Federal Aviation Administration

55054002
EN ROUTE
RADAR ASSOCIATE
CONTROLLER TRAINING PART B:
NONRADAR

Facility Instruction Guide (FIG)

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1. Introducing the Course

Course 55054002 (*Radar Associate Controller Training Part B: Nonradar*) is part of the Air Traffic Control Specialist (ATCS) training requirements outlined in FAA Order JO 3120.4, Air Traffic Technical Training. This FAA Order provides guidance for all aspects of ATCS training from initial qualification through proficiency training.

Course 55054002, in conjunction with facility-developed academic materials and simulation training, will prepare the developmental/CPC-IT for future training in the operational environment. This training is administered as instructor-led training (ILT).

1.1 Instructor-led Training (ILT) and e-Learning

The national curriculum may be supplemented by facility-developed instructional materials. There are also supplemental e-learning courses accessible at the student's local facility. These e-learning courses can be assigned to the student for additional information, but are not required. ILT lessons are listed by lesson number and any associated e-learning modules are listed by individual course numbers.

The national curriculum for course 55054002 is as follows:

- Lesson 1 - *Longitudinal Separation*
    - 57058: Nonradar Separation
- Lesson 2 - *Lateral Separation*
- Lesson 3 - *Initial Separation of Departures and Arrivals*
    - 57839: Initial Separation of Departures and Arrivals

2. Instructional Activities and Assessments

2.1 Practice Exercises

This course includes practice exercises designed to provide the students opportunities to perform the duties related to the radar associate controller position. The practice exercises are not scored, but the instructor will verify proficiency.

Each facility may develop, in accordance with the local training directives and as determined by the Training Administrator (TA), additional practice exercises for student enhancement. Practice exercises are located in:

- Lesson 1 - *Longitudinal Separation*
    - Practice Exercise 1: Applying 44 or 22 Knot Separation
        - Purpose: To practice applying 44 and 22 knot longitudinal separation
    - Practice Exercise 2: Applying Same Course Separation
        - Purpose: To practice applying same course longitudinal separation
    - Practice Exercise 3: Applying Opposite Course Separation
        - Purpose: To practice applying opposite course longitudinal separation

2.2   Knowledge Checks

Knowledge checks are questions within lessons that are used to ensure that critical information is retained. They occur throughout the course and are not scored.

2.3   End-of-Lesson Tests

The instructor should administer and grade the end-of-lesson test upon completion of each lesson. There is one test and one alternate test for each lesson. The passing score is 70%. If a student does not achieve a score of 70%, allow the student time to review the material, then administer one retake using the alternate end-of-lesson test. If the student does not score a 70% or higher on the retake, refer the student to their Training Manager.

2.4   Locally Prepared Materials

The instructor may use locally developed materials as needed to augment the national training. Assessment and remediation strategies for these materials, if applicable, will be determined by the local facility and administered in accordance with national and local directives.

Review lessons and prepare any local procedures and adaptation information, as necessary. Instructor notes in the lessons give suggestions as to when local information may be applicable.

3. Organizing the Course

The TA, or their designee(s), will organize and conduct the course. This includes:

- Reviewing the course requirements
- Developing and/or reviewing the schedule
- Preparing to conduct the course

Before the course starts, the instructor(s) should review each lesson and associated PowerPoints, and test the animation on the PowerPoint. Report any issues with training materials to the TA.

3.1. Course Schedule

The agenda should include six to seven training hours for each day. Hours needed for each topic may vary greatly from one topic to the next. The hours provided at the beginning of each lesson are for planning purposes only. Factors that can impact the length of a topic include: group size, group energy level, instructor's style, etc. Break times and ELT retake times are not included in these estimates.

