

ATMS™

Product Briefing

Version 5.20

AQT SOLUTIONS | Compliance Integrated

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ATMS Overview

Process

ATMS (Advanced Training Management System) is an enterprise-wide, integrated system that manages training programs for all flight operations personnel that require qualification-based, periodic training. The system is used to build training curriculums, manage training requests, plan courses, administer records, schedule training, collect results, update qualifications, and provide reporting and analysis capabilities. Reliable, shared data enables accurate reporting and the evaluation of training programs for improvement.

ATMS allows organizations to design and administer all aspects of training across multiple business units, training centers and aircraft fleets; manages training for classroom, CBT, fixed-device simulators, full flight simulators, and training aircraft; and maintains on-line (electronic) records for instructors and trainees. It handles traditional curriculum, the FAA's Advanced Qualification Program (AQP), and the EASA's Alternative Training and Qualification Program (ATQP) approach to training.

The use of a common database means that everyone using ATMS will have access to the same information – immediately. Flight Operations managers will have up-to-date information on crews currently in training. Administrative personnel will have access to accurate and timely training record data. ATMS allows multiple training schedulers to create and maintain schedules and allows them to work with the same resources without double-booking trainees, devices, or instructors.

The system manages scheduling for training devices, instructors, and trainees. Entire courses are scheduled with one click according to a curriculum footprint and scheduling rules. Resources are assigned based on qualification and availability.

Training results may be entered directly by instructors from a computer connected to an organization's network or from a remote location or device such as an Internet PC, laptop, or pen-based system. On-line verification ensures the accuracy and quality of captured data. Once a trainee's current training is completed, ATMS automatically determines future training requirements according to organization-defined training plans.

ATMS provides administrators the ability to track the progress and performance of individual trainees during their current training course. The system also maintains historical training results and comments so administrators can analyze past performance, identify trends, and enhance their training programs. Detailed data can be de-identified to satisfy any union rules or for AQP/ATQP.

ATMS maintains a complete audit trail of all changes made to curriculums, schedules, and trainee records. The system also has a messaging system that automatically notifies individuals of certain actions (such as a schedule change) and allows users to send messages. Messages may be sent by email or internal to ATMS.

ATMS can work as a stand-alone system or be integrated with existing payroll, crew scheduling, and day-of-operation systems to share data. A standard Application Program Interface (API) is provided for this purpose.

Benefits

As many organizations' training processes are largely manual or managed in multiple, different systems, it is apparent that an automated training management system with a single repository for information can provide substantial benefits. A system that integrates planning, scheduling, records, grading, and reporting can streamline workflow and lead to improved efficiency and accuracy, as well as communications between Managers, Schedulers, Instructors, and Trainees.

ATMS provides companies a method of monitoring flight crew performance from a regulatory aspect. It also provides detailed information identifying weaknesses and strengths of training programs. This information is critical in making decisions about adding, reducing, or changing training to achieve efficiency.

Many organizations collect training data on paper or spreadsheets. Collecting data on paper and using manual or scanning systems to input to an electronic system are too rigid and error prone to supply high quality data. ATMS validates the data as it is entered, significantly reducing the data entry error rate and ensuring all results are immediately accessible to everyone in a single, electronic location.

"Smart" edits in ATMS lead curriculum developers, instructors, schedulers and record specialists into collecting and managing meaningful and accurate information. For example, an instructor can't mark a simulator check as "passed" unless all required trainee tasks were graded. In scheduling, ATMS will not allow progression of normal follow-on training if any prior training is not properly satisfied. The scheduler must first resolve the issue and assign additional training, if required, before the trainee advances in their course. ATMS will not permit a trainee's course to be considered complete unless all required training is finished. Once all the training is completed, ATMS will allow the records manager to approve the training. ATMS will automatically determine what follow-on training is required for the trainee; calculate the follow-on training due date, and queue the trainee for their next training interval.

Benefits for AQP/ATQP Participants

One of the strengths of ATMS is its support of the FAA's Advanced Qualification Program (AQP) and the EASA's equivalent Alternative Training and Qualification Program (ATQP). AQP/ATQP integrates a number of innovative training concepts aimed at improving flight crew performance when compared to traditional appendix-based training programs. The major features of AQP/ATQP are true proficiency-based training and the complete integration of CRM skills. *One of the significant benefits that can be derived from this program is extension of the recurrent training interval.*

ATMS can play a pivotal role in helping an organization design and administer AQP/ATQP-based training programs. Traditional training management systems often fail to manage the additional complexity demanded by the AQP/ATQP curriculums and training data collection requirements. *ATMS was designed specifically to help develop and manage task-based AQP/ATQP training programs.*

The quality of data collected is a significant component of AQP/ATQP. Regulatory agencies have established that, when requesting training interval extensions or training reductions from present approved levels, the organization must support its request with statistically valid data that indicate crew performance warrants the extension. Additionally, the carrier must be able to continue to collect accurate data showing that performance does not degrade as a result of the extension. *ATMS can help you accomplish these goals.*

ATMS Highlights

- Provides accuracy through automation.
- Under AQP/ATQP, justifies reduced training requirements based on quality data collection.
- Prevents assignment of unqualified or unavailable instructors and trainees.
- Provides more accurate forecasting of future resource needs and training requirements.
- Analyzes training data to identify trends and fine-tune training curricula.
- Improves communication and workflow between managers, administrators, schedulers, instructors, and trainees.
- Stores current training material content available to the instructor on-line.
- Uses training personnel more efficiently.
- Provide email notification for immediate response to scheduling or trainee issues.
- Provides a constant real-time audit trail.

