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## ATCO Development Training: OJTI Course

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<b>Abstract</b>		
<p>The On-the-Job-Training Instructor (OJTI) course, presented in objective-based format, has been produced by the OJTI User Group of the Training Focus Group (TFG), formerly known as the Training Sub-Group (TSG), under the auspices of the EATM* Human Resources Team (HRT) The training course has been designed in such a way that it allows easier identification of the objectives that must be achieved during the training of the OJTI During the development of this course full advantage was taken of the work completed by the TSG/TFG Task Force for Common Core Content (TF-CCC) in the creation of a taxonomy of action verbs</p> <p>* In 1999 the 'European Air Traffic Control Harmonisation and Integration Programme (EATCHIP)' was renamed 'European Air Traffic Management Programme (EATMP)' Since May 2003 it is known simply as 'European Air Traffic Management (EATM)'</p>		
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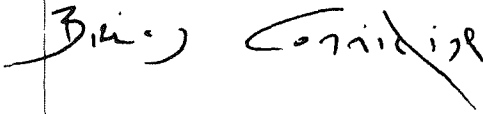
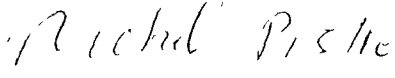

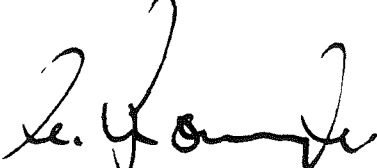

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## DOCUMENT CHANGE RECORD

The following table records the complete history of the successive editions of the present document

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0 3	April 2003		Draft 2 for OJTI User Group	All
0 4	September 2003		Draft 3 for OJTI User Group	All
0.5	December 2003		Draft 4 for TFG	All
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## EXECUTIVE SUMMARY

The significance of formal selection and training for On-the-Job-Training Instructors (OJTIs) has been acknowledged for many years and has been the subject of the report entitled 'Air Traffic Controller Training at Operational Units', originally published in 1995 and revised in 1999 (EATMP, 1999 – T10)

EUROCONTROL Safety Regulatory Requirement 'ESARR 5' (SRC, 2002) requires that before granting an Air Traffic Controller (ATCO) authorisation to provide operational training as an OJTI, the Designated Authority must ensure that the applicant has:

- a minimum of two years experience in the rating discipline in which he/she will instruct,
- a minimum of six months experience in the rating discipline on the specific sector or operational position on which the instruction will be given,
- completed an appropriate OJTI course and passed any associated assessments required

ESARR 5 also requires that the Air Navigation Service Provider (ANSP) must ensure that the controller giving operational training holds a valid OJTI licence / certificate of competence endorsement issued by the Designated Authority. The Designated Authority must also be informed when 'an OJTI is no longer judged competent to provide operational training'

In the Safety Regulation Commission document 'EAM 5/AMC – Acceptable Means of Compliance with ESARR 5' (SRC, 2004), the deliverables 'Air Traffic Controller Training at Operational Units' (EATMP, 1999 – T10) and 'Air Traffic Controller Training at Operational Units – Refresher Course' (EATMP, 2001a – T18) are recognised as 'adequate OJTI courses complying with ESARR 5 requirements'

This version of the OJTI course has been specifically developed to identify more clearly the objectives that must be achieved during the training of the OJTI. The objectives are based on EATMP (1999 – T10)

The objectives, however, have been expanded to include, *inter alia*, the relevant requirements of ESARR 5. The main advantage in presenting the course in this format is that it allows far greater freedom to instructors to select the training or reference material they use to attain the subject and course objectives.

It is stressed that the report 'Air Traffic Controller Training at Operational Units' originally published in 1995 and revised in 1999 (EATMP, 1999 – T10) remains the basis for OJTI courses.

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## 1. INTRODUCTION

### 1.1 Background

In June 1990 a forum to examine various aspects of On-the-Job (OJT) was held at the EUROCONTROL Institute of Air Navigation Services (IANS), Luxembourg. Subsequently a specialist group was established to provide recommendations for

- the organisation and conduct of OJT with a view to the ultimate harmonisation of OJT practices,
- the selection, training and validation of OJT coaches,
- how current modern training tools and methodologies could be used to effect the maximum possible reduction in ATCO training under live traffic conditions

The report of this group, entitled 'Air Traffic Controller Training at Operational Units' and published in 1995, defines guidelines for the organisation and conduct of OJT for ATCOs, specifically in the areas of facilities, methods and instructional staff. The report acknowledges the existence of basic training for (student) controllers but also recommends a distinct structure for on-site training. This structure is expressed as transitional, pre-OJT and OJT phases. The ATCO Licensing Project Group adopted this terminology and later described these phases as Unit Training. The Task Force for Common Core Content (TF-CCC) set up by the Training Sub-Group (TSG) of the EATCHIP<sup>1</sup> Human Resources Team (HRT), now known as the Training Focus Group (TFG), similarly adopted the terminology. The report goes on to describe the advantages of such a training structure.

