Safety Regulation Group

Civil Aviation Authority

CAP 624

Air Traffic Controllers – Performance Objectives

Part 16 – English Language Proficiency

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Part 16 – English Language Proficiency

October 2012

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Foreword

1　　Introduction

1.1　**Background**

This document is derived from the Requirements for Air Traffic Controllers developed for the European ATC Licence harmonisation project and has been updated to take account of requirements imposed by Commission Regulation (EU) No. 805/2011 laying down detailed rules for air traffic controllers' licences and certain certificates pursuant to Commission Regulation (EC) No. 216/2008 of the European Parliament and of the Council.

These requirements are the outcome of a functional analysis of the controller's job, which produce a series of statements called **Performance Objectives** which describe the actions, behaviours or outcomes that the controller should be able to demonstrate.

Each control discipline contains a number of **Key Roles.** For instance a key role common to all ratings is to 'Correlate information useful for the safe and efficient conduct of flights'. This key role is divided into two **Topics**, one dealing with Meteorological information and the other with Aeronautical information. Each Topic is then divided into **Sub-topics,** in this case to 'collect, to collate and to disseminate the information'.

Each sub-topic contains a number of Performance Objectives.

Each Performance Objective is qualified by a statement of **Conditions**. Conditions describe the context in which the Performance Objectives apply which means in its simplest form 'can the controller act with equal ability by day or night, and in good or poor weather conditions?'

Finally the document contains details of the **Essential Knowledge** that is, the knowledge and understanding a controller needs to carry out the task. In order to separate aircraft, the controller must not only know the separation standard to be applied, he must also understand how to apply it. Similarly the controller needs to understand some aspects of the formation of thunderstorms in order to be able to predict their effect on operations and to make allowance for those effects when exercising control.

Commission Regulation (EU) No. 805/2011 specifies in Annex II that compliance is required with EUROCONTROL's 'Specification for the ATCO Common Core Content Initial Training', edition of 21 October 2008. The requirement for the Common Core Content syllabus is designed to ensure that all ATC Initial Training carried out throughout the European Union (EU) is carried out to a given minimum standard.

In this document, reference to the male gender should be understood to include both male and female persons, except where inappropriate.

1.2　**English Language Requirements**

Commission Regulation (EU) No. 805/2011 introduces requirements for controllers' English Language proficiency to be formally assessed. These requirements are shown in Article 13 and Annex III of Commission Regulation (EU) No. 805/2011, which are given below.

Article 13 (Language Endorsements) of Commission Regulation (EU) No. 805/2011 requires that:

1. Member States shall ensure that air traffic controllers can demonstrate the ability to speak and understand English to a satisfactory standard. Their proficiency shall be determined in accordance with the language proficiency rating scale set out in Annex III of Commission Regulation (EU) No. 805/2011.

2. Member States may impose local language requirements when deemed necessary for reasons of safety.

3. The level required in application of paragraphs 1 and 2 (above) shall be level 4 of the language proficiency rating scale set out in Annex III (of Commission Regulation (EU) No. 805/2011).

4. Notwithstanding paragraph 3 (above), Member States may require level 5 of the language proficiency rating scale set out in Annex III in application of paragraphs 1 and/or 2 where the operational circumstances of the particular rating or endorsement warrant a higher level for imperative reasons of safety. Such a requirement shall be objectively justified, non-discriminatory, proportionate and transparent.

5. Proficiency shall be demonstrated by a certificate issued after a transparent and objective assessment procedure approved by the national supervisory authority.

ANNEX III (Requirements for Proficiency in Languages)

The language proficiency requirements laid down in Article 13 are applicable to the use of both phraseologies and plain language. To meet the language proficiency requirements an applicant for a licence or a licence holder will be assessed and must demonstrate compliance with at least the Operational Level (Level 4) of the Language Proficiency Rating Scale set out in Appendix 1 of this document.

Proficient speakers must:

a) communicate effectively in voice-only (telephone/radiotelephone) and in face-to-face situations;

b) communicate on common, concrete and work-related topics with accuracy and clarity;

c) use appropriate communicative strategies to exchange messages and to recognise and resolve misunderstandings (e.g. to check, confirm or clarify information) in a general or work-related context;

d) handle successfully and with relative ease the linguistic challenges presented by a complication or unexpected turn of events that occurs within the context of a routine work situation or communicative task with which they are otherwise familiar; and

e) use a dialect or accent which is intelligible to the aeronautical community.

Commission Regulation (EU) No. 805/2011 further requires that the language proficiency of the applicant shall be formally evaluated at regular intervals, except in the case of applicants who have demonstrated proficiency level 6. This interval shall be no longer than 3 years for applicants who demonstrate proficiency level 4 and no longer than 6 years for applicants who demonstrate proficiency level 5. The UK will apply these evaluation periods.

