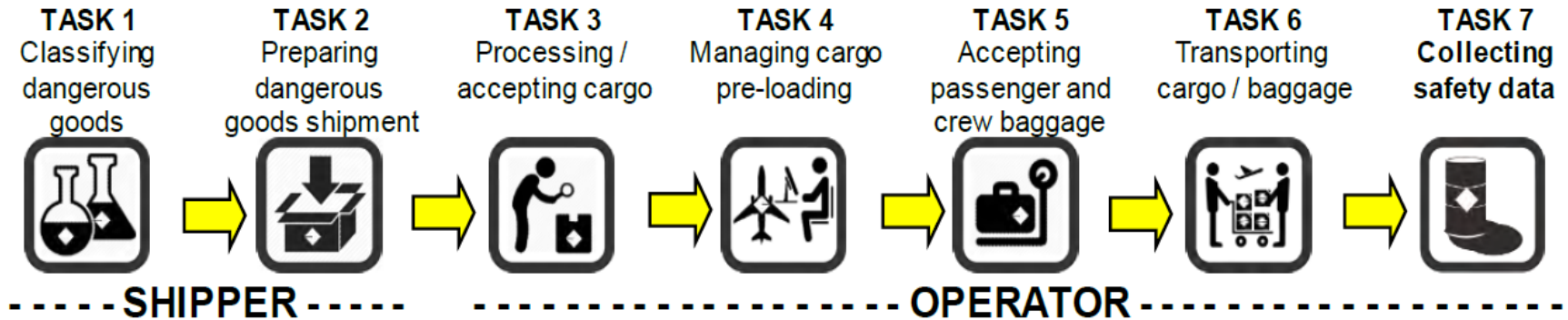
COMPETENCY-BASED APPROACH TO TRAINING **SPECIFIC TO DANGEROUS GOODS**

That is why the “COMPETENCY-BASED APPROACH TO TRAINING and ASSESSMENT (CBAA)”, required an individual to be trained **BASED ON THE DUTIES THEY ARE REQUIRED TO PERFORM.**



COMPETENCY-BASED APPROACH TO TRAINING **SPECIFIC** TO DANGEROUS GOODS

The “COMPETENCY-BASED APPROACH TO TRAINING” divides the training into SEVEN (7) DIFFERENT COMPETENCY TASKS:





Competency-Based Training and Assessment Principles

- The goal of competency-based training and assessment is to produce a **competent workforce** by providing focused training.
- Personnel must be trained to competently perform the **function** for which they are responsible.
- Compared to entities with large operations, personnel in smaller companies may be assigned to perform tasks across **multiple functions**
- A competency is a dimension of human performance that is used to reliably predict successful performance on the job



1. Changes to training plan

composition and structure of the course (High level description of the design of the training/course, training method used, objectives of the training, sequence of the different parts of the training, tools used to develop the training plan e.g. the tools used in the ICAO guidance material);

- syllabus (high level description of the subject of the training and which modules the training is composed of);
- milestones (if required); (intermediate checks during the training to verify the understanding/level of competency)
- modules, training events and their delivery sequence; and detailed content of the modules;
- course schedule (this also includes duration);
- additional aspects that should be considered:

1. Changes to training plan



composition and structure of the course (High level description of the design of the training/course, training method used, objectives of the training, sequence of the different parts of the training, tools used to develop the training plan e.g. the tools used in the ICAO guidance material); contd...

- additional aspects that should be considered:
 - facilities, infrastructure, equipment;
 - number of trainees;
 - utilization of third-party training organizations and oversight of these organizations;
 - instructor qualifications and competencies;
- recurrent intervals.

2. Changes to the assessment plan



- methods used to develop the assessment plan (e.g. the tools used in the ICAO guidance material);
- assessment type: one-time assessment, continuous assessment, on the job assessment...;
- assessment method or combination of methods: theoretical (multiple-choice quiz (MCQ), written test...), practical (exercise...)...;
- criteria set for success and, in case the trainees fail, policy to answer the situation;
- scheduling of the assessment;
- assessor qualifications and competencies.