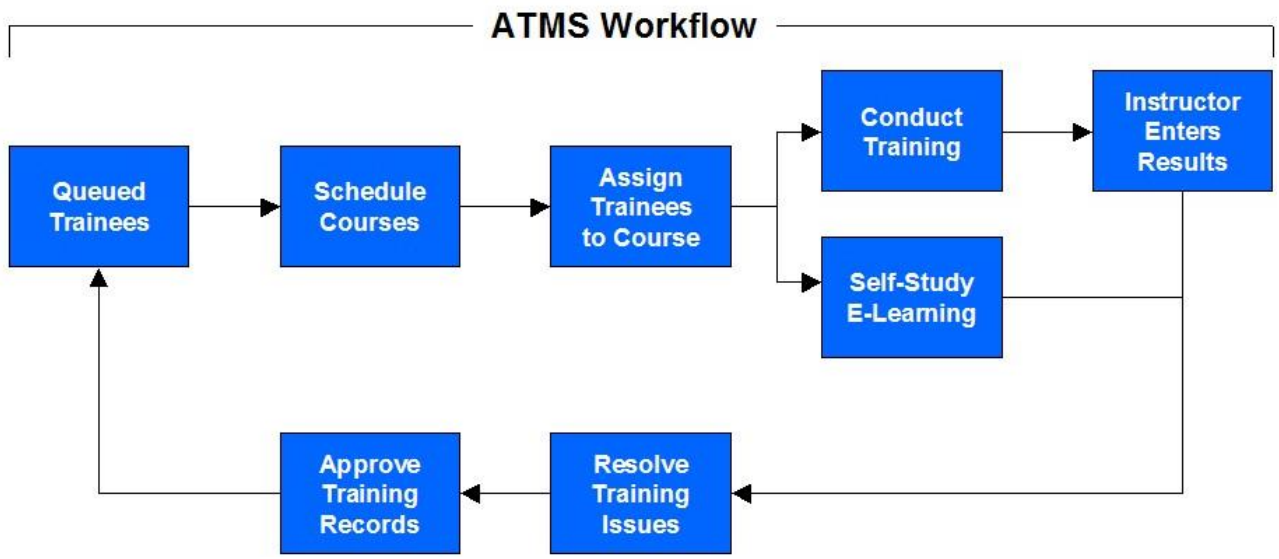
- Reduces exposure to regulatory sanctions.
- Prevents unexpected downtimes due to certification penalties.
- Allows managers the ability to see the progress of all trainees in a single display.

ATMS Features

Process Flow

ATMS is intended for use by training managers, administrators, schedulers, record keepers, and instructors. Sharing a common database means everyone using ATMS will have access to the most current information. Flight Operations managers will have up to date information on crews currently in training. Administrative personnel will have access to accurate and timely training records. Schedulers can create and maintain schedules and work with the same resources without unintentionally double-booking trainees, devices, or instructors.

The ATMS process flow provides for building curriculums, queuing trainees and instructors for required training, scheduling resources, grading, final approval of completed training, and reporting.



ATMS Implementation

Curriculum

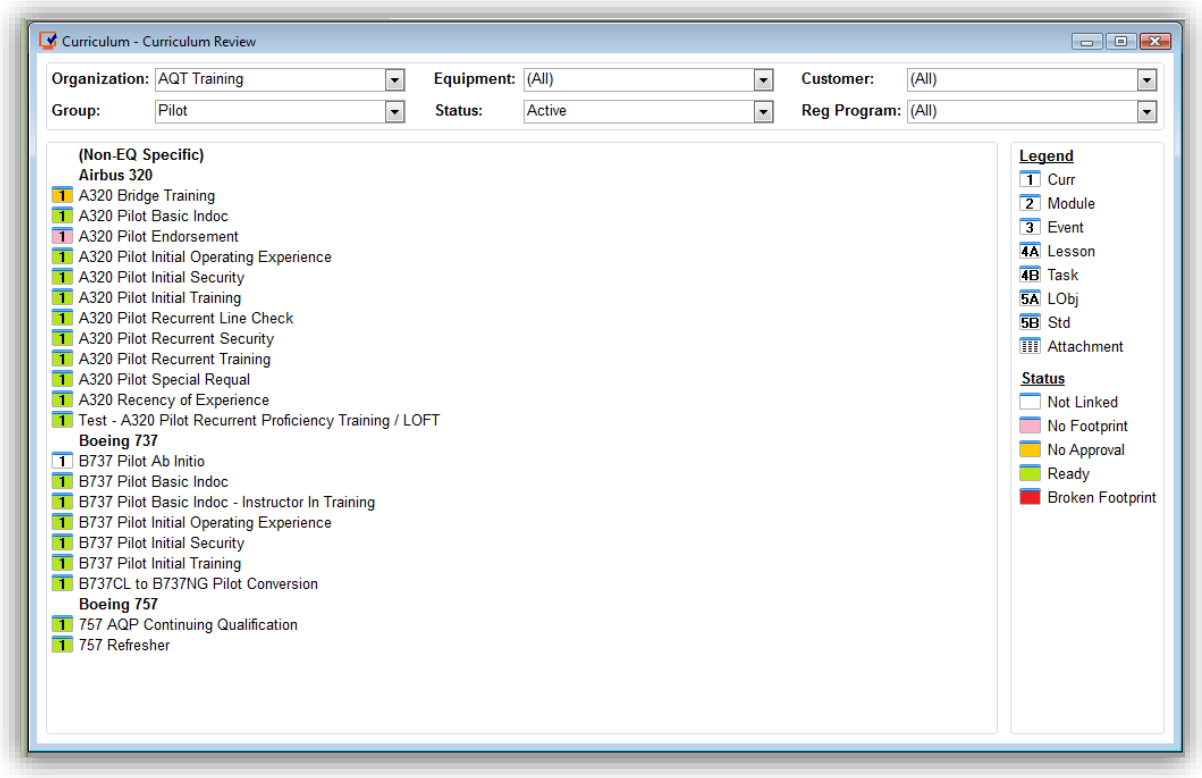
Curriculum Maintenance allows administrators to easily construct training curricula that meet organization training requirements. It supports training program development for multiple business units, regulatory programs, customers, and aircraft types. It allows curriculum developers to build training programs for pilots, flight attendants, dispatchers, and maintenance personnel independently while still sharing data and devices that are common to all. Curricula can be designed for initial (non-recurrent), recurrent, transition, differences, and upgrade training as well as special training programs. An example of a special program is training required for a specific airport qualification.

Curriculum Building

In ATMS, a curriculum is a group of components (classes, sim sessions, self-study, tests, etc.) that comprise a course to be trained. Each component is built individually; this allows them to be used in multiple training courses. The components consist of levels 1, 2, 3, 4A, 4B, 5A, and 5B. These levels are typically referred to as Curriculum, Module, Event, Lesson, Task, Learning Objective, and Standard, respectively. They may be named to match the regulatory program(s) your organization follows. Curricula may be defined as simply as you want, or as complex as you need them to be.

Once built, the components are then linked together hierarchically to form a complete curriculum. Level 3 Events (which are the actual components that are trained and graded) are linked to Level 2 Modules, and Level 2 Modules are linked to Level 1 Curriculums. If your training is ground-school based, then Level 4A Lessons can be linked to Level 3 Events. Level 4A Lessons may also be defined as self-study components that are completed by the trainee independently. Examples would be Computer-Based Training (CBT), tests, and other E-Learning content that can be launched by the trainee in MyATMS. Learning content may be SCORM-compliant, PDFs, or other types of legacy content. If your training is task or maneuver based, then Tasks (Level 4Bs) can be linked to Level 3 Events to be graded. The Level 5A and 5B for Learning Objectives and Standards can be linked to the Level 4B Task components.