CAP 744 requires providers to demonstrate that they have in place processes by which controller language proficiency is assessed at levels 4 or 5.

1.3 **Determining Competence by Assessment**

In order to determine Competence an Assessor (Examiner) seeks evidence of performance [Can the trainee controller actually do the job] both by direct observation and by reference to the training records. Assessment differs from an examination system, by taking a longer more detailed view of performance, rather than taking an intense but short sample of the trainees' work. Performance is assessed in all areas under all conditions seeking to prove that the trainee can perform reliably and consistently to the required level of competence.

Performance must be assessed against the Performance Objectives on sufficient occasions to ensure competence has been demonstrated across all the Conditions for which performance evidence is required. Where performance is tested in only some of the contexts in the conditions, the application of knowledge must be tested by questioning for the remainder.

All items listed as Content must be tested to prove an understanding of the knowledge, the underlying principles and the application of the knowledge to performance in the workplace. A Trainee who demonstrates practically that he can do the job and can explain his reasons for acting in a particular manner, thereby demonstrating understanding, has fulfilled all the requirements without the need for additional written testing. It is essential that the Assessor (Examiner) determines understanding, rather than pure knowledge, when determining competence.

The Directive contains a **Language proficiency rating scale** which is reproduced at the end of this document.

1.4 **Summary of Terms**

Conditions

Describe the contexts in which the Performance Objective applies.

Essential Knowledge

The fundamental knowledge and understanding necessary to perform to the Requirements and to transfer the skills from one situation to another.

Key Role

Describes in broad terms, the principal components of the controller's job.

Performance Objective

Describes the actions of the controller that demonstrate the correct performance of the Sub-topic.

Sub-topic

Defines specific areas of the topic.

Topic

Divides the Key Role into definable common areas.

KEY ROLES AND TOPICS FOR ENGLISH LANGUAGE PROFICIENCY

KEY ROLE	TOPICS
COMMUNICATE USING THE ENGLISH LANGUAGE	ELP1 COMMUNICATE VERBALLY WITH AIRCRAFT ELP2 COMMUNICATE VERBALLY WITH OTHER CONTROL STAFF ELP3 COMMUNICATE VERBALLY WITH OTHER AGENCIES

TOPICS AND SUB-TOPICS FOR ENGLISH LANGUAGE PROFICIENCY

KEY ROLE	COMMUNICATE USING THE ENGLISH LANGUAGE
TOPICS	**SUB-TOPICS**
ELP1 Communicate verbally with aircraft	ELP1.1 Communicate using radio telephone
ELP2 Communicate verbally with other controllers	ELP2.1 Communicate using telephone/intercom ELP2.2 Communicate directly with other controllers
ELP3 Communicate verbally with other agencies	ELP3.1 Communicate with the safety services ELP3.2 Communicate with other non-ATC agencies

Topic ELP1   COMMUNICATE VERBALLY WITH AIRCRAFT

Sub-Topic ELP1.1   Communicate using Radio Telephony

Performance Objectives	Conditions	Essential Knowledge
ELP1.1.1 Use a dialect or accent which is intelligible to the aeronautical community	**Communication by** Radiotelephone	**MATS Part 1 Appendix E** Introduction Distracting conversations
ELP1.1.2 Composition of messages is concise and unambiguous	**Message Types** Clearances	Speech technique Radiotelephony callsigns Communication with aircraft
ELP1.1.3 Standard phraseology is employed in all communications	Instructions Information Emergency	Vehicle driver read-back of RTF messages (if appropriate to the rating concerned) Transfer of communications
ELP1.1.4 Natural English is used where standard phraseology cannot fully satisfy the objective of the transmission	Negotiations	Transmission of company messages by controllers Test transmissions Broadcast transmissions
ELP1.1.5 Where standard phraseology is not employed the meaning is clear and unambiguous		Aerodrome helicopter operations (if appropriate to the rating concerned)
ELP1.1.6 Station identity is used correctly		**MATS Part 1 Attachment to Appendix E** Standard phraseology appropriate to the rating
ELP1.1.7 Acknowledgements and readbacks are obtained and verified when required and, as appropriate, any corrections made		concerned **CAP 413**
ELP1.1.8 Abbreviated phraseology is used when appropriate		
ELP1.1.9 Natural English is used to communicate with aircraft in unusual circumstances		