Creation of the Training Plans and Assessment

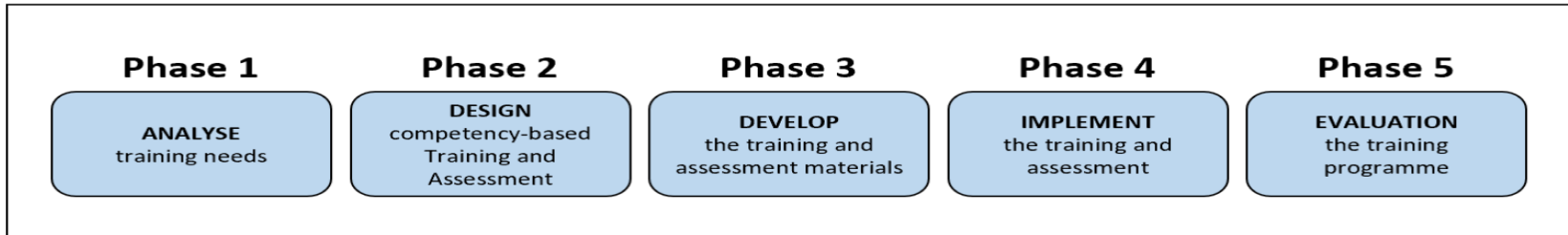


As part of the establishment of its training plan, the operator shall:

- identify the different tasks performed by these staff and the required knowledge and skills;
- study the target population to identify the knowledge, skills, and attitudes they already possess and those to be acquired;
- develop a training program based on these elements;
- develop an assessment plan* for these employees;
- define ways of assessing its own training program

.* To do so, it is possible to design an adapted competency model

Method of Training Program Development



Analysis	Design	Develop	Implement	Evaluation
<ul style="list-style-type: none"> - What is the need? - What is the root cause? - What are the goals of the training? - What information is needed? - How will training be structured? - How will training be delivered? 	<ul style="list-style-type: none"> - Coordinating of analysis, development and evaluation processes - Writing design and lesson plans - Writing objectives - Writing evaluation tasks or assessments - Writing quality control plan 	<ul style="list-style-type: none"> - Develop session plans, trainer and learner guides and resources - Develop trainer and on-the-job aids - Develop facilitator guides - Develop learner assessments. - Pilot test 	<ul style="list-style-type: none"> - Produce program materials and aids - Install on-the-job aids - Prepare facilitators - Conduct training sessions - Conduct learner assessments - Collect participant feedback 	<ul style="list-style-type: none"> - Formative evaluation is present in each stage of the process - Summative evaluation consists of tests designed for domain specific criterion-related referenced items and providing opportunities for feedback from the users

Step 1: Analysis – Training Needs

The first phase consists of a training needs analysis.

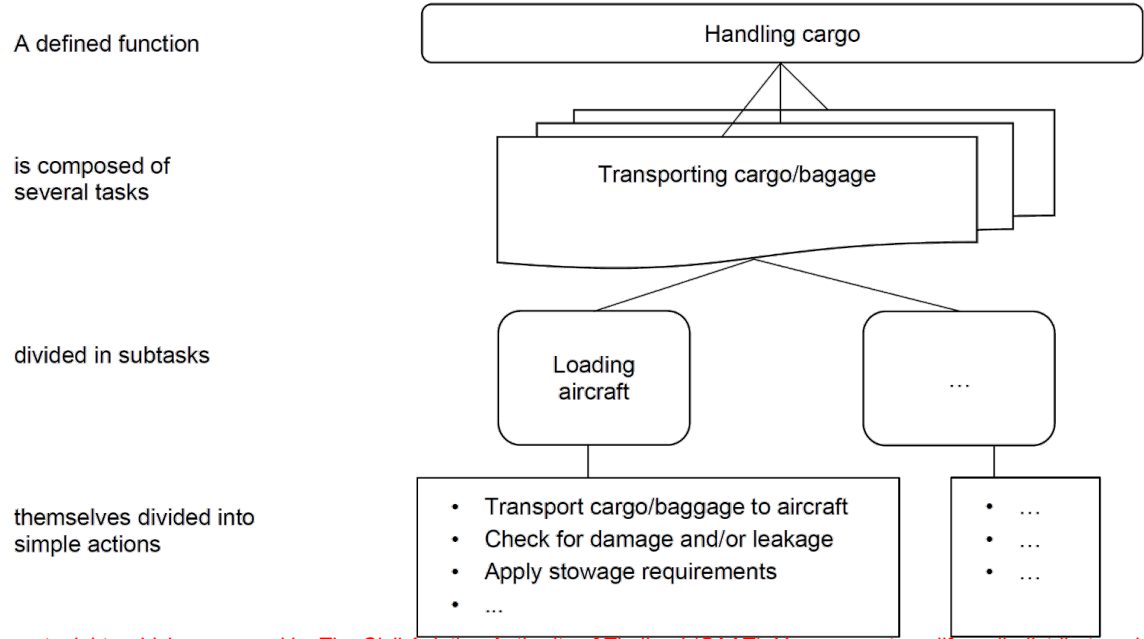
It is essential to determine the results that the training must achieve and the resources required.

Training specifications are developed during this phase and detail the requirements that will need to be met. The purpose of the training as well as the operator's requirements (operational, technical, regulatory and organizational) can be included.

