



AIRCRAFT MANUFACTURERS
FLIGHT TRAINING ASSOCIATION



Train the Trainer Programme

Key elements for Stakeholders

Foreword

Dear Aviation Training stakeholders,

The instructor is the cornerstone of any efficient and safe training system. In a world where operational complexity is constantly increasing, the relevance, quality, and effectiveness of training no longer rest solely on course design or regulatory compliance, but above all on the instructor's ability to embody, transmit and adapt competencies.

This *Train the Trainer Program* is not merely a curriculum — it is a strategic lever to elevate the entire training ecosystem by empowering those who carry it: the instructors.

At AMFTA, we believe that no training concept, no matter how advanced, can deliver its full potential without a highly competent, well-prepared, and supported instructor. Their role goes far beyond delivering technical content. It involves the ability to observe objectively, guide constructively, facilitate learning, and support the development of both confidence and competence in every trainee.

Equipping instructors with the right skills is essential — but it is equally important to provide them with a professional environment that enables them to perform. This includes structured programs, appropriate tools, clear processes, and a culture of mentoring and standardization. These elements must define a clear and robust framework, but without constraining the instructor with excessive rigidity. The instructor must retain the necessary flexibility to adapt pedagogy to the specific needs and profile of each trainee.

This document is not intended to define “what” to teach, but rather to support those who teach — and to recognize that their development is key to the success of any training system, CBTA/EBT or otherwise.

Instructors are not just transmitters of knowledge — they are builders of competence, trust, and resilience. Investing in them means investing in the future of aviation safety.

A handwritten signature in black ink, appearing to read "Jean-Michel Bigarré", with a horizontal line extending to the right.

Capt. Jean-Michel Bigarré
President, AMFTA





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TRAIN THE TRAINER PROGRAMME

Introduction

The objective of the **AMFTA** (Aircraft Manufacturers Flight Training Association) is to **enhance safety** across the commercial aviation ecosystem by publishing recommendations based on consensus among industry stakeholders and Aircraft Manufacturers (AMs).

AMFTA's guidance aims to support improved training that meets the needs of pilots, Approved Training Organizations (ATOs), and operators, regardless of the type of AM fleet. This initiative will contribute to the overall quality and consistency of pilot training and operations.

AIRBUS



EMBRAER

The objective of this AMFTA document is :

- To define the characteristics of a competent trainer
- To outline what AMFTA considers the minimum requirements for training a competent trainer
- To propose a consistent assessment process for evaluating trainers

This AMFTA document is based on ongoing research conducted by Aircraft Manufacturers regarding the effectiveness and efficiency of training, as well as privileged observations of the best training practices among their customers worldwide.

It serves as an introductory and complementary document that does not replace or substitute existing regulatory materials.

FOREWORD

The increasing complexity of the aviation environment necessitates an **evolution in pilot training methods to sustain** the progress in **safety improvements**. Consequently, the training of instructors is central to ensuring a safe aviation industry.

Is this Train the Trainer Program applicable for CBTA/EBT or Traditional Training ?

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- A side-view illustration of a white Airbus A350-900 aircraft with blue accents on the tail and engines, flying towards the right.
- Regardless of whether an airline opts to implement Competency-Based Training and Assessment (CBTA) or continues to follow traditional training principles, effective learning for trainees requires alignment of instructor paradigms and the consistent application of clear standards.
 - Additionally, given the industry's demand for safety and accountability, it is essential to establish a standard for instructors.

Does AMFTA refer to instructor Calibration or Instructor Standardization ?

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- A side-view illustration of a white Airbus A350-900 aircraft with blue accents on the tail and engines, flying towards the right.
- Both terms are currently valid and are encompassed by AMFTA under the concept of Train the Trainer.
 - AMFTA recommends the implementation of a robust Train the Trainer Program in which the competencies of pilots and instructors will be developed, and effective training techniques will be learned and applied.

Why discuss the competencies of pilots and instructors in a traditional training context ?

- Because, regardless of the training context, the competencies of pilots and instructors are highly relevant and provide the most defined means to observe and describe the performance of airmen.
- While AMFTA actively promotes the implementation of Competency-Based Training and Assessment (CBTA) and Evidence-Based Training (EBT), the Train the Trainer Program remains applicable in any training context.
- An instructor trained in CBTA/EBT is fully capable of maximizing the effectiveness of a traditional training context, whereas the reverse is not necessarily true.

Why CBTA for Instructors?

Is it so different for the instructors ?

The answer is YES! Competency-Based Training and Assessment (CBTA) and Evidence-Based Training (EBT) are fundamentally different from Traditional Training. In fact, it may be more challenging for experienced instructors — unless they are strongly committed and appropriately mentored — than for new instructors.

For "lecturer" type instructors who have been delivering the same content to all trainees for years, adapting to this new approach may even seem impossible.

However, for those who have consistently demonstrated good observation and listening skills, it will be fluid and natural to deepen and refine their practice, articulating concepts they may have already been applying.