Topic ELP2   COMMUNICATE VERBALLY WITH OTHER CONTROLLERS

Sub-Topic ELP2.1   Communicate using Telephony

Performance Objectives	Conditions	Essential Knowledge
ELP2.1.1 Use a dialect or accent which is intelligible to the aeronautical community ELP2.1.2 Standard phraseology is employed in all communications ELP2.1.3 Composition of messages is concise and unambiguous ELP2.1.4 Natural English is used where standard phraseology cannot fully satisfy the objective of the transmission ELP2.1.5 Station identity is used correctly ELP2.1.6 Acknowledgements and readbacks are obtained and verified when required and, as appropriate, any corrections made ELP2.1.7 Abbreviated phraseology is used when appropriate	**Communication by** Telephone Intercom **Message Types** Clearances Instructions Information Emergency Co-ordination Negotiations	**MATS Part 1 Appendix E** Introduction Distracting conversations Speech technique Radiotelephony callsigns Transfer of communications **MATS Part 1 Attachment to Appendix E** Standard phraseology appropriate to the rating concerned

Topic ELP2   COMMUNICATE VERBALLY WITH OTHER CONTROLLERS

Sub-Topic ELP2.2   Communicate Directly with other Controllers

Performance Objectives	Conditions	Essential Knowledge
ELP2.2.1 Use a dialect or accent which is intelligible to the aeronautical community ELP2.2.2 Standard phraseology is employed wherever possible ELP2.2.3 Where standard phraseology is not employed the meaning is clear and unambiguous ELP2.2.4 Composition of messages is concise and unambiguous ELP2.2.5 Acknowledgements and readbacks are obtained and verified when required and, as appropriate, any corrections made ELP2.2.6 Abbreviated phraseology is used when appropriate	**Communications by** Face-to-face communication Telephone Intercom **Message Types** Clearances Instructions Information Emergency Co-ordination Negotiations	**MATS Part 1 Appendix E** Introduction Distracting conversations Speech technique Radiotelephony callsigns Transfer of communications **MATS Part 1 Attachment to Appendix E** Standard phraseology appropriate to the rating concerned

Topic ELP3   COMMUNICATE VERBALLY WITH OTHER AGENCIES

Sub-Topic ELP3.1 Communicate with the Safety Services

Performance Objectives	Conditions	Essential Knowledge
ELP3.1.1 Use a dialect or accent which is intelligible to the aeronautical community ELP3.1.2 Standard phraseology is employed whenever possible ELP3.1.3 When standard phraseology is inappropriate or unpublished the meaning of any message is clear and unambiguous ELP3.1.4 Composition of messages is concise and unambiguous ELP3.1.5 The use of technical terminology is restricted where non-technical personnel are involved ELP3.1.6 Station identity is used correctly ELP3.1.7 Acknowledgements and readbacks are obtained and verified when required and, as appropriate, any corrections made ELP3.1.8 Abbreviated phraseology is used when appropriate	**Communications by** Radiotelephony Telephone Intercom **Message Types** Clearances Instructions Information Emergency Co-ordination Negotiations	**MATS Part 1 Appendix E** Introduction Distracting conversations Speech technique Radiotelephony callsigns Transfer of communications **MATS Part 1 Appendix E** Introduction Distracting conversations Speech technique Radiotelephony callsigns Transfer of communications **Safety Services** Search Rescue Fire fighting

Topic ELP3   COMMUNICATE VERBALLY WITH OTHER AGENCIES

Sub-Topic ELP3.2 Communicate with other Non-ATC Agencies

Performance Objectives	Conditions	Essential Knowledge
ELP3.2.1 Use a dialect or accent which is intelligible to the aeronautical community	**Communications by** Radiotelephony Telephone Intercom **Message Types** Clearances Instructions Information Negotiations	
ELP3.2.2 The meaning of any message is clear and unambiguous		
ELP3.2.3 Composition of messages is concise and unambiguous		
ELP3.2.4 The use of technical terminology is restricted where non-technical personnel are involved		
ELP3.2.5 Acknowledgements and readbacks are obtained and verified when required and, as appropriate, any corrections made		