This report also describes a methodology for instructor selection. The main points are highlighted in the following paragraphs in italics:

*A potential OJTI should have been validated for a minimum of two years on the operational position on which it is anticipated that he will instruct. The two-year period represents an absolute minimum experience level that may need to be significantly extended in certain more complex operational environments.*

*OJTIs should have demonstrated good performance in*

- *interpersonal effectiveness,*
- *communication skills,*

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<sup>1</sup> In 1999 the 'European Air Traffic Control Harmonisation and Integration Programme (EATCHIP)' was renamed 'European Air Traffic Management Programme (EATMP)'. Since May 2003 it is known simply as 'European Air Traffic Management (EATM)'.

- *motivation and general attitude to work and to training in particular,*
- *peer credibility*

*The prospective OJTI must be considered to be operationally totally competent by the majority of his operational peers.*

*The potential OJTI must follow the standardised course package proposed as a minimum*

*The OJTI should undertake a probationary period during which time there will be a regular evaluation of instructional practices by the Unit Training Section*

*The report recommended that each Administration should make provision for some form of incentive package for those personnel to whom an authorisation to instruct is issued. Such an incentive may perhaps include career progression, financial benefit, additional leave entitlement or some other mutually agreed means. Whilst it is recognised that such incentives should not be the primary inducement for staff to undertake the duties of an OJTI, it is felt that having selected, trained and authorised suitable candidates, some form of recognition should follow after a period of probation.*

*Hereafter follow general recommendations for the conditions of OJTIs:*

- *The Group firmly believes that OJTIs should not be assigned to such duties on a continuous and permanent basis. It is imperative that operational rating, competency, expertise and credibility be maintained by all personnel engaged in operational instruction.*
- *Therefore, the Group recommends that any two-year period of OJTI duties must include the possibility for the OJTI to exercise the privileges of his ATC Rating for a minimum of 25 % of his working time. A full return to operational duties should follow for a period of time sufficient to allow the OJTI to regain his personal confidence and maintain his enthusiasm for both operational and instructional tasks. This will help the OJTI to regain and consolidate operational expertise and help to allay the fears that many controllers express about operational instructing.*
- *Furthermore, the Group feels that any controller within the training structure should have the right to return to normal operational duties subject to completion of a minimum time period as instructor or OJTI.*

*The report concludes with a list of recommendations and a list of subject objectives that should be included in a training course for an OJTI.*

A course, the training programme for the OJTI, was first delivered at IANS in December 1994. This course was developed as a result of the work carried out by several groups, notably the sub-group of training specialists from EUROCONTROL, France, Germany, Ireland, Switzerland and the UK.

Edition 2.0 of the report 'Air Traffic Controller Training at Operational Units' (EATMP, 1999 – T10) restates the principles of the 1995 edition but expands the scope of the document by including a course content to satisfy the objectives listed in the original publication.

Edition 2.0 also includes

- an annex containing procedures, objectives and assessment forms,
- a pocket checklist for the OJTI.

## 1.2 OJTI User Group

In 1998 an OJTI User Group was established under the authority of the HRT Training Sub-Group (TSG), today known as the Training Focus Group (TFG). The OJTI User Group meets on an annual basis for the purpose of

- monitoring the current OJTI course,
- reviewing the contents of the course,
- proposing amendments to the course as appropriate.

Over time the terms of reference of the OJTI User Group have been further expanded to include

- the development of a refresher course for OJTIs,
- the development of the OJTI course in objective format.

Note The refresher course for the OJTI was developed by the OJTI User Group and became a deliverable in August 2001 (see EATMP, 2001a – T18).

There were compelling reasons to develop the OJTI course in objective-based format. The main reason was that the use of such a format with an agreed taxonomy of verbs would help instructors in the delivery and organisation of the course. The OJTI User Group further agreed that the use of reference material other than that contained in the report 'Air Traffic Controller Training at Operational Units' would allow more freedom for instructors to develop their training plans thereby broadening the scope of the course.