The Train The Trainer Program aims to:



Explain that CBTA is not merely a change in training structure; it represents a shift in mindset and instructional posture. Instructors must transition from a procedural approach to a competency-driven approach, where each session is tailored to the specific needs and development areas of the trainee.



Define the role of the instructor as a facilitator of learning and a guide to continuous improvement. Instructors need to understand how CBTA empowers them to optimize training sessions, focus on identified competencies, and deliver sessions that provide tangible value to the trainee.



Lead instructors to the intended level of competence by incorporating practical mentoring mechanisms, such as on-the-job support, structured observation, and guided facilitation. Instructors should feel equipped, supported, and aligned with the CBTA objectives, rather than being left to interpret theoretical frameworks on their own.



CONTENT

What is the content of a “Train the Trainer” Program ?

- Fundamentally, an instructor must master the nine pilot competencies. Without this mastery, the adage "fly as you train, train as you fly" becomes meaningless; a poor pilot cannot be an effective instructor.
- Additionally, an instructor needs to acquire and continuously develop the following competencies:
 - Management of the Learning Environment – Ensures that the instruction, assessment and evaluation are conducted in a suitable and safe environment
 - Instruction – Conducts training to develop the trainee’s competencies
 - Interaction with the Trainees – Supports the trainee’s learning and development and demonstrates exemplary behavior (role model)
 - Assessment and Evaluation – Assesses the competencies of the trainee and contributes to continuous training system improvement



9 ICAO PILOT COMPETENCIES

- Problem Solving and Decision Making
- Situational Awareness ...
- Leadership and Teamwork
- Communication
- Workload Management
- Flight Path Management Automation
- Flight Path Management Manual Control
- Application of Procedures ...
- Application of Knowledge

WHAT DEFINES A GOOD TRAINER?

Instructor competencies encompass more than just knowledge and skills; they require the ability to meet complex demands by fostering an informed, supportive, academic, and attentive training environment. In addition to emulating pilot competencies, instructors are expected to embrace an adult learning philosophy, which takes into account trainee factors such as eagerness to learn, the relevance of training, the need to connect with personal experiences, and the motivation to improve themselves.

What are the Knowledge, Skills and Attitude of a good Trainer ?

- A good trainer must understand the learning process and various learning styles, as well as the course content and training objectives. Additionally, they should be familiar with the materials and tools available, including different models and processes for effectively assessing trainee performance. It is essential for the trainer to recognize how trainees differ in their behaviors and to know how to address these differences, among other important aspects.
- A good trainer must be able to communicate clearly and concisely, actively listen, and observe accurately. They should also be skilled in interpreting changes in body language, as well as managing their own nonverbal cues. Mastery of facilitation and questioning techniques, along with the ability to provide guidance and constructive criticism, is crucial.
- Furthermore, a good trainer must demonstrate patience, honesty, and respect, as well as exhibit leadership and a positive attitude. They should be disciplined, adaptable, open-minded, and willing to share their knowledge, among other qualities.

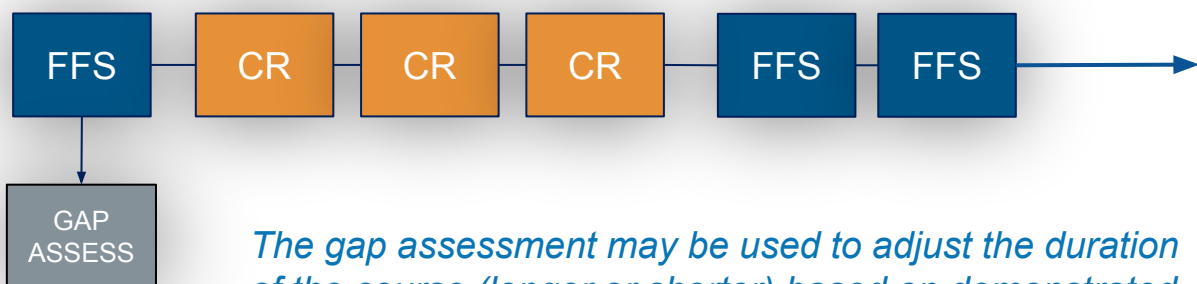


MINIMUM TRAINING PATH

The Train the Trainer Program is not intended to train new instructors; rather, it aims to elevate the competence of already qualified instructors, enabling them to standardize and calibrate other instructors.