- Identification of the target audience
- Definition of the different functions performed by the agents (10 "typical" functions)
- Tasks and subtasks list (Seven (7 + 0) Different Competency Tasks)
- Skills
- Summary function/tasks/skills

Step 1: Analysis – Training Needs

Summary function/tasks/skills



Step 2: Design Methodology – Training and Assessment Plan



The plan content

- theoretical knowledge; and
- adapted attitudes that will allow him/her to carry out the activities related to his/her tasks.

The rest of the process is intended to:

- establish an adapted competency model(1) that meets the training specification determined above;
- develop an assessment plan to be used to assess the competence of trainees; and
- design a training plan, useful for the development and delivery of the training course

Step 2: Design Methodology – Training and Assessment Plan

Types of training formats

Type	Methods / Techniques	Definitions
<p>1. TRADITIONAL CLASSROOM LEARNING (theoretical face-to-face training, not necessarily include practical training) Traditional Classroom Learning is where a teacher moderates and regulates the flow of information and knowledge. A traditional classroom involves a standard curriculum delivered by a teacher in-person</p>	<p>Lecture Exercises/case study Workshop/working groups Game based training Role playing Group discussions</p>	<p>Workshop is a period of discussion or practical work on a particular subject in which a group of people share their knowledge or experience</p>

Step 2: Design Methodology – Training and Assessment Plan

Types of training formats

Type	Methods / Techniques	Definitions
2. PRACTICAL LEARNING (face-to-face training in an operational and/or simulated environment)	Exercises Workshop/working groups Game based training Role playing Group discussions	

Step 2: Design Methodology – Training and Assessment Plan



Types of training formats

Type	Methods / Techniques	Definitions
<p>3. DISTANCE / REMOTE LEARNING (different locations) Distance Education/Learning</p> <ul style="list-style-type: none">• The teacher and students are separated by distance (this distance could mean different classrooms in the same school or different locations thousands of miles apart).• The instruction is delivered via print, voice, video, or computer	<p>1. E-Learning</p>	<p>E-Learning (short for electronic learning) is an umbrella term that refers to all types of training, education and instruction that occurs on a digital medium, like a computer or mobile phone.</p>
	<p>2. Internet-Based Training</p>	<p>Internet-based Training delivered primarily by WLAN network technologies such as email, newsgroups, and so forth. Although the term is often used synonymously with Web-based training, Internet based training is not necessarily delivered over the World Wide Web, and may not use the HTTP and HTML technologies that make Web-based training possible.</p>

Step 2: Design Methodology – Training and Assessment Plan

Types of training formats

Type	Methods / Techniques	Definitions
<p>3. DISTANCE / REMOTE LEARNING (different locations) Distance Education/Learning</p> <ul style="list-style-type: none">The communication is interactive in that the student receives support and feedback from the teacher. The feedback may be immediate or delayed. Distance Learning can be roughly divided into synchronous or asynchronous delivery types.	<p>3. Online Learning</p>	<p>Online learning is often used synonymously with eLearning. It is an umbrella term that includes any type of learning accomplished on a computer and usually over the Internet.</p>

Step 2: Design Methodology – Training and Assessment Plan

Types of training formats

Type	Methods / Techniques	Definitions
3.1.Synchronous (real-time interaction) Synchronous means that the teacher and the student interact with each other in "real time." For example, with two-way videoconferences, students interact with "live" video of an instructor.	4. Virtual Classroom	Virtual classroom refers to a digital classroom-learning environment that takes place over the Internet rather than in a physical classroom. It is implemented through software that allows an instructor and students to interact
	5. Web-Based Training (WBT)	WBT refers to all types of digital instruction in which the learning material is presented via the Internet.

Step 2: Design Methodology – Training and Assessment Plan

Types of training formats

Type	Methods / Techniques	Definitions
<p>3.2.Asynchronous (without real-time interaction) Asynchronous delivery does not take place simultaneously. In this case, the teacher may deliver the instruction via video, computer, or other means, and the students respond at a later time. For example, instruction may be delivered via the Web or videotapes, and the feedback could be sent via e-mail messages.</p>	<p>6. Webinar</p>	<p>Webinar is a seminar or workshop in which the facilitator and participants view the same screen at the same time. Usually the webinar has an audio component that the facilitator controls and functionality that allows participants to chat by entering text, answering polls, raising their hands and asking questions.</p>

Step 2: Design Methodology – Training and Assessment Plan

Types of training formats

Type	Methods / Techniques	Definitions
4. SELF-LEARNING the study of something by oneself, as through books, records, etc., without direct supervision or attendance in a class	1. E-Learning	E-Learning (short for electronic learning) is an umbrella term that refers to all types of training, education and instruction that occurs on a digital medium, like a computer or mobile phone.
4. SELF-LEARNING	2. Computer-Based Training (CBT) 3. Computer Based Learning (CBL)	CBT/CBL refers to any type of course that runs on a computer, either on a CD, on a person's hard drive or on the Internet. The distinguishing point is that computer-based training does not involve an instructor or facilitator who is physically present. Now that most computer-based training occurs via the Internet, the term is used infrequently. More terms that are common are online learning, eLearning and Web-based Training (WBT).

