

## **APPENDIX III**

### **Evaluation of the competence: assessment and assessors**

This Appendix applies to the competence assessment performed by the designated assessors (and their qualifications).

#### **1) What does 'competence' mean and areas of focus for assessment**

The assessment should aim at measuring the competence by evaluating three major factors associated to the learning objectives:

- Knowledge;
- Skills;
- Attitude;

Generally, knowledge is evaluated by examination. The purpose of this document is not to describe the examination process: this material mainly addresses the evaluation of 'skills' and 'attitude' after training containing practical elements. Nevertheless, the trainee needs to demonstrate to have sufficient knowledge to perform the required tasks.

'Attitude' is indivisible from the 'skill' as this greatly contributes to the safe performance of the tasks.

The evaluation of the competence should be based on the learning objectives of the training, in particular:

- the (observable) desired performance. This covers what the trainee is expected to be able to do and how the trainee is expected to behave at the end of the training;
- the (measurable) performance standard that must be attained to confirm the trainee's level of competence in the form of tolerances, constraints, limits, performance rates or qualitative statements; and
- the conditions under which the trainee will demonstrate competence. Conditions consist of the training methods, the environmental, situational and regulatory factors.

The assessment should focus on the competencies relevant to the aircraft type and its maintenance such as, but not limited to:

- Environment awareness (act safely, apply safety precautions and prevent dangerous situations);
- Systems integration (demonstrate understanding of aircraft systems interaction – identify, describe, explain, plan, execute);
- Knowledge and understanding of areas requiring special emphasis or novelty (areas peculiar to the aircraft type, domains not covered by Part-66 Appendix I, practical training elements that cannot be imparted through simulation devices, etc.);
- Using reports and indications (the ability to read and interpret);
- Aircraft documentation finding and handling (identify the appropriate aircraft documentation, navigate, execute and obey the prescribed maintenance procedures);

- Perform maintenance actions (demonstrate safe handling of aircraft, engines, components and tools);
- Aircraft final/close-up and report (apply close up, initiate appropriate actions/follow-up/records of testing, establish and sign maintenance records/logbooks).

**2) How to assess**

As far as feasible, the objectives of the assessment should be associated with the learning objectives and the passing level; it means that observable criteria should be set in order to measure the performance and should remain as objective as possible.

The general characteristics of effective assessment are: objective, flexible, acceptable, comprehensive, constructive, organised and thoughtful. At the conclusion, the trainee should have no doubt about what he/she did well, what he/she did poorly and how he/she can improve.

The following is a non-exhaustive list of questions that may be posed to assist assessment:

- What are the success factors for the job?
- What are typical characteristics of a correct behaviour for the task?
- What criteria should be observed?
- What level of expertise is expected?
- Is there any standard available?
- What is the pass mark? For example:
  - ‘Go-no go’ situation;
  - How to allocate points? Minimum amount to succeed;
  - ‘Must know or execute’ versus ‘Good to know or execute’ versus ‘Don’t expect the candidate to be an expert’.
- Minimum or maximum time to achieve? Use time effectively and efficiently.
- What if the trainee fails? How many times is the trainee allowed to fail?
- When and how should the trainee be prepared for the assessment?
- What proportion of judgment by the instructor out of collaboration with the trainee is needed during the evaluation stage?

The assessment may be:

- diagnostic (prior to a course), formative (re-orientate the course on areas where there is a need to reinforce) or summative (partial or final evaluation);
- performed task-by-task, as a group of tasks or as a final assessment;

One method might be an initial assessment to be performed by the trainee himself, then discussing areas where the perceptions of the trainee’s performance by the assessors differ in order to:

- develop the self-assessment habits;
- make the assessment more acceptable and understandable to both parties.

A 'box-ticking' exercise would be pointless. Experience has shown that assessment sheets have largely evolved over time into assessment of groups of 'skills' because in practice such things eventually detracted from the training and assessment that it was intended to serve: evaluate at a point of time, encourage and orientate the training needs, improve safety and ultimately qualify people for their duties.

In addition, many other aspects should be appropriately considered during the assessment process such as stress and environmental conditions, difficulty of the test, history of evaluation (such as tangible progresses or sudden and unexpected poor performance made by the trainee), amount of time necessary to build competence, etc.

All these reasons place more emphasis on the assessor and highlight the function of the organisation's approval.

### **3) Who should assess**

In order to qualify, the assessor should:

- Be proficient and have sufficient experience or knowledge in:
  - human performance and safety culture;
  - the aircraft type (necessary to have the certifying staff privileges in case of CRS issuances);
  - training/coaching/testing skills;
  - instructional tools to use;
- Understand the objective and the content of the practical elements of the training that is being assessed;
- Have interpersonal skills to manage the assessment process (professionalism, sincerity, objectivity and neutrality, analysis skills, sense of judgement, flexibility, capability of evaluating the supervisor's or instructor's reports, handling of trainee's reactions to failing assessment with the cultural environment, being constructive, etc.);
- Be ultimately designated by the organisation to carry out the assessment.

The roles may be combined for:

- the assessor and the instructor for the practical elements of the Type Rating Training; or
- the assessor and the supervisor for the On-the-Job Training.

provided that the objectives associated to each role are clearly understood and that the competence and qualification criteria according to the company's procedures are met for both functions. Whenever possible (depending on the size of the organisation), it is recommended to split the roles (two different persons) in order to avoid any conflicts of interests.

When the functions are not combined, the role of each function should be clearly understood.