Work on the development of the OJTI course in objective-based format began in 2002 when a subgroup of the OJTI User Group was established to complete the task. This subgroup was composed of members from Belgium, Germany and the IANS. The Subgroup met on three occasions and agreed to take full advantage of the work completed in the development of the 'Guidelines for Common Core Content and Training Objectives for Air Traffic Controllers' (CCC) (see EATMP, 2001b – T3, EATMP, 2000 – T14). The CCC, which is objective based, includes a taxonomy of verbs. This taxonomy allows the course developer to grade the objectives of a course in levels of importance.

In the CCC the importance of objectives is defined from 0 to 5. The OJTI Subgroup divided the OJTI course into subjects, topics and subtopics based on the existing OJTI course. The Subgroup reported on its progress, and the final draft was, after some minor amendments, accepted by the OJTI User Group at its meeting in October 2003, and presented to the TFG for approval in December 2003.

The OJTI User Group will continue to monitor this course. The Group will review the content and propose amendments to the TFG as appropriate.

Note A full explanation of the taxonomy of action verbs used in this document is found in the document 'EATM Training Progression and Concepts' (EATM, 2004 – T38).

## 2. OJTI COURSE

### Subject 1: INTRODUCTION

The general objective is

Course participants shall explain the structure, content and assessment process of the OJTI Training Programme

TOPIC SUBTOPIC	Objectives Students shall ...	L	CONTENT	TASK No.
1 OJTI Course				
1 1 Evolution of the Course Structure	1 1 1 Recognise the development of the OJTI Programme	1		
1 2 Course Participants	1 2 1 Explain the process by which course participants are selected for OJTI	2		
1 3 Content	1 3 1 State the course structure and content	1		
1 4 Roles	1.4 1 State the role of the instructor during the course	1		
	1 4 2 State the role of the course participant during the course	1		
1 5 Assessment	1 5 1 Describe the course assessment process	2		

**Subject 2: TRAINING ORGANISATION**

The general objective is.

Course participants shall appreciate the impact of regulation on the training of air traffic controllers

TOPIC SUBTOPIC	Objectives Students shall ...	L	CONTENT	TASK No.
<b>1 Common Core Content and Training Objectives for ATCOs and Unit Training</b>				
1 1 Initial Training	1.1 1 Define Basic Training	1		
	1 1 2 Define Rating Training	1		
1 2 Unit Training	1 2 1 Define Unit Training	1	Transitional, Pre-OJT, OJT	
<b>2 Unit Training Plan</b>				
2 1 Unit Training Plan	2 1 1 Define Unit Training Plan	1		
2 2 Purpose	2 2 1 Explain the purpose of the Unit Training Plan	2		
2 3 Content	2 3 1 Explain the content of the Unit Training Plan	2	Transitional Training, Pre-OJT, OJT	
2 4 Structure	2 4 1 Explain the structure of the Unit Training Plan	2	Transitional Training, Pre-OJT, OJT	
2 5 Application	2 5 1 Explain how a Unit Training Plan is applied	2	Transitional Training, Pre-OJT, OJT	
2 6 Training Tools	2 6 1 Describe the training tools available	2	e g Simulations, CBT, Classroom, Remedial, Discussions, Replay Facility	

TOPIC SUBTOPIC	Objectives Students shall ...	L	CONTENT	TASK No.
<b>3 Unit Training Structure</b>				
3 1 Roles	3 1 1 State the roles of Unit Training personnel	1		
3 2 Responsibilities	3 2 1 Identify the responsibilities of Unit Training personnel	3		
3.3 Communication Channels	3 3 1 Explain the communication channels available	2	OJTI, Student/trainee	
3 4 Remedial Training	3 4 1 Explain remedial training	2		
	3 4 2 Describe the support available at the Unit	2		
3.5 Support	3 5 1 Describe the support available	2	Performance, personal problems	
<b>4 Regulation</b>				
4 1 Principle of Competency	4 1 1 Define competency	1	ESARR 5	
4 2 The Regulator	4 2 1 Explain the responsibilities of the regulator	2	ESARR 5	
4.3 The Service Provider	4 3 1 Explain the responsibilities of the service provider	2	ESARR 5	
4 4 Individual Personnel	4 4 1 Explain the responsibilities of individual personnel	2	ESARR 5 Student/trainee, Controller, OJTI, Supervisor, Assessor	