A master footprint is then defined for the curriculum, which is used to provide the baseline structure of the course; sequence and preferred days/times for each training event. Curriculum Review displays course structure and the status of the curriculum by color:



ATMS Curriculum Review

Training Plans

Training plans can also be developed for initial and continuing programs allowing administrators to define a series of curricula required for individuals to achieve and maintain their positions and qualifications. For example, an Initial A320 Captain training plan may include Basic Indoctrination, Security, Type Transition, and a Line Check. The Continuing A320 Captain training plan may include Recurrent Simulator Training and a Proficiency Check. When a trainee successfully completes a course in a continuing training plan, ATMS will automatically create pending future training records in the queue for that trainee. This provides the basis for forecasting future training requirements.

Curriculum Highlights

- Supports the development of training programs for pilots, flight attendants, dispatchers, maintenance personnel, instructors, or any group defined by the organization.
- Enables self-study content delivery to the trainee as part of an integrated curriculum.
- Supports multiple regulatory training programs. Allows configuration of component labels based on selected regulatory program.
- Tracks curriculum approvals at the organization, customer, and regulatory authority levels.
- Maintains on-line briefing instructions and lesson guides in a variety of formats accessible by the instructor.
- Provides testing capability for resulting generated grading forms; both interactive and print.
- Defines instructor qualifications required to teach a training event.
- Allows prioritization of device types for scheduling a training event.
- Allows individual training events to be optional for a curriculum.
- Allows simulator/flight tasks to be required, optional, added, and/or grouped for a training event.
- Provides ability to define initial, continuing, and special training plans.
- Maintains audit trail of all changes made to curriculum components.

Record Keeping

ATMS manages customer, training vendor, instructor, and trainee data. Baseline trainee and instructor information may be entered directly into ATMS or loaded via an interface with an external system (for example an existing flight operation or human resources system).

Customer Data

For organizations who lease their devices to customers or provide training services to customers; customer data can be maintained and includes general customer information, contracts, contact names, regulatory agents, customer holidays, and user-defined fields. Customer trainees and instructors are identified with their respective customer; since the label "Customer" may be changed, Customers may also be used to identify different airlines within a parent company.

Training Vendor Data

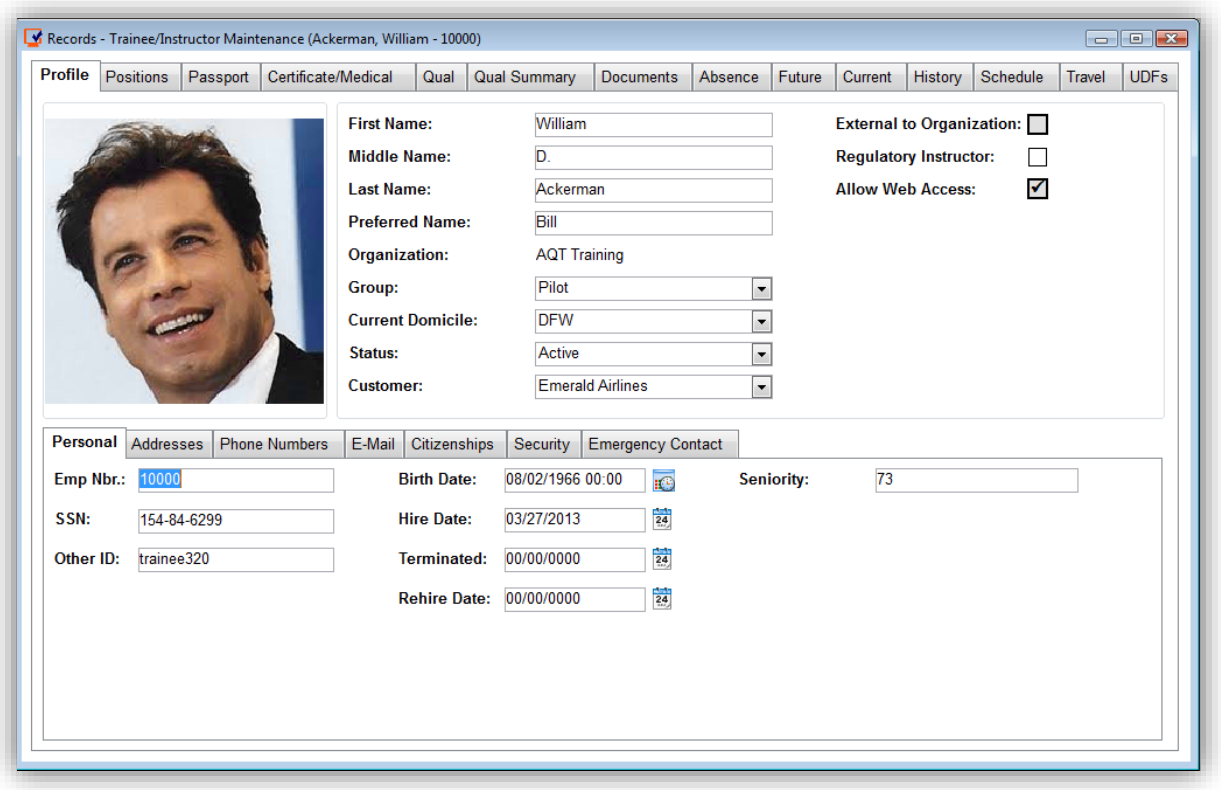
For organizations who use 3rd-party training vendors, or 3rd-party training devices, basic vendor identification and contact information may be maintained. This information is used when scheduling training at vendor locations, or scheduling training devices or aircraft owned or managed by 3rd-parties.

Trainee/Instructor Data

The instructor and trainee data includes:

- Personal – Baseline employee information such as name, gender, date of birth, citizenship, etc.
- Contact Media – Multiple addresses, phones, emails, and emergency contacts.
- Security – Background, checks, and identity information.
- Positions – Tracks multiple positions, regulatory approval, and flight-specific qualifications.
- Passports/Visas/Inoculations – Tracks multiple passports, visas and inoculations.
- Certificates/Ratings – Tracks the individual's certificates and ratings on those certificates.
- Medical – Monitors the medical exam and proper expiration based on age.
- Qualifications – Tracks user-defined qualifications, expiration, and training needed to maintain the qualification.
- Qualification Summary – A quick glance at what makes the trainee current.
- Documents – A repository for any type of document to be stored for the individual (i.e. passport).
- Absences –Tracks absence periods for the individual that impact availability.
- Future – Tracks ongoing, future training requirements.
- Current – Shows the training that is queued or in progress for the individual.
- History – Shows the completed training for the individual.
- Schedule – Shows the individual's schedule for the selected date range.
- Travel – Records travel itineraries and expense reimbursement that can be viewed by trainees.
- UDFs – Displays User-Defined Fields that are defined by the organization for trainees.