APPENDIX 1

Language proficiency rating scale: Expert, Extended and Operational Levels

Level	Pronunciation	Structure	Vocabulary	Fluency	Comprehension	Interactions
	Uses a dialect and/or accent intelligible to the aeronautical community.	Relevant grammatical structures and sentence patterns are determined by language functions appropriate to the task.				
Expert 6	Pronunciation, stress, rhythm and intonation, though possibly influenced by the first language or regional variation, almost never interfere with ease of understanding.	Both basic and complex grammatical structures and sentence patterns are consistently well controlled.	Vocabulary range and accuracy are sufficient to communicate effectively on a wide variety of familiar and unfamiliar topics. Vocabulary is idiomatic, nuanced, and sensitive to register.	Able to speak at length with a natural, effortless flow. Varies speech flow for stylistic effect, e.g. to emphasise a point. Uses appropriate discourse markers and connectors spontaneously.	Comprehension is consistently accurate in nearly all contexts and includes comprehension of linguistic and cultural subtleties.	Interacts with ease in nearly all situations. Is sensitive to verbal and non-verbal cues, and responds to them appropriately.
Exten- ded 5	Pronunciation, stress, rhythm and intonation, though influenced by the first language or regional variation, rarely interfere with ease of understanding.	Basic grammatical structures and sentence patterns are consistently well controlled. Complex structures are attempted but with errors which sometimes interfere with meaning.	Vocabulary range and accuracy are sufficient to communicate effectively on common, concrete, and work-related topics. Paraphrases consistently and successfully. Vocabulary is sometimes idiomatic.	Able to speak at length with relative ease on familiar topics, but may not vary speech flow as a stylistic device. Can make use of appropriate discourse markers or connectors.	Comprehension is accurate on common, concrete, and work-related topics and mostly accurate when the speaker is confronted with a linguistic or situational complication or an unexpected turn of events. Is able to comprehend a range of speech varieties (dialect and/or accent) or registers.	Responses are immediate, appropriate, and informative. Manages the speaker/listener relationship effectively.

Level	Pronunciation	Structure	Vocabulary	Fluency	Comprehension	Interactions
	Uses a dialect and/or accent intelligible to the aeronautical community.	Relevant grammatical structures and sentence patterns are determined by language functions appropriate to the task.				
Oper-ational 4	Pronunciation, stress, rhythm and intonation are influenced by the first language or regional variation but only sometimes interfere with ease of understanding.	Basic grammatical structures and sentence patterns are used creatively and are usually well controlled. Errors may occur, particularly in unusual or unexpected circumstances, but rarely interfere with meaning.	Vocabulary range and accuracy are usually sufficient to communicate effectively on common, concrete, and work-related topics. Can often paraphrase successfully when lacking vocabulary in unusual or unexpected circumstances.	Produces stretches of language at an appropriate tempo. There may be occasional loss of fluency on transition from rehearsed or formulaic speech to spontaneous interaction, but this does not prevent effective communication. Can make limited use of discourse markers or connectors. Fillers are not distracting.	Comprehension is mostly accurate on common, concrete, and work-related topics when the accent or variety used is sufficiently intelligible for an international community of users. When the speaker is confronted with a linguistic or situational complication or an unexpected turn of events, comprehension may be slower or require clarification strategies.	Responses are usually immediate, appropriate, and informative. Initiates and maintains exchanges even when dealing with an unexpected turn of events. Deals adequately with apparent misunderstandings by checking, confirming, or clarifying.

Language proficiency rating scale: Pre-Operational, Elementary and Pre-Elementary Levels

Level	Pronunciation	Structure	Vocabulary	Fluency	Comprehension	Interactions
	Uses a dialect and/or accent intelligible to the aeronautical community.	Relevant grammatical structures and sentence patterns are determined by language functions appropriate to the task.				
Pre-opera-tional 3	Pronunciation, stress, rhythm and intonation are influenced by the first language or regional variation and frequently interfere with ease of understanding.	Basic grammatical structures and sentence patterns associated with predictable situations are not always well controlled. Errors frequently interfere with meaning.	Vocabulary range and accuracy are often sufficient to communicate on common, concrete, or work-related topics but range is limited and the word choice often inappropriate. Is often unable to paraphrase successfully when lacking vocabulary.	Produces stretches of language, but phrasing and pausing are often inappropriate. Hesitations or slowness in language processing may prevent effective communication. Fillers are sometimes distracting.	Comprehension is often accurate on common, concrete, and work-related topics when the accent or variety used is sufficiently intelligible for an international community of users. May fail to understand a linguistic or situational complication or an unexpected turn of events.	Responses are sometimes immediate, appropriate, and informative. Can initiate and maintain exchanges with reasonable ease on familiar topics and in predictable situations. Generally inadequate when dealing with an unexpected turn of events.
Elem-entary 2	Pronunciation, stress, rhythm and intonation are heavily influenced by the first language or regional variation and usually interfere with ease of understanding.	Shows only limited control of a few simple memorized grammatical structures and sentence patterns.	Limited vocabulary range consisting only of isolated words and memorized phrases.	Can produce very short, isolated, memorized utterances with frequent pausing and a distracting use of fillers to search for expressions and to articulate less familiar words.	Comprehension is limited to isolated, memorized phrases when they are carefully and slowly articulated.	Response time is slow, and often inappropriate. Interaction is limited to simple routine exchanges.