

Aerodrome (OBS-S2) Checklist Explanation

Set Up:

Student can connect to the Network and set-up radar client for use of controlling, including primary frequency and voice servers etc. Can set up Microphone (if voice used) and can utilise the client for the purposes required.

Grade 1:

Can connect to the network but has difficulty understanding their client e.g. ES/VRC, does not appreciate client's function and has a basic understanding of what they're looking at.

Grade 2:

Can connect to the network, set a primary frequency and has a basic understanding of how the client works, e.g. how to get a METAR displayed.

Grade 3:

Can connect to the network, change settings as appropriate incl. Visibility ranges, understands how the client works for DEL/GND/TWR purposes. Student can use text to communicate with adjacent controllers e.g. ATC channel and PM.

Grade 4:

Can connect to the network, set up appropriately, can set a primary freq., can co-ordinate with other controllers, understands functions such as .break, .vis, .find and .wallop. Can change settings as required and understands how voice comms. Works and how to monitor another frequency.

Understands ATC Role:

Understands the functions and limitations of responsibility and demonstrates this understanding in practical controlling and theory aspects.

Grade 1:

Understands that DEL, GND and TWR are separate positions, but does not recognise that have separate responsibilities, has a very limited understanding of what ATC does, and what ATC is for – e.g. safe and expeditious movements.

Grade 2:

Appreciates that DEL is responsible for IFR clearances and not a/c movement e.g. push and start. Understands that GND is responsible for the apron only and not the runway. Understands that TWR determines the active runway. Understands that DEL/GND should not have an ATIS without TWR's say so/without TWR being online.

Grade 3:

Has a good understanding of what DEL/GND/TWR do and how all the different responsibilities are linked including variables – e.g. that sometimes, with TWR's permission if busy, GND can issue a VFR clearance that TWR has predetermined.

Grade 4:

Has a sound understanding of who's responsible for what, and in what circumstances and in reference to VATEUD Policy and GRP.

Situational Awareness:

Displays awareness of scenarios, outcomes and problematic developments and how to avoid and rectify instances of unsafe procedure and conflict.

Grade 1:

Has a minimal understanding and grasp of how ATC actions affect scenarios and safety. Does not recognise for example, that when two a/c push and start nose-to-nose that there's a little bit of a problem. Or, when an a/c is cleared for takeoff when someone has been cleared to land is a loss of separation and unsafe. Does not plan ahead or adjust plans.

Grade 2:

Student understands that ATC actions affect scenarios and have the ultimate responsibility in providing the correct instructions to avoid unsafe practice. Plan ahead but need prompting when a scenario which is unsafe could develop – e.g. an a/c in the VFR cct. Turning final with a 737 on final 1 mile away. Avoiding action is understood, but not implemented often. Needs prompting.

Grade 3:

Student generally avoids conflict and plans ahead effectively but still has the chance of conflict, or conflict occurs. Generally self-corrects but does not fully have the skills to avoid conflict at all, or nearly all the time.

Grade 4:

Student has good situational awareness. They understand how actions can be altered to avoid conflict rather than to resolve. They plan ahead effectively and diligently and can use the runway and apron effectively for efficient a/c movement which is safe. Requires no input from a mentor regarding awareness, e.g. no PMs to advise that they have forgotten an a/c holding short or expecting a landing clearance.

R/T:

Student communicates effectively using minimal R/T required for safe and expeditious movement. They use ICAO approved R/T that may originate from ICAO Doc. 9432 or CAA MATs Part 1 (CAP493). Student does not frequent “erring” and utilises communication channels on text and voice politely and effectively with no ambiguity.

Grade 1:

Student has a basic knowledge of R/T e.g. “taxi hold ***” but ‘umms’, ‘errs’ and little ‘approved’ R/T is present. Transmissions are often garbled, ambiguous and unclear. They lack precision for a/c to understand and comply.

Grade 2:

Student uses ICAO approved R/T with mistakes and corrects with input from the mentor. The use of “correction” is present when they make errors. Students ‘make up’ phrases for instructions they are unsure about. They issue ambiguous instructions and stumble and take time to respond.