While ATMS provides the ability to track a considerable amount of information, in order to track training, the only information that is required is some baseline information and a position. This allows an organization to start out with only the minimal data required and add new information and functionality as needed. Commonly, the trainee's medical information will be tracked initially; followed by qualifications and certificates as the implementation progresses.



ATMS Trainee/Instructor Record

Managing Expirations

Expiration Review allows managers and administrators to view individuals in, or approaching, position expiration. A position expires when required training is past its due and grace period, or may expire when any required element such as a medical, certificate, certificate rating, qualification, or regulatory qualification lapses. The Expiration Review was designed to help manage and maintain crew currency pro-actively. Besides the expirations mentioned above, ATMS also tracks the expiration of inoculations, passports, visas, and certificate instrument ratings. Managers and administrators can be notified by email when a trainee or instructor's position has been set to non-current by ATMS. When a Medical comes due, trainees are notified to prevent the medical from expiring.

A Qualifications Summary is provided to allow you to quickly see a trainee's position currency status (i.e. line qualified). The summary displays all positions for a trainee, plus qualifying training relating to the position and any certificates, qualifications, or medicals tied to the position, along with their appropriate currency statuses.

A Forecasted Expiration date is calculated and displayed for each position based on all qualifications maintained in ATMS.

Managing Trainees

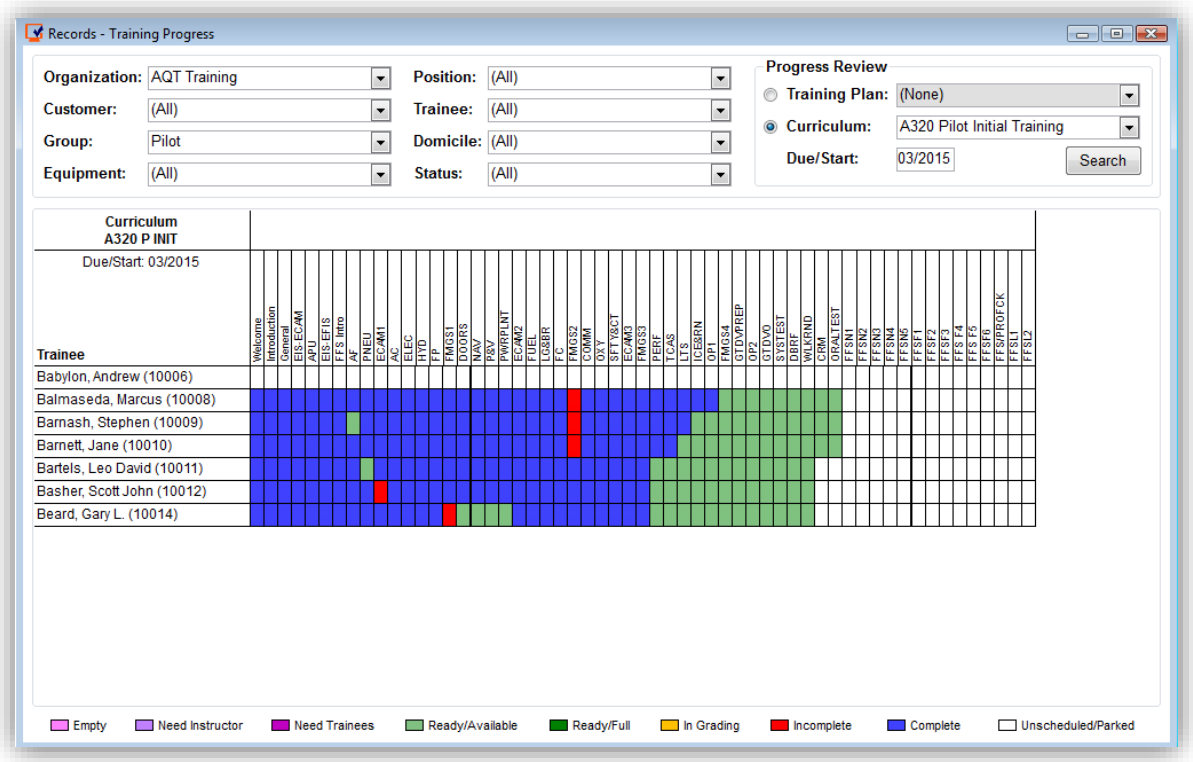
Trainees are initially queued for training individually or as a group. When training is completed and approved, the completed curricula become part of the trainee's historical record.

The Approval process replaces the customary manual effort of collecting and reviewing grade sheets for completeness. ATMS Grading ensures all necessary results have been supplied by the instructor. The Approval window

displays trainees who have finished their training and flags those who need to be reviewed for failed grades, incomplete training, etc. All results are accessed by a single click from the Approval window for review. The approval process automatically queues the trainee for the next interval of recurrent training.

If the trainee fails a critical training event in the curriculum, managers are automatically notified to determine the course of action to take for the trainee. The manager might determine that additional training is required for the individual or that they should be removed from the current curriculum and put into remedial training, or possibly that the trainee's base month should be changed.

Managers have the ability to see the progress of all trainees in a Training Plan or Curriculum in a single display. This is especially useful for viewing progress of newly-hired trainees in an initial program, or trainees who are upgrading in a fleet conversion.



Records – Training Progress

Record Keeping Highlights

- Trainee and instructor information includes a wide range of data that covers such items as baseline personnel information, addresses, passports and visas, certificates and ratings, positions, qualifications, absences, travel, documents, current training requirements, and training history.
- Training records only require a trainee's position to track completed training.
- Calculates and displays current and pending expirations allowing managers and administrators to take preventative action.
- Provides immediate notifications on expired positions, medicals, and failed training.
- Provides the ability to display and update an unlimited number of user-defined fields for each person.
- Approval of completed training for an individual triggers queuing of any follow-on, or recurrent, training.
- Allows for the addition and removal of future training requirements for individuals.