**Subject 3: HUMAN FACTORS**

The general objective is

Course participants shall describe the human factors issues concerning Teaching and Learning, Teams, Communications and Stress impacting on the training

TOPIC SUBTOPIC	Objectives Students shall ...	L	CONTENT	TASK No.
<b>1 Teaching and Learning</b>				
1 1 Motivation	1 1.1 Explain motivation	2		
	1 1.2 Describe how OJTI and/or students' motivation will affect the quality of training	2		
	1 1.3 Identify appropriate motivational theories applicable during OJT	3		
1.2 Human Behaviour	1 2.1 Recognise the role of behaviourism in training	1		
1 3 Feedback	1 3.1 Explain feedback	2	Air Traffic Controller Training at Operational Units	
	1 3.2 Explain the need for feedback	2		
	1 3.3 Differentiate between constructive and destructive criticism	2	Honest feedback, fact-based feedback	
	1 3.4 Explain how verbal feedback should be given	2	Timing and content	
	1 3.5 Explain defensive coping	2	Air Traffic Controller Training at Operational Unit	
	1 3.6 Demonstrate feedback	2		
1 4 Learning Theory	1 4.1 Define learning	1		



TOPIC SUBTOPIC	Objectives Students shall ...	L	CONTENT	TASK No.
	1 4 2 Describe the different learning styles	2	e g Holistic, Serialistic	
	1 4 3 Explain the learning stages	2	Air traffic Controller Training at Operational Units	
	1 4 4 Explain the progression of the learner from incompetence to competence	2		
	1 4 5 Explain the barriers to effective learning	2	Air traffic Controller Training at Operational Units	
1 5 Objectives	1 5 1 Explain the need for training objectives	2	e g Performance, Standard, Conditions	
<b>2 Teams and Interactions within Teams</b>				
2 1 Teams	2 1 1 Define the term 'team' in the context of ATC	1		
2 2 Communication within Teams	2 2 1 Explain communication within teams	2	e g Positive, Negative, Explicit, Implicit	
2 3 Situational Awareness	2 3 1 Explain situational awareness in teams	2	Impact of training on situational awareness	
	2 3 2 Take account of situational awareness in OJT	2		
	2 3 3 Take account of how situational awareness skills can help avoid human-related problems during training	2		
2 4 Mental Models	2 4 1 Explain mental models	2		
	2 4 2 Apply the benefits of mental models	3		

TOPIC SUBTOPIC	Objectives Students shall ...	L	CONTENT	TASK No.
	2 4 3 Characterise discounting	2		
2 5 Team Behaviours	2 5 1 Explain team behaviours	2		
2 6 Team Cohesion	2 6 1 Describe how a new team member is accepted	2	e g Rumour and history, Credibility, Student insecurity	
<b>3 Communication</b>				
3 1 Communication	3 1 1 Define communication	1	Air traffic Controller Training at Operational Units	
3 2 Verbal Communication	3 2 1 Describe the verbal communication process	2	Air traffic Controller Training at Operational Units	
3 3 Non-verbal Communication	3 3 1 Explain non-verbal communication	2	Body language, Gestures, Emotions	
3 4 Listening	3 4 1 Describe the requirements for active listening	2	Air traffic Controller Training at Operational Units active listening, effective listening	
3 5 Barriers to Communication	3 5 1 Describe the barriers to effective communication	2	e g Distortion, Semantics, Emotions, Stress, Training environment	
3 6 Communication Styles	3 6 1 Recognise how communication styles influence communication	1	Air traffic Controller Training at Operational Units	
3 7 Conflict Resolution	3 7 1 Consider strategies for resolving conflict	2	Air traffic Controller Training at Operational Units	
3 8 Assertiveness	3 8 1 Explain assertiveness	2	Air traffic Controller Training at Operational Units, Describe, Explain, Specify, Consequences (DESC)	

TOPIC SUBTOPIC	Objectives Students shall ...	L	CONTENT	TASK No.
<b>4 On-the-Job-Training Instructor (OJTI)</b>				
4 1 Professional and Personal Profile	4 1 1 Describe the desirable qualities of OJTI	2	e g Attitude, Relationships, Confidentiality, Instructional styles	
<b>5 Stress</b>				
5 1 Stress	5 1 1 Explain the meaning of stress	2	Common stressors	
	5 1 2 Describe how stressors work in the stress process	2	Stress reaction	
	5 1 3 Explain the effect of stress during training	2		
	5 1 4 Describe the main symptoms of stress in a student/trainee	2		
	5 1 5 Explain ways of preventing and/or managing stress in training	2		