Step 2: Design Methodology – Training and Assessment Plan

Types of training formats

Type	Methods / Techniques	Definitions
4. SELF-LEARNING	4. Internet-Based Training	Internet-based Training delivered primarily by network technologies such as email, newsgroups, and so forth. Although the term is often used synonymously with Web-based training, Internet based training is not necessarily delivered over the World Wide Web, and may not use the HTTP and HTML technologies that make Web-based training possible.
4. SELF-LEARNING	5. Online Learning	Online learning is often used synonymously with eLearning. It is an umbrella term that includes any type of learning accomplished on a computer and usually over the Internet.

Step 2: Design Methodology – Training and Assessment Plan

Types of training formats

Type	Methods / Techniques	Definitions
4. SELF-LEARNING	6. Web-Based Training (WBT)	Web-based training is an internet browser-based learning, which is also available on local intranet. WBT technologies include streaming audio/video, webinars, forums and instant messaging. WBT has many aliases such as e-learning, Internet-based training (IBT) and distance learning.
5. BLENDED LEARNING (combination of several types 1-4) Blended learning is an instructional approach that includes a combination of online and in-person learning activities. For example, students can complete online self-paced assignments by a certain date and then meet on-site or online for additional learning activities	(All methods apply)	

Step 2: Design Methodology – Training and Assessment Plan

Designing an Assessment Plan

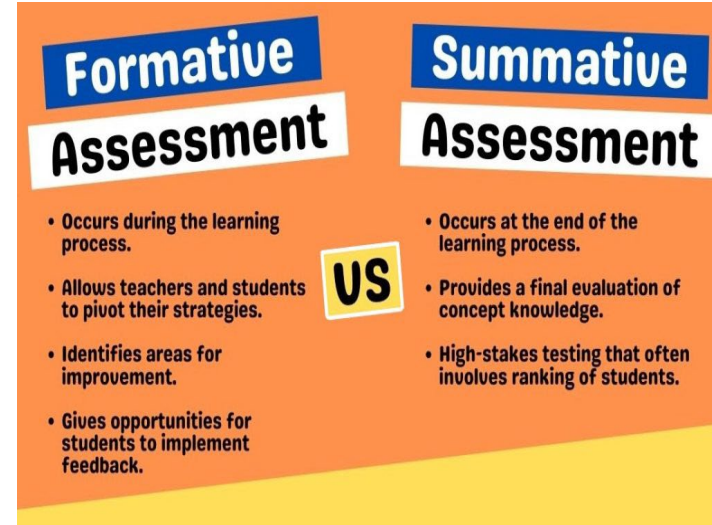
The assessment plan establishes:

- how the trainees should be measured against the competency they are expected to have
- the tasks they are assigned to perform

When developing the assessment plan, the employer should:

- Determine the final competency standard that the job function requires & the steps to achieve it
- The elements of a complete assessment plan
- Final & interim competency standards
- List of assessments (formative and summative assessments, examinations, oral assessments, etc.)
- Assessment schedule & pass marks
- Tools used to collect evidence during practical assessment

Assessment of trainees' progress till the achievement of final competency standard.



The image is a comparison chart between Formative and Summative Assessment. It features two columns with blue headers and white text boxes. A central yellow box with 'US' in black text is positioned between the two columns. The background is orange with a yellow gradient at the bottom.

Formative Assessment	US	Summative Assessment
<ul style="list-style-type: none">• Occurs during the learning process.• Allows teachers and students to pivot their strategies.• Identifies areas for improvement.• Gives opportunities for students to implement feedback.		<ul style="list-style-type: none">• Occurs at the end of the learning process.• Provides a final evaluation of concept knowledge.• High-stakes testing that often involves ranking of students.

Step 3: Design Methodology–Development Training and Assessment Material



The plan content

A competency-based training requires assessment of the trainee's progress until the trainee is competent to perform the assigned function.

The evaluation can be carried out using several tools including:

- a written test;
- an online test;
- an oral test;
- an observed practical test;
- a test to assess suitability for employment;
- observation in an operational environment by qualified personnel;
- etc.

Step 4: Conduct Training

Training Plans and Assessment Plan



Step 5: Evaluation of Effectiveness of The Training

The aim of this evaluation is to determine to which extent the training meets the purpose it was designed for.