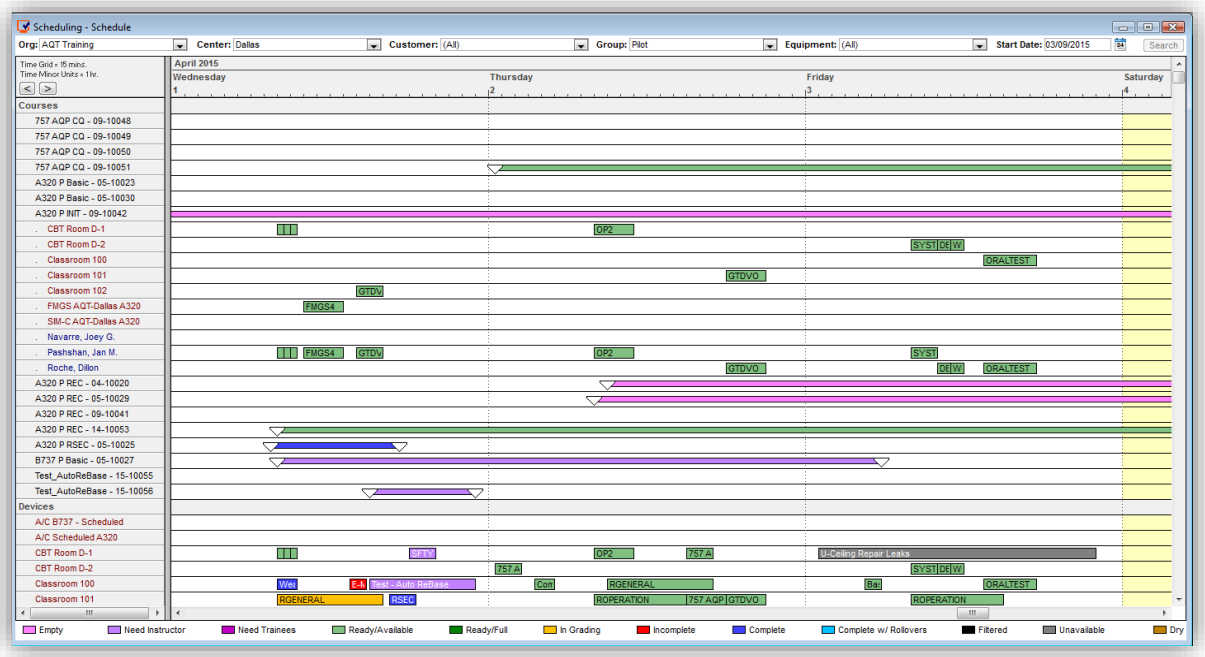
- Allows an administrator to cancel a current curriculum for an individual.
- Allows customer information to be entered directly or imported from other systems.
- Provides an audit trail of all changes to instructor and trainee records.

Scheduling

Process

Schedulers may easily schedule instructors and trainees for training conducted in any type of device such as classrooms, CBT, fixed-based simulator, and full-flight simulator devices. The scheduler, using a reusable scheduling footprint that was created from the curriculum's master footprint and defined for a specific number of crews or trainees, places the course on the schedule timeline. This automatic process schedules the course into specific devices, or determines the correct and available slots in which to place the training. Instructors and trainees are then added to the scheduled training until all requirements are satisfied. Trainees and instructors are automatically notified of their schedules and any changes as they occur. Training is then ready to be graded.

If the organization uses 3rd-party training vendors, Vendor Scheduling is available. Vendor Scheduling allows customers to use a more blended approach – some training handled internally, and some done by a vendor, or on a vendor's devices with their own instructors. This capability allows a single curriculum to define both internal and vendor training, the scheduling footprint defines the curriculum components that are to be scheduled with a vendor.



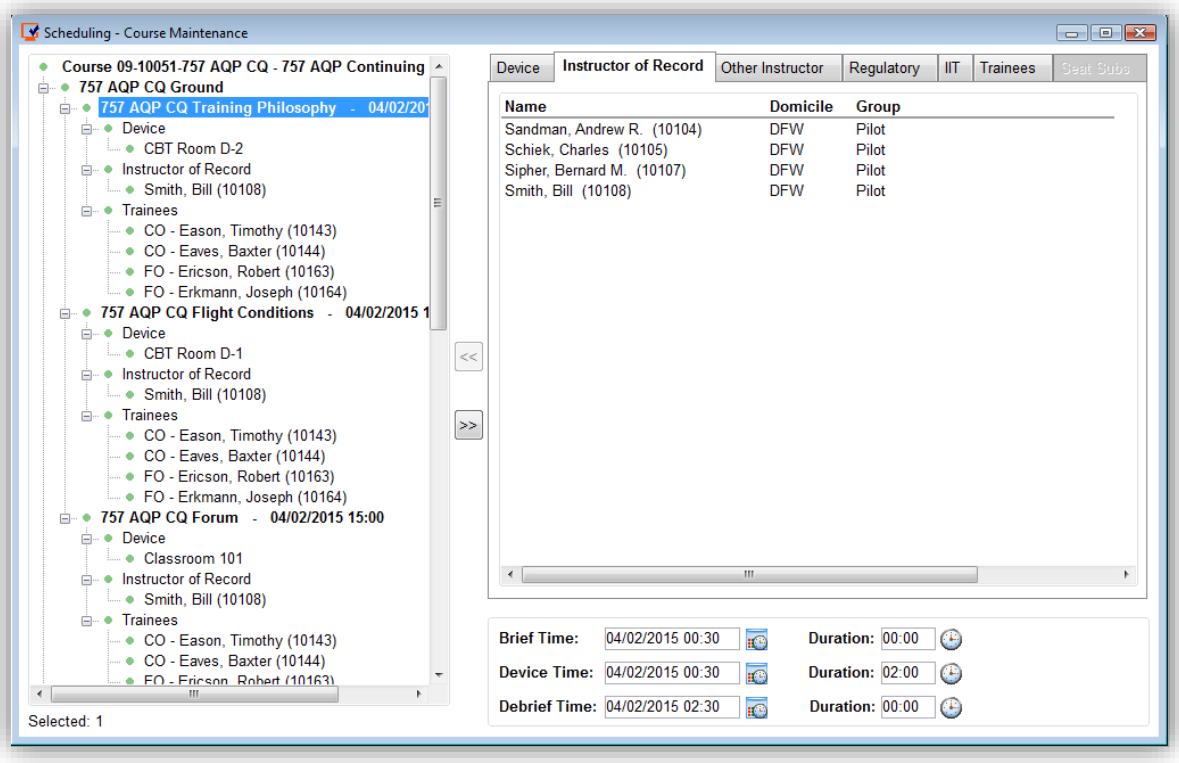
ATMS Schedule

Managing the Schedule

Scheduling data is presented in an intuitive and comprehensive graphical manner. Schedulers may choose to see the timeline in different formats and over different periods of time. Open slots for a device or instructor can easily be identified. When working with a large schedule, the timeline can be filtered to show only specific devices, instructors, trainees, or courses. This makes it easier to see resource usage and availability.