**Subject 4: TRAINING TECHNIQUES**

The general objective is

Course participants shall apply the appropriate OJT techniques during briefing, demonstration, talk through, monitoring and debriefing using the theory learned

<b>TOPIC SUBTOPIC</b>	<b>Objectives Students shall ...</b>	<b>L</b>	<b>CONTENT</b>	<b>TASK No.</b>
<b>1 Briefing</b>				
1 1 Briefing	1 1 1 Explain the need for briefing	2	Cover all requirements, All information, Answer questions, Explain training system, Training objectives	
1 2 Preparation	1 2 1 Explain the need for preparation	2	Self-preparation, Establish norms of conduct	
	1 2 2 Describe the purpose of the OJTI checklist	2	OJTI checklist	
1 3 Elements of a Structured Briefing	1 3 1 Explain the seven stages of the structured briefing	2	Air traffic Controller Training at Operational Units, OJTI checklist	
1 4 Handover/ Takeover	1 4 1 Explain the necessity of accurate handover and takeover	2	OJTI, Student/trainee responsibilities, Specific, Accuracy, Pitfalls	
1 5 Application	1 5 1 Apply the correct briefing techniques	3	OJTI checklist	
<b>2 Demonstration</b>				
2 1 Demonstration	2 1 1 Define Demonstration	1		
	2 1 2 Describe the three essential elements of the demonstration	2	Explain, demonstrate and involve	
	2 1 3 Appreciate when to use a demonstration	3	Demonstration by OJTI	

TOPIC SUBTOPIC	Objectives Students shall ...	L	CONTENT	TASK No.
2 2 Application	2 2.1 Apply the correct demonstration techniques	3	OJTI checklist	
<b>3 Talk Through</b>				
3 1 Talk Through	3 1 1 Explain talk through 3 1 2 Explain when to use a talk through	2 2	Talk through by student	
3 2 Application	3 2 1 Apply the correct talk through techniques	3	OJTI checklist	
<b>4 Monitoring</b>				
4 1 Monitoring	4 1 1 Explain monitoring 4 1 2 Describe the skills of effective monitoring 4 1.3 Explain the role and responsibilities of the OJTI 4.1 4 Consider the support that should be provided by the OJTI during monitoring	2 2 2 2	Air traffic Controller Training at Operational Units Air traffic Controller Training at Operational Units Air traffic Controller Training at Operational Units Body language, Information, Too much support, Body position, Seating	
4 2 Note Taking	4 2 1 Explain the value of note taking during monitoring 4.2 2 Describe the techniques of note taking	2 2	Air traffic Controller Training at Operational Units Air traffic Controller Training at Operational Units	
4 3 Questioning Technique	4 3 1 Explain effective questioning technique	2	Air traffic Controller Training at Operational Units	

TOPIC SUBTOPIC	Objectives Students shall ...	L	CONTENT	TASK No.
	4 3 2 Explain the use of different types of questions and their importance in training	2	Air traffic controller Training at Operational Units	
4 4 Error Correction	4 4 1 Differentiate between the categories of error 4 4.2 Explain when to correct error	2 2	Air traffic controller Training at Operational Units Air traffic Controller Training at Operational Units	
4 5 Intervention	4 5 1 Explain the different forms of intervention 4 5 2 Appreciate the reasons for intervention 4 5 3 Explain when to intervene 4 5 4 Explain how to intervene 4 5 5 Appreciate when to take over control 4 5 6 Explain how to take over control 4 5 7 Explain when to return control 4 5 8 Explain how to return control	2 3 2 2 3 2 2 2	Cognitive process, Takeover e.g Urgency Air traffic Controller Training at Operational Units Air traffic Controller Training at Operational Units	
4 6 Application	4 6 1 Apply the correct monitoring techniques	3	OJTI checklist	
<b>5 Debriefing</b>				
5 1 Debriefing	5 1 1 Explain why a debriefing is necessary	2		

TOPIC SUBTOPIC	Objectives Students shall ...	L	CONTENT	TASK No.
	5 1 2 Explain when to debrief	2		
	5 1 3 Explain where to debrief	2		
	5 1 4 Explain how to debrief	2		
5 2 Preparation	5 2 1 Consider the students performance in the preparation of debrief	2	e g Training objectives, Briefing	
5.3 Stages	5 3 1 Explain the ten stages of a structured debriefing	2	Training objectives, OJTI checklist	
5 4 Application	5 4 1 Apply the correct debriefing techniques	3	OJTI checklist	