Grade 3:

Student uses ICAO approved R/T with little mistakes. Use of “correction” is present when any errors are made. Errors are identified quickly and corrected efficiently. Student incorporates more “advanced” R/T such as conditional clearances with good effect. The speed of the R/T may still be too slow or, too fast – they still need to brush up!

Grade 4:

A student would “pass” the requirement for their exam with this standard. Instructions are ICAO compliant; student is confident in their manner but, polite at the same time. Text instructions are of the same level as voice instructions. The student is a competent communicator and issues non-ambiguous instructions in a timely manner. There are little corrections which are self-identified quickly, and corrected quickly as necessary.

Co-ordination:

Student co-ordinates with other controllers quickly, and effectively using an appropriate method, e.g. PM, TeamSpeak, silent co-ordination in Euroscope etc. They co-ordinate standard and non-standard movements using appropriate terminology to prevent ambiguity.

Grade 1:

Student rarely co-ordinates and does not (properly) understand the methods and purpose of co-ordination. Attempts of co-ordination are ambiguous and untimely in fashion.

Grade 2:

Student understands the reasons for co-ordination and effective co-ordination in the respect of safe, expeditious movements. They can co-ordinate using basic terms with which could result ambiguity. They forget to co-ordinate often.

Grade 3:

Student co-ordinate often using correct terminology in an appropriate way. Their timing may be lapse and may need prompting from the mentor.

Grade 4:

Student co-ordinates quickly and effectively using an appropriate medium. They understand fully when, where, why and how to co-ordinate and with who. They require no prompting from the mentor.

IFR Clearances:

Student clears aircraft appropriately on SIDs or co-ordinates (when necessary) non-standard departures and issues instructions in a timely manner with the correct ICAO approved R/T. They include all necessary information and can make amendments when and where necessary. They check squawk codes, levels, initial levels and routings (e.g. as far as the FIR border – anything that looks valid from there, should be assumed to be!).

“EIN123 Dublin Tower, cleared to Heathrow, LIFFY 4A dept. Climb FL90 initially, sqk. 6606.”

Grade 1:

Student's clearances are bitty; they miss information out regularly and need prompting from the mentor and correcting. They may not understand all the components of a clearance or understand procedures for assigning e.g. CAT A/B and C/D departure restrictions etc.

Grade 2:

Student can issue a basic IFR clearance including a SID, sqk. And level. They make mistakes and do not identify incorrect routes and levels. They need prompting from the mentor.

Grade 3:

Student is becoming more competent at issuing IFR clearances, including non-standard IFR clearances. They begin to co-ordinate non-standard departures with the next appropriate unit. R/T for clearances is improving but there are still errors present in voice/text transmissions. Occasionally an incorrect clearance may be delivered but is rectified using correct R/T and methods.

Grade 4:

Student nearly always or always issues appropriate and correct IFR clearances with all the components required for the clearance type e.g. SID/turn, level, sqk. And checks that the aircraft's cruise level is correct for their direction of flight (RVSM compliance). They correct as necessary and suggest alterations to the pilot when and where it is required. Student uses correct R/T and method and prioritises effectively.

VFR Clearances:

Student can formulate a VFR clearance appropriate for the pilot's intentions on request. These may include Zone exits and entries, circuits, local flight, overhead joins, dead side joins and live side joins. They correctly process the aircraft and provide sufficient and correct information to the pilot. They co-ordinate with an appropriate unit to advise them of traffic in the local area.

Grade 1:

Student understands the basics of VFR insofar as they need different clearances than IFR. VFR is mostly "non-standard" in that pilots follow their own routes* (with the exception of VFR transit routes in Dublin). They can issue VFR circuit clearances but with difficulty. They cannot process VFR correctly and need prompting.

Grade 2:

Students can issue a VFR clearance with may need to be corrected. They understand how to give dead side, live side and overhead joins with mostly correct R/T. They can give zone entry/exit clearances but may forget about traffic information. They can begin to sequence VFR e.g. in the circuit and with Zone joiners/leavers – they do not yet appreciate wake-vortex separation.

Grade 3:

In addition to above, students give traffic information effectively but still make mistakes that are mostly self-corrected. They co-ordinate in an appropriate manner and can sequence VFR and integrate flow with IFR with respect and consideration to wake vortex separation.