To do so, several tools can be used:

- evaluation forms/feedbacks (from trainees, instructors/assessors, employees, auditors, authorities...);
 - synthesis of training results (e.g.: if the average score of a test is relatively low);
 - analysis of the evolution of agents' ratings following the recurrent assessments;
 - occurrences, accident/incident reports (including number of rejections at cargo acceptance);
 - in-situ observations;
 - etc.
-
- Either the **employer** or their appointed **assessor** is responsible for evaluating the effectiveness of the training program.

Step 5: Evaluation of Effectiveness of The Training

Training and assessment records

Employers must maintain a record of training and assessment for personnel

Training records are usually required by :

- Employees
- Employers
- Auditors/inspectors and
- Instructors/training providers/training and assessment personnel



Note: Records are a very important aspect during regulatory inspection and oversight



Dangerous Goods Training Programme Approval Process (4 Phases)



COMPETENCY-BASED APPROACH TO DANGEROUS GOODS TRAINING AND ASSESSMENT



1 Formal Application
Applicant submit the application package to CAAT



2 Documents Evaluation
CAAT will evaluate of all application documents to ensure the standards and requirement are met



3 Demonstration and Assessment
Training class demonstration is required and will be assessed on training course by CAAT



4 Certification
If all phases completed with satisfactory, Dangerous Goods Training Programs will be approved by CAAT

Training Programme



The training program is a means to ensure that personnel acquire and apply knowledge, skills and attitudes to perform their function competently. It includes the following elements:

- the result from the training needs analysis;
- the training plan;
- the assessment plan;
- the evaluation measures.
- The training program shall address initial and recurrent training.

Document Required



- Training need analysis
- Dangerous Goods Task List
- Dangerous Goods knowledge
- competency model (performance criteria observation behavior(OB))
- Training course outline

Part I			
Approval of Dangerous Goods Training Programs Checklist			
Name of Operator <i>Name of operator</i>		Date Submitted <i>DD / MM / YY</i>	Application No. <i>For CAAT</i>
Title of Training Program <i>Title of training Program</i>		Instructor Name: <i>Instructor Name</i>	
Prior Approval Number /Date issued (If applicable)	Type of Submission <input type="checkbox"/> Initial Submission <input type="checkbox"/> Amendment	Type of Program <input type="checkbox"/> Initial <input type="checkbox"/> Recurrent <input type="checkbox"/> Other (Specify) _____	How the training is to be delivered <input type="checkbox"/> Classroom Delivery <input type="checkbox"/> Virtual Classroom <input type="checkbox"/> Other (Specify) _____
Tasks included in the Training Programme	<input type="checkbox"/> TASK 1 Classifying dangerous goods <input type="checkbox"/> TASK 4 Managing cargo pre-loading <input type="checkbox"/> TASK 7 Collecting safety data <input type="checkbox"/> TASK 2 Preparing dangerous goods shipment <input type="checkbox"/> TASK 5 Accepting passenger and crew baggage <input type="checkbox"/> Other (Specify) _____ <input type="checkbox"/> TASK 3 Processing / accepting cargo <input type="checkbox"/> TASK 6 Transporting cargo / baggage		
Function	<input type="checkbox"/> a) Personnel responsible for preparation of DG consignments; <input type="checkbox"/> b) Personnel responsible for processing or accepting goods presented as general cargo; <input type="checkbox"/> c) Personnel responsible for processing or accepting DG consignments; <input type="checkbox"/> d) Personnel responsible for handling cargo in a warehouse, and loading and unloading unit load devices; <input type="checkbox"/> e) Personnel responsible for processing or accepting goods presented as general cargo; <input type="checkbox"/> f) Personnel responsible for processing or accepting DG consignments; <input type="checkbox"/> g) Personnel responsible for handling cargo in a warehouse, loading and unloading unit load devices and loading and unloading aircraft cargo compartments;		

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Dangerous Goods Training Needs Analyze for Marli Airways' Ground Services Personnel and Station Manager



Based on the job function described in paragraph 1 and the desired training requirement described in paragraph 2 of this document, the tasks and sub-tasks are identified in the table below. The competency factors are mapped against each of the performance criteria of the sub-tasks. This will provide a good specification to develop the assessment and training plans. In addition, levels of proficiency are defined for each of the performance criteria of the sub-tasks to provide guidance for the course designer and developer to develop suitable contents and assessment methods to verify the competency of the learners