User preferences allow a scheduler to specify the device types, aircraft types, courses, and instructors that they manage. They can easily tailor scheduling views to their specific areas of responsibility. The use of color helps training schedulers to quickly see the status of scheduled events and pick out potential problem areas. Details can be displayed in the schedule with a simple hover while the cursor is positioned over any object on the schedule. The display and hover detail are determined by configuration settings.

Trainees and Instructors are easily added to an entire course or a single training event using Course Maintenance. Only qualified instructors are available for selection, and trainees needing training are shown in order by priority to aid the scheduler. Regulatory, seat substitutes, and other assignments may also be handled by Course Maintenance. In the following example, an instructor is being assigned to training with one click of the arrow button:



ATMS Course Maintenance

Changes can easily be made directly on the schedule via drag-and-drop and entire courses in progress can be automatically rescheduled, based on the original course footprint; all subject to validation and existing rules. This is beneficial in the event a simulator will be out of service, for example.

The schedule also has a Practice Area to accommodate “what-if” and planning scenarios. The Practice Area allows users to quickly revise complex schedules by manipulating specific resources within a defined time frame without impacting the schedule. Once the user is satisfied with their resource allocation in the practice area, the solution can be saved and applied to the real-time schedule.

Automatic notifications may be sent to trainees and instructors when they are scheduled into an event, or when information about the event is changed. Schedulers may also receive notification when a trainee needs to be rescheduled for an event.

Training Centers

For organizations with multiple training sites; individual schedulers, device ownership, and device rights are defined by center. Instructors and schedulers may be assigned to work in one or multiple centers; schedulers may be restricted to scheduling certain devices. Training maybe moved from one training center to another using the "parking lot". The "parking lot" can also be used by an individual scheduler to hold training while they coordinate resources for assignment.

Customer Training Requests

ATMS Scheduling also manages requests from customers for wet and dry training. In a wet (course) request from a customer, trainee names are entered, if known, and courses can be selected and reserved. If trainee names are not known, "TBD" trainees can be inserted as placeholders. In a dry request, one or more repeating or non-repeating patterns are entered. Non-repeating patterns are ad-hoc requests that are scheduled where device availability exists. Repeating patterns are requests for multiple regular sessions; they are placed on the schedule, where resource availability allows, at the requested interval (daily, weekly, or monthly) in the requested pattern.

Scheduling Highlights

- Schedules any type of training device such as classrooms, labs, simulators.
- Automatically schedules entire courses based on rules and availability.
- Prevents scheduling conflicts.
- Supports scheduled line checks.
- Supports multiple views of schedule, including Gantt and calendar formats.
- Allows user selection of resources displayed on schedule.
- Allows downtime, change-outs, and unavailable periods to be set for devices, instructors, and trainees.
- Supports daylight savings time changes and multiple time zones.
- Manages scheduling of multiple instructors and regulatory personnel (e.g., FAA).
- Prevents scheduling of devices, instructors and trainees when they are unavailable.
- Prevents unqualified instructors from being assigned to teach.
- Allows additional training to be added to a trainee's curriculum or to a course.
- Allows training to be removed from a trainee's curriculum or from a course.
- Provides a "practice area" to accommodate what-if scenarios and schedule planning.
- Provides a "parking lot" as a holding area while researching schedule conflicts or to move events between centers.
- Notifies the scheduler or administrator when a trainee fails or does not attend a training event.
- Automatically notifies the instructor and trainee when scheduling changes have occurred.
- Displays the schedule by courses, devices, trainees, and instructors.
- Displays the scheduling timeline in different time increments.
- Allows filtering to display a subset of the schedule based on devices, instructors, trainees, aircraft, etc.
- Existing training can be easily modified. Trainees can be added or removed, instructors can be changed, and the device or times can be modified from a single point.
- Manages scheduling in multiple training centers.
- Allows scheduling of off-site or vendor devices.
- Manages wet and dry training requests from third parties.
- Supports scheduling of third-party wet and dry training.
- Allows dry scheduling by session or interval pattern.
- Allows user to toggle between color schemes to easily view the status of wet and dry training.

Grading

Process

Grading captures the performance of trainees in a training event. An instructor or administrator can accurately and efficiently enter grades, comments, and flight leg data (if appropriate). Additional instructors may be assigned to the training (ex: an Instructor-In-Training, or "Other Instructor"). Administrators may enter results for any instructor. A search capability allows instructors and administrators to search for a scheduled training event. Grading may be done at the class level, or at the level of tasks/maneuvers in a simulator or other training device, or by individual trainee in the instance of self-study or individual testing. MyATMS is specifically designed to provide instructors and trainees a friendly, simple, user interface that could be accessed by the Web or tablet device. When using MyATMS through a tablet device, the users can take advantage of touch capability screens to add to the ease and convenience of touch grading or self-study e-learning experience.

Training is made available to the trainee at a designated point in time. Results are automatically captured from SCORM-compliant content and may be reviewed by an instructor, completed automatically by the e-learning content, or for nonSCORM-compliant content, marked complete by the trainee.

Instructors (or administrators) may view detail information for a pending training such as location and trainee contact information, or review past results for a trainee in their current curriculum, or review any historical training records. Trainee pictures are provided (if available) to ensure the correct student is receiving training and to aid the instructor in recording results. Attachments needed for the training, such as briefing notes or a presentation, are also made available to the instructor. A grading form may be printed at any time; in advance to assist in recording results, or as a completed record once the results have been entered.

These are examples of the types of training you may grade using MyATMS:

- Classroom or Simulator
- Line Checks (and No-Notice Checks)
- Operating Experience
- E-learning / CBT (Computer-Based Training) ▪ Random Observations ▪ Take-home tests, etc.