Lesson	ILT (includes practice exercises)	Practice Exercise(s)	End-of-Lesson Test	Total Lesson Length
1. Longitudinal Separation	1 hour	1 hour	30 mins	2 hours, 30 mins
2. Lateral Separation	30 mins	N/A	30 mins	1 hour
3. Initial Separation of Arrivals and Departures	15 mins	N/A	30 mins	45 mins
TOTAL TIME	**1 hour, 45 mins**	**1 hour**	**1 hour, 30 mins**	**4 hours, 15 mins**

3.2. Training Materials

The following materials are required to conduct this training:

- Instructor Lesson Plans
  - Add examples as necessary to reflect local information
- PowerPoint (PPT) presentations for each lesson
  - Add examples as necessary to reflect local information
- Student Lesson Plans (one copy per participant per lesson)
- Computer/laptop loaded with the PowerPoint program and presentations
  - Ensure the computer is capable of playing videos with sound
- Sign-in sheet, if applicable

- Handouts and other instructional materials
    - Lesson 1 - *Longitudinal Separation*
        - Practice Exercise Handout HO01_L01
        - End-of-Lesson Test Handouts ELT01_L01 and ELT02_L01
    - Lesson 2 - *Lateral Separation*
        - End-of-Lesson Test Handouts ELT01_L02 and ELT02_L02
    - Lesson 3 - *Initial Separation of Arrivals and Departures*
        - End-of-Lesson Test Handouts ELT01_L03 and ELT02_L03
- At a minimum provide students access to the following references:
    - FAA Orders
        - JO 8260.3 (TERPS), Aeronautical Information Manual.
        - JO 7110.65, Air Traffic Control
        - JO 7610.4, Special Operations
        - JO 7400.10, Special Use Airspace
        - JO 7210.3 Facility Operation and Administration
    - Code of Federal Regulations (CFR) Part 91, General Operating and Flight Rules
    - FAA-H-8083-25, Pilot's Handbook of Aeronautical Knowledge
    - Facility Standard Operating Procedures
    - Sector Binders

3.2   *Hidden Text in Lessons and End-of-Lesson Tests*

Instructor notes and answers to knowledge checks and test questions are shown in Hidden Text in the Instructor lessons and tests. The tests also contain references and lesson plan page numbers for each question in hidden text. This information is not visible in student versions of the material.

3.3   Icon Legend

The icons in the table below are used throughout the lessons to indicate common features and activities.

	Description
	The Activity icon indicates an exercise, lab, or hands-on activity.
	The Discussion Question icon signals a discussion question to be asked to the students.
	The Handout icon indicates a handout is to be distributed to the students.
	The Instructor Note icon is in hidden text and indicates text that is for the instructor only.
	The Multimedia icon indicates a video or audio clip is in the presentation.
	The Phraseology icon indicates that phraseology is in the content.
	The WBT icon indicates a component of web-based training.
	The Click icon indicates a PPT slide with click-based functionality to present additional information.
	The Definition icon indicates a published definition.

4. Course Checklist

This checklist includes activities to be completed before, during, and after the course. Although you may not be responsible for completing all of the items, you should ensure these items have been completed prior to conducting the course. You may also want to add or remove items, as applicable.

If Possible, Two Months Prior to Training

- ❑ Identify and coordinate with other instructors assisting with the course.
- ❑ Identify potential participants.
- ❑ Create a roster for the course.
- ❑ Select dates and times for the course. The course must meet the minimum days required in the course description.
- ❑ Arrange for and check the location where the course will be facilitated.
- ❑ Coordinate a planned schedule for the lab.
- ❑ Develop a schedule for the classroom portion of the course.
- ❑ Notify the facility scheduler of course dates as soon as possible.
- ❑ Review the course materials.
    - o Plan breaks for longer lessons after 50-60 minutes of instruction.
- ❑ If applicable, gather information for each lesson to include local procedures, adaptation information, examples, etc.