Function: To verify service provider's compliance with Marli's Dangerous Goods Procedures and Requirements. To provide safety recommendation for the safe transport of dangerous goods by air and to identify potential hazards.		Competency Factors			Level of Proficiency		
		Knowledge	Skills	Attitude			
3	Processing/Accepting Cargo						
	3.1	Review Documentation					
		3.1.1	Verify dangerous goods transport document.	Aware of the requirement of completing a dangerous goods transport documentation, when the dangerous goods transport document is required	Able to verify that the dangerous goods transport document is accepted correctly	<ul style="list-style-type: none"> Being motivated to ensure safety and to comply with applicable regulations. Wanting to adhere to regulations in asking relevant and effective questions. Appreciating feedback from team members or classmates. Positive mindset. Willingness to accept feedback and always keen 	***
		3.1.2	Verify other transport documents (e.g.: Air Waybill).	Aware of the required entries in the AWB pertaining to transport of dangerous goods	Able to verify that the AWB is accepted correctly		***
		3.1.3	Verify other documents (approvals, exemptions, etc)	Aware of the documentation requirement	Able to correctly identify the documents required for the dangerous goods shipment is present and		***

Dangerous Goods Training Needs Analyze for Marli Airways' Ground Services Personnel and Station Managers

The purpose of this Training Needs Analysis is to analyze the training needs and requirement for Marli Airways Ground Services Personnel and Station Managers who have the responsibilities of overseeing the operations in the stations and to perform safety oversight of the service providers

1) Job function of the Marli Airways Ground Services Personnel and Station Managers:

- a) To provide operational support and guidance pertaining to station's dangerous goods operations.
- b) To provide safety recommendation to stations for the safe transport of dangerous goods by air.
- c) To identify potential safety hazard(s) in operations.
- d) To ensure service provider's compliance with Marli Airways Dangerous Goods Procedures and Requirements. Area of audit/inspection:
 - Check-in counter.
 - Passenger boarding areas
 - Baggage handling areas.
 - Ramp.
 - Load Control (Load planning)
 - Cargo warehouse (Acceptance, storage, build-up)



Dangerous Goods Training Needs Analyze for Marli Airways' Ground Services Personnel and Station Managers



The purpose of this Training Needs Analysis is to analyze the training needs and requirement for Marli Airways Ground Services Personnel and Station Managers who have the responsibilities of overseeing the operations in the stations and to perform safety oversight of the service providers

2) Training requirements: (DG knowledge)

The staffs must be able to:

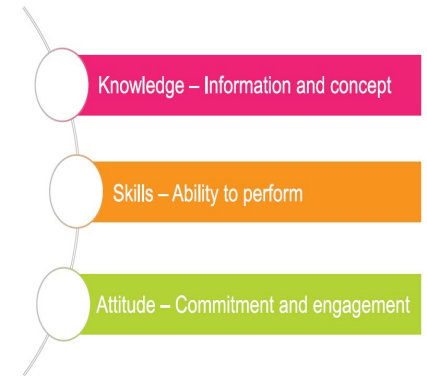
- Recognise the local and global legal framework.
- Identify the application scope (Approval, Exemption and Exception).
- Differentiate hazard and risk.
- Identify the roles and responsibilities of the stakeholders involved in the transport of dangerous goods by air.
- Explain the Dangerous Goods Training Provision
- Verify the training records.
- Explain the State and Operator (Marli Airways) Variations.
- Locate and determine State and Operator Variations pertaining to a specific shipment.
- Identify dangerous goods that are forbidden to be transported by air.
- Identify and detect potential hidden/undeclared dangerous goods
- Etc.



Competency Factor

We have seen some of the definitions of competency. So what constitutes a competency?

- Competency: **dimension of human performance** used to reliably predict successful performance on the job
- The trainee is supposed to integrate the relevant **knowledge, skills and attitude (KSA)**
- The Instructor/Assessor focuses on the “**observable behavioral outcome**”
- KSA
- **Knowledge** : the theoretical information of a subject
- **Skills** : the abilities to perform an activity or action, developed through knowledge and continuous practice
- **Attitude** : the persistent internal mental state of the personnel that influences choice of action such as the level of commitment



Competency Factor

The Guidance advises us that **proficiency can be divided into four levels** and then applied to individual DG tasks involved in the functions that an employee is assigned to.

- Introductory
- Basic
- Intermediate
- Advanced



Introductory:

- General knowledge
- Understanding basic concepts and techniques

Basic:

- Carry out simple, routine, predictable work activities
- Guidance may be required from expert

Intermediate:

- Complex, critical activities
- Non routine context
- Autonomous problem solving

Advanced: (Proficiency)

- Complex technical, professional activities
- Wide context
- Advisory role
- Suitable level of DG Instructors on tasks and functions they will instruct

Group Exercise: Assign the Level of Proficiency For the Following:
 Job function:...