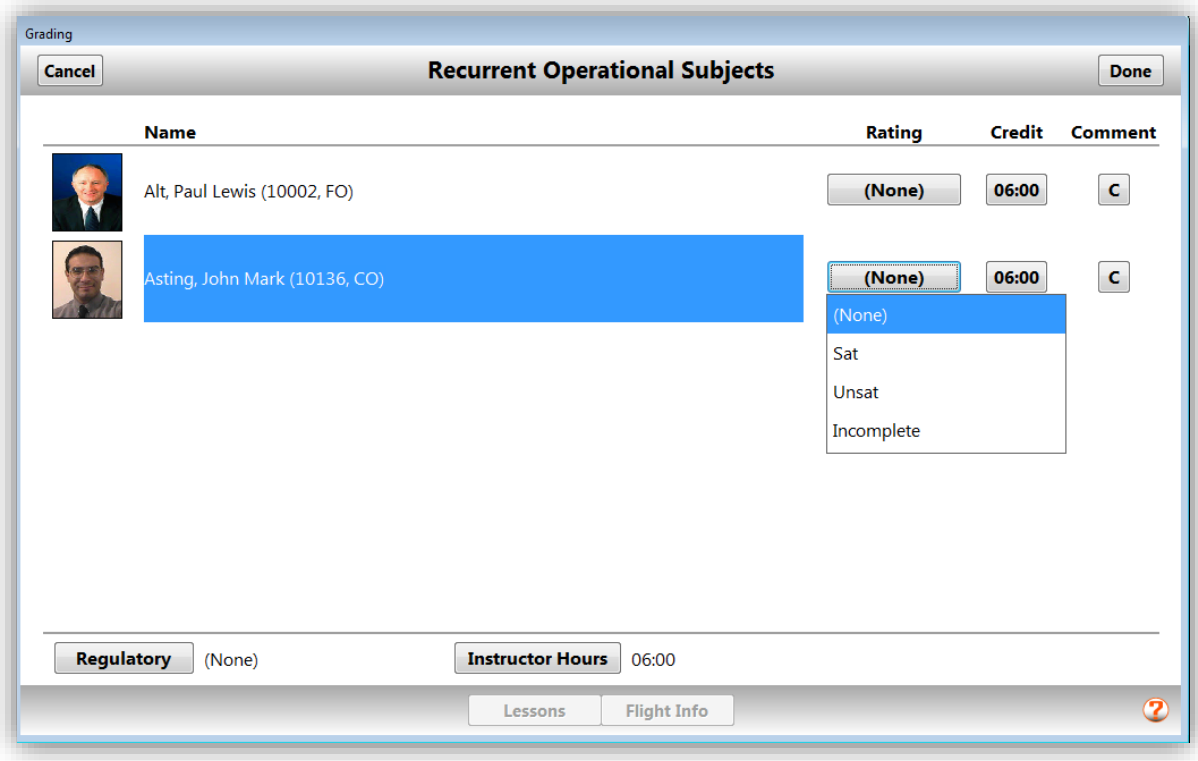
If a trainee is marked absent, ATMS removes them from the training, places the back in the scheduling queue, and notifies the schedulers to reschedule the trainee. Managers may optionally be notified as well.

If a trainee receives a failing grade for a training event flagged as a "gate", the system will automatically re-queue the trainee for the training event. The system will not let the trainee proceed with their training until this remedial training is successfully completely.

For unscheduled line checks, instructors may select individuals from the line check queue to grade, or may be preassigned to check individuals. The instructor can also enter results for ad-hoc line checks and random observations. These results include instructor, grades, comments, date of the event, equipment, and the necessary flight leg information, if appropriate.

Simulator, or any task-based training, may be graded at a more granular level. Grading by task is fully-configurable and allows the instructor to record a rating, indicate number of repeated attempts, whether the trainee is proficient, and enter any comments. Additionally, the instructor may indicate which trainee was the Pilot Flying, select from a list of reasons for the rating, and identify the standards which were measured. Based on the rating given, proficiency may be defaulted, as may other fields such as the rating and Pilot Flying indicator. Instructors may apply a grade to the entire crew, or rate trainees individually. The results collected fully-support the FAA's AQP and EASA's ATQP programs.

Instructors may also give an initial rating, then record a final rating to show improvement as the task is repeated. Trainees may be graded as a crew.



ATMS Grading for Classroom Training

ATMS Grading for Simulator or Aircraft Training

Grading Highlights

- Captures training results for scheduled events, operating experience, line checks, no-notice checks, random observations, and unsupervised events such as self-study.
- An instructor or administrative personnel may enter training results.
- Training results may be entered locally or from a remote site.
- The instructor can view detailed training event information, such as device and location, the trainees that have been assigned to the event, flight information, and instructor notes.
- Provides instructors online access to briefing instructions, presentations, or manuals.
- Allows an instructor to review the results of any past training.
- For task-level grading, once the testing is complete, the instructor may make adjustments to the grading and debrief the trainees using the grades and comments for each task.
- Failed or unattended training by a trainee will result in an automatic notification to an administrator and prevents progression of the trainee to the next scheduled event.
- Failed "gate" training will result in the training being automatically placed into the scheduling queue to be taken again by the trainee.
- Supports adding trainees to classroom events as drop-ins.

Communications

Automated Messaging

Having a sophisticated means of communication ensures your Instructors and Trainees are aware of their training schedules, or upcoming expirations of medicals or training, in real-time alerts and emails.

Managers may be immediately notified of failing students and Schedulers are able to work efficiently when having to cancel or make changes to training by the participants being notified automatically. No phone calls and trying to contact people.

With over 50 notifications to select from, and the built-in flexibility to change the message text or variables that appear in the message text itself, we give you control over how to communicate to your Trainees, Instructors, Customers, and Managers. User-created notifications provide additional flexibility to create periodic alerts, meeting requests, etc.

Creating a simple customized Welcome page for either ATMS or MyATMS gives you the ability to alert all users of the system of important company information (i.e. confidentially statement), up-coming system maintenance, or a change in company policy. Whatever you choose, it's all in your power!

ATMS places the capability and control in your hands to define under what circumstances ATMS should automatically generate a message and who should receive the message. Whether sent to a group of users or to individuals, each message is configurable to your business needs. ATMS also tracks whether the messages have been read – even emails!

Communication Highlights

- Provides real-time alerts to managers by email.
- Alerts crew members of assignments or changes to their schedule.
- Notifies the Instructor (and their manager) if grading isn't done on time.
- Assists Administrators with grading issues from incomplete to failing grades.
- Informs Customers of training confirmations or changes.
- Provides confirmation that messages have been received.
- Notifies the Instructor or Trainee when their medical is due.
- Provides a configurable Welcome message to all users.
- Allows full control of message configuration and content.