AMFTA recommends a minimum training path for a competent trainer, which consists of two distinct phases:

Core Phase: In this phase, the trainer reviews all the fundamentals of training, both in the classroom and in a Flight Simulation Training Device (FSTD). The minimum duration of this phase is six days, with the first day dedicated to a gap assessment. This assessment aims to identify the trainer's strengths and weaknesses, allowing for adjustments to the duration and content of the subsequent course



The gap assessment may be used to adjust the duration of the course (longer or shorter) based on demonstrated or actual experience

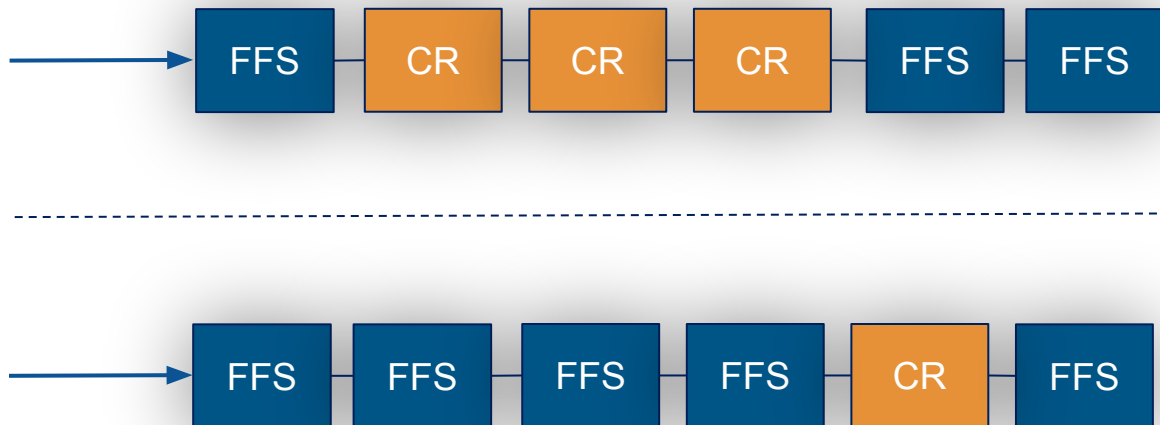
FFS: Full Flight Simulator
CR: Classroom



MINIMUM TRAINING PATH...

Development Phase: In this phase, the trainer will be placed in multiple situations to enhance their observation skills, identify root causes, and deliver feedback to trainees. The minimum duration of this phase is six days.

This phase may include a combination of classroom and Flight Simulation Training Device (FSTD) sessions, with the distribution of each varying based on specific needs. For example:



FFS: Full Flight Simulator
CR: Classroom



ASSESSMENT PROCESS

Whether conducting Competency-Based Training and Assessment (CBTA), Evidence-Based Training (EBT), or Traditional Training, AMFTA strongly recommends the use of a standardized assessment system consisting of a five-point scale.

...for CBTA/EBT

In the context of Competency-Based Training and Assessment (CBTA) and Evidence-Based Training (EBT), the assessment system is utilized to determine whether the trainee meets the required competency standards under specific conditions:

- The “How Many” dimension provides evidence related to the acquisition of the competency.
- The “How Often” dimension offers evidence regarding the robustness of the competency.
- The “OUTCOME of TEM” (Threat and Error Management) dimension provides evidence related to the effectiveness of the competency as a countermeasure to threats and errors.

IATA Assessment & Grading method



ASSESSMENT PROCESS...

...for CBTA/EBT

IATA Assessment & Grading method

Source IATA



The competency assessment (**HOW WELL**) is the combination of the number of OBs demonstrated and their frequency of demonstration and the consequential outcome of the Threat and Error Management relating specifically to the competency being assessed.

Regulators provide some flexibility to Operators and Approved Training Organizations (ATO) to define the vocabulary and performance standards to be used in their Operations Manual (OM). (Refer to the next page for alternative examples.)

Nevertheless, the logic of using the lowest values from the "How Many," "How Often," and "Outcome of TEM" dimensions to determine "How Well" and the corresponding grade—out of five grades—is consistently applied. This approach allows for the full utilization of data collection on a global scale (Outer Loop). Please refer to ICAO and IATA publications for further information.



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ASSESSMENT PROCESS...

...for Traditional Training

In a Traditional Training context, AMFTA also strongly recommends the use of a standardized five-point scale to assess trainee performance.

In this context, Operators and Approved Training Organizations (ATOs) have some flexibility regarding the terminology used and, more importantly, in setting performance standards.

For instance, the five descriptors could be “Bad,” “Not Great,” “OK,” “Good,” and “Great.” One operator may decide that all of their pilots must achieve a “Good” rating to be considered ready for line operations, while another may accept “OK” pilots as long as they meet a clearly defined level of safety.

The grade corresponding to the minimum acceptable standard is determined by the Operator/ATO in agreement with their National Aviation Authority.

Competency Assessment				
Unacceptable Performance: 1	Requires Improvement: 2	Acceptable Performance: 3	Standard Performance: 4	Excellent Performance: 5
Performance was weak	Performance needs improvement	Performance was acceptable but could be improved	Performance meets the standard	Performance positively enhanced training

The use of a standardized five-point scale is essential not only for data collection but also for ensuring clarity in the assessment process. When pilots are evaluated, it is crucial for them to understand, in a straightforward yet accurate manner, where they stand in terms of their performance.