Level of Proficiency	Hidden DG	DG Classification	DG not listed by name	UN specification packaging	DG storage and loading
A Shipper of perfumery products					
GHA's warehouse staff					
Instructor teaching DG acceptance					
Ramp staff of a no-carry Operator					

Job function: Ground Staffs operate Cargo & DG acceptance area, storage area, build-up area and ramp area



Competency (Level of proficiency ★★★)
 TASK: Load and unload Aircraft
 SUB TASK: Check for damage/leakage

Knowledge	Skill	Attitude
(Aircraft/Package/ULD) + worker Factor: environment of air transport, Vibration/Temperature/Pressure	Checking package /ULD <ul style="list-style-type: none"> • Pre/Post condition (event awareness) If found irregularity event <ul style="list-style-type: none"> • Report • Emergency response 	Recognize consequent : <ul style="list-style-type: none"> • Not complied OM • Incident & accident • Illegal – lawsuit (Credibility) • Cost – Income (Bonus) • Lose time Expectation <ul style="list-style-type: none"> • Improve to level safety • Correctly implement procedure



Job function: Ground Staffs operate Cargo & DG acceptance area, storage area, build-up area and ramp area



Adapted competency	Performance criteria		
	Observation Behavior (OB)	Competency assessment	
		Final competency standards	Conditions
1. Application of procedures and compliance with regulations	Follows relevant procedures in a timely manner	verifies the correction procedure	Questions in theoretical test or Workshop "simulation"
2. Communication	Asks relevant and effective questions	Inquires about emergency response	
	Confirms that the recipient correctly understands important information		



Job function: Ground Staffs operate Cargo & DG acceptance area, storage area, build-up area and ramp area



Adapted competency	Performance criteria		
	Observation Behavior (OB)	Competency assessment	
		Final competency standards	Conditions
3. Leadership, teamwork and self-management	Carries out instructions when directed and applies effective intervention strategies when necessary	Applies emergency procedure correctly	Questions in theoretical test or Workshop "simulation"
	Engages others in planning	verifies the own responsibility	

Job function: Ground Staffs operate Cargo & DG acceptance area, storage area, build-up area and ramp area

Adapted competency	Performance criteria		
	Observation Behavior (OB)	Competency assessment	
		Final competency standards	Conditions
4. Problem-solving and decision making	<p>Identifies, assesses and manages risks and threats to safety effectively</p> <p>When an event conducive to startle is encountered, recognizes and manages the situation</p>	Applies emergency procedure correctly	
5. Workload management	Exercises self-control in all situations	Situation awareness	

The key stakeholders in CBTA

Employers

- determine the **purpose and objective** of the CBTA for the functions for which their personnel are responsible
- study the target population
- consider applicable domestic and international regulatory requirements
- When training function is outsourced, **the overall responsibility still lies with the employer**
- liaise directly with CAAT

Employees

In CBTA trainees are **active** participants in:

- their learning process
- their achievement of competencies

CBTA training should directly contribute to improvement in their performance on the job

Their feedback is essential in ensuring that CBTA is effective

Instructor

“Instructor” is a person who **delivers a DG training course**

- Trainees obtain fundamental knowledge of the subject through an “event” called “training course”
- Instructor plays a critical role in facilitating trainees’ progression towards achievement of Competencies
- Instructor can provide information about effectiveness of training material, thus supporting continuous improvement

Designer

Designers **plan training schedule** to ensure different training events can take place in appropriate sequence

Training designers are responsible for:

- Reviewing training and assessment plans derived from training specifications
- Determining what training materials (e.g. student handbook, hands-on practices) and types of assessment (e.g. examinations, practical exercises), are most suitable for trainees

The key stakeholders in CBTA

Assessors

- To fully understand the competencies under the function
- To **observe** the performance of the trainees
- To **evaluate** the effectiveness of a training program
- To **provide feedback** to the employers for continuous improvement

The employer can also take up the role of an assessor



Regulator

A regulator is responsible for **overseeing** the training program and ensuring that it :

- Produces personnel who can perform the functions for which they are responsible in a specific operational setting
- Complies with the national regulatory framework
- **Addresses all knowledge components and trainees can perform their assigned functions competently**



Qualifications and competencies of the key personnel

Dangerous goods instructor qualifications

ICAO: 4.6.1 Unless otherwise provided for by the appropriate national authority, instructors of initial and recurrent dangerous goods training must **demonstrate or be assessed as competent in instruction and the function(s)** that they will instruct prior to delivering such training

can be **multiple** training and assessment **personnel** depending on the training events (instructors, supervisors or experienced peers)

demonstrate "**advanced**" **proficiency level** as related to the functions that they teach;

otherwise should have at least **undertaken** the training events **related to the function or tasks** that they are training and assessing, with suitable experience in performing such function or tasks



