2017

[STANDARD OPERATING PROCEDURES FOR VATSIM SCANDINAVIA MENTORS]

Version 2.1
2017.11.09

Purpose

To achieve a standard method and approach on training within VATSIM Scandinavia, this SOP for mentors has been established. The SOP focuses generally on responsibilities of the mentor but also general guidelines and tips. Moreover, it is important this document is kept alive, continually evaluated and amended as the training situation is in motion.

The core of the Training Department's attitude is to provide the organization with skilled members, ready and trained, to provide ATC throughout our network. To deliver this, we need to work efficiently and more importantly helping each other to reach this goal.

Training Progression

Student progression towards ATC ratings in VATSIM Scandinavia is described in the SOP for students. All mentors are to be fully aware of the steps the student has to undergo to achieve their ratings and do as much as they can to ensure their journey is as smooth as possible.

Responsibilities and Expectations

VATSIM Scandinavia expects the following from ATC Mentors:

1. The mentors are prepared to work with different types of individuals and provide the same training quality to everyone.

2. The mentors are dedicated to teaching and will deliver the training in a professional manner.

3. The mentor proposes at least one date per two-week period to all their students when they can train them. If availability permits, at least one session per week is a recommended average.

4. The mentors show up prepared to all sessions, with clear goals and objectives for the session to present to the student.

5. The mentors, before, during and after the session, provides appropriate feedback in a respectful manner and de-briefs the session in a way that allows the student to reflect upon their own performance and not only direct feedback from the mentors.

6. That the mentors stay current with local and general procedures.

7. That the mentors understand that they represent the VATSIM Scandinavia Training Department and present their self in an appropriate manner whilst connected to the VATSIM Network and its affiliated services (forums, TeamSpeak etc.).

Standard process of training

In order to provide a high quality and effective training the process has been standardized and should in general be adhered to by all FIRs in VATSIM Scandinavia. However, it should be considered as guidelines rather than rules and shall allow for local variations in each FIR as approved by the

Training Director. Every mentor should be familiar with the process and should consult this document before contacting the training staff with questions regarding the next step in the process.

1. Students apply for training via the Training Administration System (TAS) and the Training Assistant places the student in the queue and assigns relevant TAS Content.
2. Every mentor is responsible to inform the Training Assistant when they are able to take on a new student.
3. The Training Assistant contacts the next student in turn when there is an opening and requests an S1 test token from the Training Director. The S1 test may be delayed in individual cases, e.g. if the student is unlikely to be successful without prior theoretical training. The S1 test may be combined with local theory tests where applicable.
4. When the students have passed the S1 test, they are handed over to their assigned mentor.
5. The mentor is responsible for assigning relevant TAS Content to the student and to file training reports _after every session_, according to The Training Report section of this document.
6. During the training, the student must comply with the requirements stated in the SOP Student. If the student violates the SOP, it is the initially mentor's decision whether or not it may be excused. If any further violations occur, the Training Assistant and/or Training Director must be consulted before the training is discontinued.
7. When the students are ready for their first online session, the mentor or Training Assistant[1] requests the S1 rating upgrade from the Training Director. To avoid unnecessary rating upgrades, the S1 upgrade must not be requested before the student is ready for the first online session[2].
8. The S2 test may be requested from the Training Director at any time during the training, but should in general be sought in relation to the CPT.
9. When the students have passed the S2 test, the students should be instructed to contact the Training Assistant with at least three dates within the next three-week period when they are available for CPT. Solo Endorsement may be approved for the relevant position once the CPT has been scheduled.
10. The Training Assistant contacts the Examiners to schedule the CPT.

During all online training sessions, the mentor should include the following in the ATIS text field: **Mentoring [student] on ICAO_POS**. I.e. "Mentoring John Doe on ESSA_TWR".

The Training Report

Training Reports are recorded in TAS and must be filed within three days of every session unless the mentor and TA have agreed otherwise. Below are tips and guidelines for how the training reports are to be written, the headings correspond to the titles of the text boxes in the TAS Training Report.

Date

The date the session took place. Upon opening the training report page, this box will be populated with the current date. Change this as necessary to reflect the date the session took place.

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[1] According to local agreements between mentor's and their respective Training Assistant.
[2] Applies to the S2 course only.

Position

The position that was worked during the session, denote if the session was conducted on Sweatbox. *Examples: "ESMS_TWR (Sweatbox)", "ESOS Sectors 2, 4, 6, 7 and 8".*

Focus Points

The sessions objectives. These should be clearly communicated to the student before the session and reflected upon during de-brief and in the training report. *Example: "Use correct IFR clearance phraseology, coordinate non-standard clearances with the overlying facility and relay them to the pilot, issue re-routes and altitudes per LOP".*

Comments on Session

"This happened" (is to be written objectively)
Example: Most of the traffic was handled per LOP/LOA. BAW779 was given FL200 after departure by Stockholm which led to a conflict for Sweden later on. Traffic misunderstood the met-report as the term RVR was not used.

Areas to Improve

What needs to be done to get closer to the curricula? What can the student and mentor do? This should reflect what is being said in the descriptive part but also what the plan is for the following session.
Example: The trainee will study the METAR decoding sheets to give the traffic proper information regarding different weather situations at the airport. The trainee should study the agreed levels between Stockholm and Sweden carefully. Mentor will give an oral progress check next time.

Remember, we build confidence on what the student is doing correctly and we put that into focus. We should however not put any judgment into the reports. Rather than writing: You separated the traffic well or perfectly, we should write that the traffic was separated per the regulations or similar. It is important to keep in mind that during the training, we train and during the examination we assess.

Refresh Training

Any mentor with a rating *higher than the Refresh student's or equal to C1* can conduct Refresh training. The mentor should evaluate the Refresh student's capabilities and train them in the areas where skills or knowledge are lacking. When the mentors deem the students ready to return to Active status, they should file a Training report with a summary of the training. If the mentor or TA finds that the Refresh students does not need any refresh training and is ready to return to Active status immediately, the reasoning and arguments for this considering the duration of inactivity, should be presented in a Training report.

The TA or mentor will then contact to the TD and DIR who will review the Training report and approve the return to Active status.

In cases where the duration of inactivity has been extensive enough to require the member's introduction to new ATC software and procedures, an evaluation session should be arranged with one of the examiners.

Acknowledgements