If Possible, One Month Prior to Training

- ❑ Prepare materials.
    - o Determine if electronic or printed copies of student lesson plans will be used.
    - o Download the PDF version of the Student and Instructor lessons and handouts from the INET site to the classroom computer.
    - o Request a link to download the end-of-lesson tests (ELTs) from the INET site.
    - o Download the PowerPoints for the lessons to the classroom computer. This is important, as videos and animations may not perform properly if run from materials online.
    - o Regardless of which format is used for the student lesson plans, you must make print copies of handouts and ELTs.
    - o All printed materials should be printed in color.
    - o The PDF instructor lessons contain hidden text which are not visible in the student lessons. Answers to practice exercises and knowledge checks, as well as instructor notes are in hidden text.
    - o The PDF instructor ELTs contain answers and references which are not visible in the PDF student ELTs.
- ❑ Make sure that you have adequate copies of all printed materials.
- ❑ Request equipment (easels, chart paper, markers, computer and projector, as needed).
- ❑ Develop the required facility exercises and scenarios.
- ❑ Send a completed Participant Letter to participants in the course.

If Possible, One Week Prior to Training

- ❑ Obtain copies of all reference materials.
- ❑ Ensure electronic and/or printed versions of reference materials and lessons are available to students.
- ❑ Obtain facility specific training materials such as the unlabeled chart of the local center area.
- ❑ Ensure sufficient quantities of student lessons, handouts, and ELTs are available. Ensure ELTs are secured before and after they are administered.
- ❑ Determine class start time for first day.

Day Before the Training

- ❑ Confirm which instructor will teach each lesson.
- ❑ Verify room and lab availability.

Day of the Training

- ❑ Inspect the room for correct setup, temperature, and lighting.
- ❑ Verify equipment and supplies are available.
- ❑ Resolve any problems with the room or equipment.
- ❑ Verify participants present with the class roster.

After the Training

- ❑ Return equipment, supplies, and resource materials.
- ❑ Review the end-of-course evaluations.
- ❑ Note any changes to topics that will enhance your next course.
- ❑ Record the student test scores in the appropriate location(s)
- ❑ Forward the completed roster to the participants' facility Training Manager to ensure course credit is recorded.

5. Sample Participant Letter

The DOT Congressional Mandate (PL105-277) requires that the goals of the training are included in this letter. Send a letter in advance to all participants listing the goals of the training as mandated by PL105-277.

(*Date*)

Dear (*Participant's Name*):

You will be attending *En Route Radar Associate Controller Training* from (*beginning date*) to (*ending date*). The training will begin at (*time*) and end at (*time*) each day. The training will be held at (*location*). Bring any FAA-issued tablet to class.

The purpose of this letter is to provide information regarding the course.

The goal of the course is to prepare the developmental/CPC-IT to perform independently all the duties of the radar associate controller on all sectors.

The training methods used in the course involve high levels of involvement by course participants.

If you have any questions about the course, please let me know. The best time to reach me is (days, time, phone number, facility address). I am looking forward to seeing you at the course.

Sincerely,

(Instructor's name)

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6. Course Evaluation Form

This evaluation should be administered immediately after completion of the course. Collect evaluation forms and deliver to the facility Training Administrator.

Course _____

Facility and Date _____

Your feedback is anonymous and valuable for the success of this training. Please rate your experience in this class using the following Likert Scales:
1. Strongly Disagree
2. Disagree
3. Neutral
4. Agree
5. Strongly Agree

Questions	1	2	3	4	5	Comments
1. The Instructor taught in such a way that I was able to understand the content.	☐	☐	☐	☐	☐	
2. The Instructor was available to assist me during the course.	☐	☐	☐	☐	☐	
3. I understood the objectives for each lesson.	☐	☐	☐	☐	☐	
4. I was able to understand the course materials.	☐	☐	☐	☐	☐	
5. I felt the course kept me actively engaged.	☐	☐	☐	☐	☐	
6. The knowledge and/or skills checks assessed my proficiency level.	☐	☐	☐	☐	☐	
7. The training environment was conducive to my learning.	☐	☐	☐	☐	☐	