**Subject 5: ASSESSMENT METHODS AND REPORT WRITING**

The general objective is

Course participants shall appreciate the purpose of assessment in training and explain how training reports should be written

TOPIC SUBTOPIC	Objectives Students shall ...	L	CONTENT	TASK No.
<b>1 Assessment</b>				
1 1 Assessment	1 1 1 Explain the need for assessment	2	Formative, Summative	
1 2 Responsibilities of the OJTI in Assessment	1 2 1 Describe the responsibilities of the OJTI in assessment	2		
1 3 Assessment Process	1 3 1 Explain the assessment process within your organisation	2		
1 4 Factors Affecting Assessment	1 4 1 Consider the factors affecting assessment	2		
1 5 Assessment Techniques	1.5 1 Apply the correct Assessment Techniques	3		
<b>2 Report Writing</b>				
2 1 Need for Reports	2 1 1 Explain the importance of the training report	2		
2.2 Quality of Reports	2 2 1 Apply the guidelines for better report writing	3		
	2.2 2 Consider the pitfalls in not maintaining objectivity in report writing	2		
2 3 Use of Reports	2 3 1 Describe the use of reports	2		



<b>TOPIC SUBTOPIC</b>	<b>Objectives Students shall ...</b>	<b>L</b>	<b>CONTENT</b>	<b>TASK No.</b>
2 4 Application	2 4 1 Apply the correct procedures for report writing	3		

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## REFERENCES

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## FURTHER READING

- EATCHIP Human Resources Team (1998) – M9 *First Report on Air Traffic Controller Manpower Quantitative Requirements in ECAC States* HUM ET1 ST02.1000-REP-01-01 Ed 1 0 Released Issue Brussels EUROCONTROL

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## ABBREVIATIONS AND ACRONYMS

For the purposes of this document, the following abbreviations and acronyms shall apply

AMC	Acceptable Means of Compliance
ANSP	Air Navigation Service Provider
ATC	Air Traffic Control
ATCO	Air Traffic Controller / Air Traffic Control Officer (US/UK)
CBT	Computer-Based Training
DAS	Directorate ATM Strategies (EUROCONTROL, Headquarters, SD)
DAS/HUM or just HUM	Human Factors Management Business Division (EUROCONTROL, Headquarters, SD, DAS)
DESC	Describe, Explain, Specify, Consequences
EAM	ESARR Advisory Material
EATCHIP	European Air Traffic Control Harmonisation and Integration Programme (later known as 'EATMP', today known as 'EATM')
EATM(P)	European Air Traffic Management (Programme) (formerly known as 'EATCHIP')
ECAC	European Civil Aviation Conference
ESARR	EUROCONTROL Safety Regulatory Requirement(s) (SRC)
ET	Executive Task (EATCHIP)
EUROCONTROL	European Organisation for the Safety of Air Navigation
GUI	Guidelines (EATCHIP/EATM(P))
HRS	Human Resources Programme (EATM(P))
HRT	Human Resources Team (EATCHIP/EATM(P))
HUM	Human Resources (Domain) (EATCHIP/EATMP)

IANS	Institute of Air Navigation Services (EUROCONTROL, Luxembourg)
ICAO	International Civil Aviation Organization
MAS UAC	Maastricht EUROCONTROL Upper Area Control Centre ( <i>The Netherlands</i> )
OJT	On-the-Job Training
OJTI	On-the-Job-Training Instructor
REP	Report ( <i>EATCHIP/EATM(P)</i> )
SD	Senior Director, EATM Service Business Unit ( <i>EUROCONTROL Headquarters</i> )
SRC	Safety Regulation Commission ( <i>EUROCONTROL</i> )
ST	Specialist Task ( <i>EATCHIP</i> )
TDH (Unit)	Training Development and Harmonisation (Unit) ( <i>EUROCONTROL IANS</i> )
TF-CCC	Task Force Common Core Content ( <i>EATCHIP/EATM(P), HRT, TSG/TFG</i> )
TFG	Training Focus Group ( <i>EATM, HRT, formerly known as 'TSG'</i> )
TSG	Training Sub-Group ( <i>EATCHIP/EATMP, HRT, now known as 'TFG'</i> )
TSP	Training Sub-Programme ( <i>EATM(P)</i> )

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