Grade 4:

Student competently handles and processes VFR traffic with correct, ICAO approved R/T and separation. They give correct and precise traffic information about known items and mostly, if not all the time: give correct and up-to-date airfield information to the pilot. They competently adjust clearances as required in the correct manner e.g. "Callsign, I have an amendment to your clearance, are you ready to copy?" They display good situational awareness and can fully integrate VFR with IFR traffic flow remembering that IFR has priority BUT aircraft in the air have priority over a/c on the ground.

Taxi Instructions:

Student displays good situational awareness of a/c moving on the aprons and taxiways. They give safe and expeditious instructions which do not compromise safety. They use conditional clearances where and when appropriate and can give effective progressive taxi instructions using correct R/T.

Grade 1:

Student can issue a taxi instruction but struggles with multiple items. They may cause incursions or taxi a/c nose-to-nose. R/T is poor with frequent long pauses and/or 'umms' and 'errs'. They may be unsure of taxi layout and do not use conditional clearances. They are unfamiliar of LVPs. They become overloaded and confused easily.

Grade 2:

Students can issue taxi instructions more quickly but still with errors and corrections. They use correct R/T however and display improved situational awareness, e.g. not clearing an a/c on stand for p/s when an a/c will shortly taxi behind. They use conditional clearances but do not use aprons and taxiways to their maximum capacity. They send a/c of too higher weight/wingspan down incorrect taxiways. Student is aware of LVPs and implements them as and when required.

Grade 3:

Student plans ahead effectively and plans departure sequences effectively – they co-ordinate when and where required and there are few mistakes.

Grade 4:

Students use the taxiways and aprons safely and expeditiously and use LVPs and conditional clearances correctly when and where appropriate. They understand taxiway restrictions and use correct R/T at all times with no input from the mentor. Errors are spotted quickly and corrected efficiently in the correct manner. There is very little or no chance of incursions or collisions.

Use of Datablock:

Student uses datablock effectively. They check routes, levels, squawks and use the clearance flags where appropriate. They configure departure strips to the correct runway and SID where applicable.

Grade 1:

Student has very little appreciation or understanding of how and why datablock is used. They can bring the flight plan up and enter a squawk code and initial level/altitude. They may forget how and when to do this.

Grade 2:

Student enters level/altitudes and sets runway and SID correctly. However, they may from time-to-time forget to do this but they self-correct. They input sqks. Correctly but may forget to set the “flag” for ‘clearance received’. Students use F6 command to bring up the strip in Euroscope to check for destination field if unknown to avoid saying “cleared to destination”.

Grade 3:

In addition to the above, students make fewer errors and the timeliness of editing datablock has improved. For example, when an a/c submits a flight plan, they check that the flight type, a/c type, routing, and cruise level is correct and issues amendments where required. They set the runways and SIDs and input levels and sqks. They set the “flag” but may still forget things such as initial levels or set the wrong runway or sets a GOTEM departure in the tag as opposed to TOMTO.

Grade 4:

Student makes little or no errors in using datablock. They fill out and check all necessary information as above. They correctly check routes, flight types, a/c types, squawks, levels etc. In a timely manner.

Knowledge of Local Procedures:

Students understand and appreciate IFR, VFR and SVFR handling at their training airport. They follow correct procedures and issue correct instructions as per charts, AIP and Airport Manual including non-standard movements effectively.

Grade 1:

Student has little understanding of the Local Airfield procedures and the limitations of VATSIM. They frequently invent procedures or not follow Local Procedures all together. They have a limited knowledge of for example, where airlines park, where certain aircraft park, and VFR circuit details e.g. what side of the runway they are to be conducted on.

Grade 2:

Student appreciates and understands Airfield Procedures including VFR and IFR – both standard and non-standard including any necessary co-ordination. Student understands what each position is responsible for and their duties.

Grade 3:

Student understands and has knowledge of ILS course and frequencies where applicable and any other beacon details. They are aware of VFR holds and VFR circuit and joining/leaving procedures. They are aware of their positions’ responsibilities but may still forget information e.g. such as giving a CAT A/B aircraft a CAT C/D departure or a large a/c such as a B747 a B737 sized stand.

Grade 4:

Student has a comprehensive knowledge of procedures and operations. They control competently and can apply their knowledge appropriately making for safe and expeditious movements.