Qualifications and competencies of the key personnel

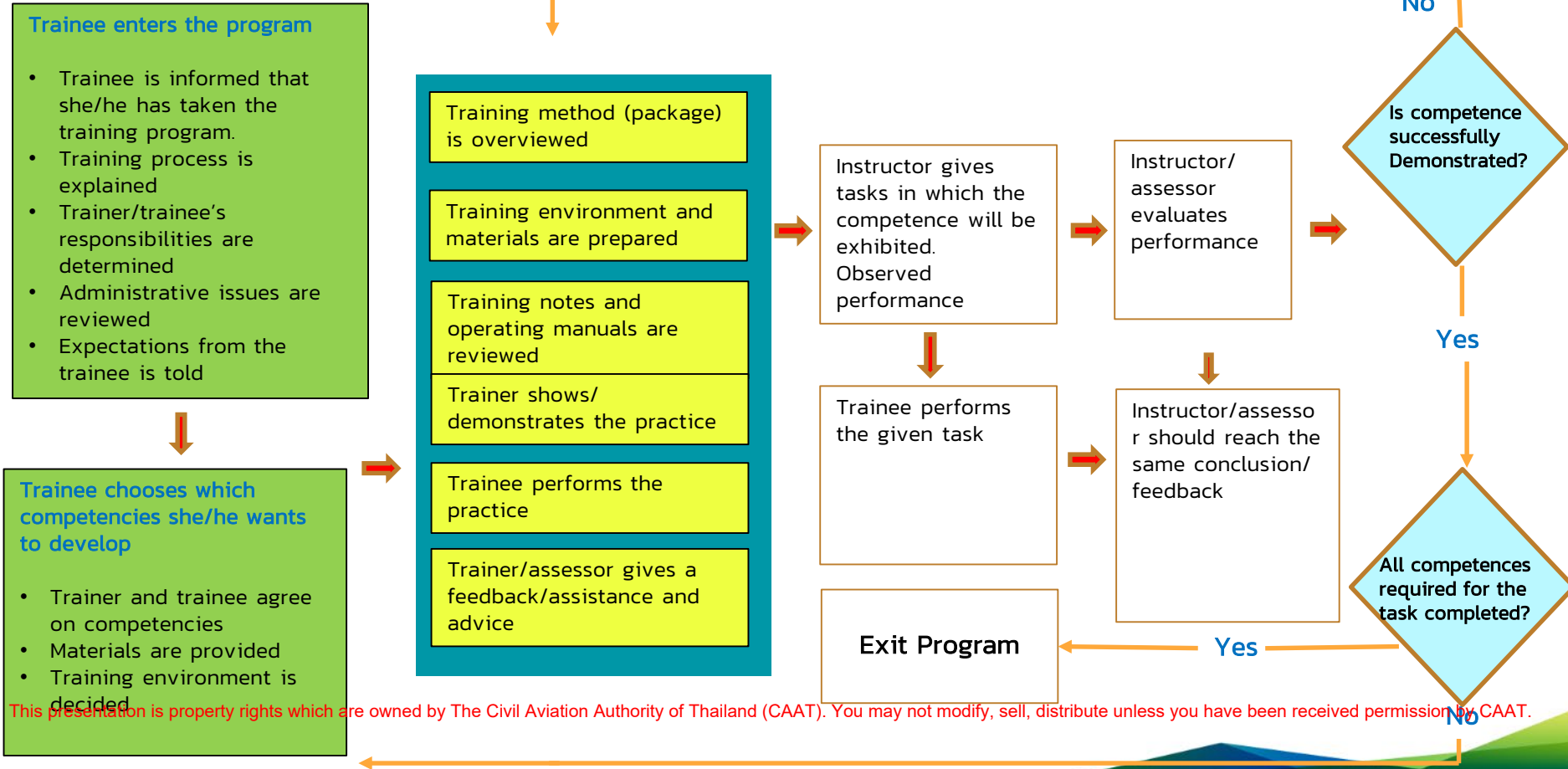
Dangerous goods assessor qualifications

- **fully** understand the competencies under the function (*supervisors or experienced peers*)
- should be **familiar** with the company's process
- demonstrate "**advanced**" **proficiency level** as related to the functions that they perform;

Dangerous goods auditor (QA) qualifications

- demonstrate "**advanced**" **proficiency level** as related to the functions that they audit;
- can be **multiple** auditors depending on the audit events (supervisors or experienced or expertise peers etc.)
- **otherwise** should have at least **undertaken** the training events **related to the function or tasks** that they are auditing and assessing, with suitable experience in performing such function or tasks

Review Summary - Competency-Based Training Program





THANK YOU
for your
ATTENTION!

WORKSHOP ACTIVITY

AOC **establishes** training need and design competency-based training and assessment



CAAT

สำนักงานการบินพลเรือนแห่งประเทศไทย
The Civil Aviation Authority of Thailand

COMMITTED TO SAFETY IN EVERY MOMENT