Selection of Duty Runways:

Student can select the most appropriate runway for use of departures and arrivals with regards to condition, AIP stipulation and weather conditions and a/c type.

Grade 1:

Student can select runway when prompted and given hints regarding wind information. They do not yet understand fully how to select a runway with regards to surface wind. They may not appreciate that, for example runway 25 in Cork is not a suitable departure runway for a B747!

Grade 2:

Student can select the correct runway in use using surface wind data. They may select an inappropriate runway from time-to-time and may need prompting. However, most of the time they select the correct runway to use.

Grade 3:

Student appreciates limitations of some runways regarding of approaches and a/c usage - e.g. the weather may be better suited to use another runway because of better visibility (IRVR) or because the runway has an ILS as opposed to a non-precision approach procedure.

Grade 4:

Student appreciates limitations of all runways at their airport and how to select a duty runway appropriately as stipulated by the Operations Manual, charts and AIP. They understand the preferred runway and when it may not be preferred in regards to wind when there is another limiting factor such as a/c capability, emergencies and visibility hindrance. They understand RVRs and how and when to communicate these to a pilot.

Take-off and Landing Clearances:

Student issues safe and expeditious take-off and landing clearances using correct R/T and separation methods. They also use conditional clearances, late

landing clearances and continue approach etc. They utilise the runway(s) to their maximum capacity and avoid go-arounds when and where possible.

Grade 1:

The student can issue a basic take-off and landing clearance such as “Callsign, wind 280 @ 1-3 knots, cleared to land runway 2-8”.

They do not use “continue approach” or give late landing clearance or use line up and wait instructions or “after departing...” instructions.

Grade 2:

Student issues line up and wait instructions and can issue a go-around instruction competently. The student also uses “continue approach”. The runway is still not used at maximum capacity/efficiently. Student understands the basics of separation between arrivals and departures with respect to time.

Grade 3:

Student issues late landing clearances and applies separation for vortex-wake of departures and arrivals. They begin to use recommended spacing in their R/T. They give the number in departure/arrival sequences and generally avoid go-arounds.

Grade 4:

Student utilises the runway as much, but as safely as possible. They co-ordinate with approach to adjust spacing and speed on the a/c, they issue speed restrictions such as “minimum approach speed” effectively and justly. They apply correct R/T and wake-vortex and time separation to arrivals and departures. They prioritise effectively for maximum usage of the runway.

Conditional Clearances:

The student issues conditional clearances to maximise the amount of safe and expeditious movements in and around the airport. They use correct R/T and apply conditional clearances sensibly.

Grade 1:

Student understands the reasons why conditionals are given and when and how. They may stutter with the R/T and application, but can issue a basic conditional such as “Callsign, after company A320 passes left to right on B, push and start approved.” Incursions and collisions are possible and needs correction and/or input from the mentor.

Grade 2:

Student starts to issue more conditional clearances and applies them to the runway for maximum usage – “callsign, after landing Ryanair B737 short final passes left to right, via A1 line up and wait rwy 3-5”. They may make mistakes by allowing 2 a/c clearance to enter the runway or the chance for a collision or incursion to occur.

Grade 3:

Student utilises conditional clearance most of the time where appropriate – they use phrases such as “Callsign, confirm you have company A318 in sight?” “Affirm”, “Callsign push and start approved abeam company A318.” They issue safe clearances but the overall expedition or safety may still be compromised due to misinformation or misapplication – e.g. an a/c 5 miles out, one still to vacate, and another lining up.

Grade 4:

Student issues safe and effective conditional clearances. They do not compromise safety or expeditious movements overall. They use correct R/T and provide the correct information to pilots. They use apron, taxiways and runways safely with conditionals.

Knowledge of Local Policy

Student understands how to go about enquiring for training and who to ask for help. They understand and appreciate Local Policies regarding Major Positions and any other Local Policies.

For this area, Grade 4 is only available and “not covered”.

Grade 4:

Student appreciates how the vACC works in processing ATC trainees. Student understands how mentoring works and the purpose – e.g. a mentor is NOT a full-time teacher – the student must also go away outside of mentoring sessions and do some independent learning for example regarding procedures or R/T.