Configuration

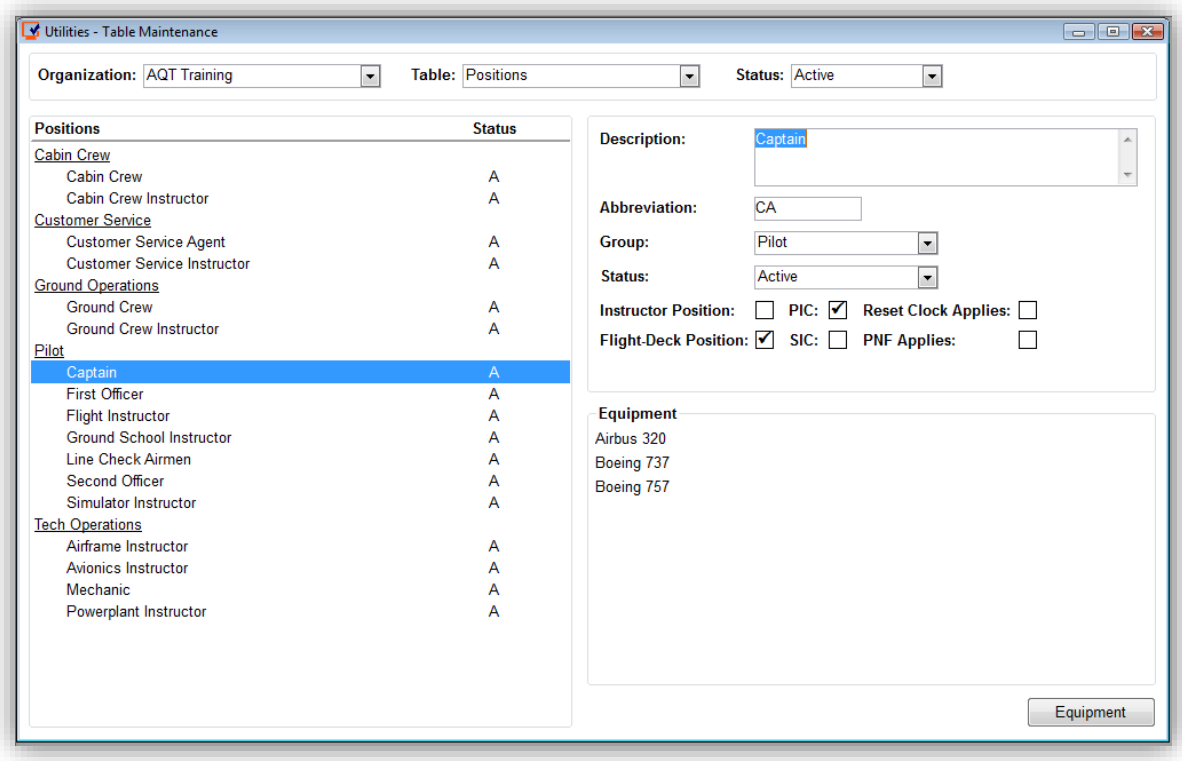
Organization Configurations

ATMS is designed to be highly configurable. An organization can apply their specific terminology to ATMS by defining codes for curriculum types, equipment, airports, positions, and so on. An organization can also identify their training devices, contractual rules, and configure individual training centers (if applicable), including assignment of schedulers and device rights.

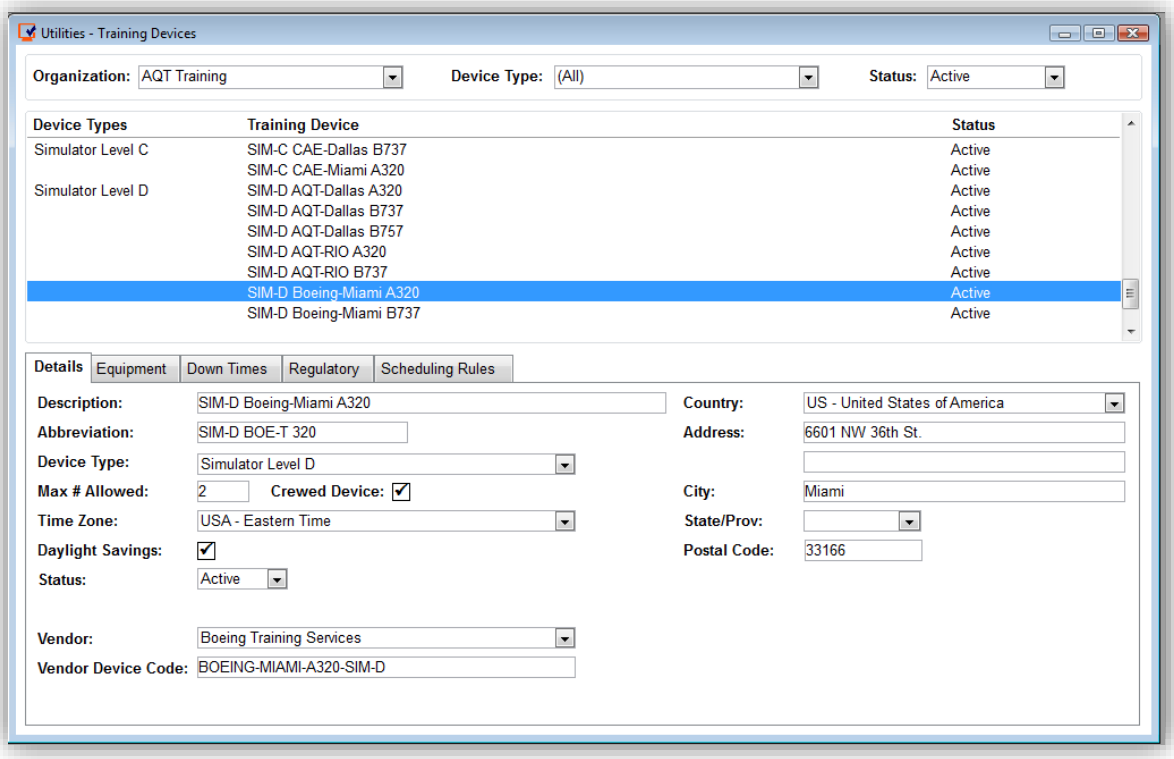
Some of the organization-specific codes that may be defined are:

- ☐ Absence Types
- ☐ Airports
- ☐ Certificates
- ☐ Contact Types
- ☐ Curriculum Types
- ☐ Device Types
- ☐ Document Types
- ☐ Equipment
- ☐ Grace Periods
- ☐ Groups
- ☐ Medical Classes

- Positions
- Qualifications
- Rating Scales



ATMS Organization-Specific Table for Positions



ATMS Organization-Specific Table for Devices

User-Defined Fields

An organization may create an unlimited number of user-defined fields (UDFs) for use in ATMS. UDFs can be defined for trainees, training devices, or customers. UDFs are categorized, labeled, and edited as defined by the organization. They may be defined as checked items, date fields, text, text with validation, number, comment, dropdown list, and time. Dropdown list values may be supplied with the field, or access an external table for values and descriptions. Comments fields may be associated with any UDF (except comment fields). UDFs are grouped into categories and categories are assigned to a layout that displays with either the trainee, training device, or customer as specified.

System Configuration

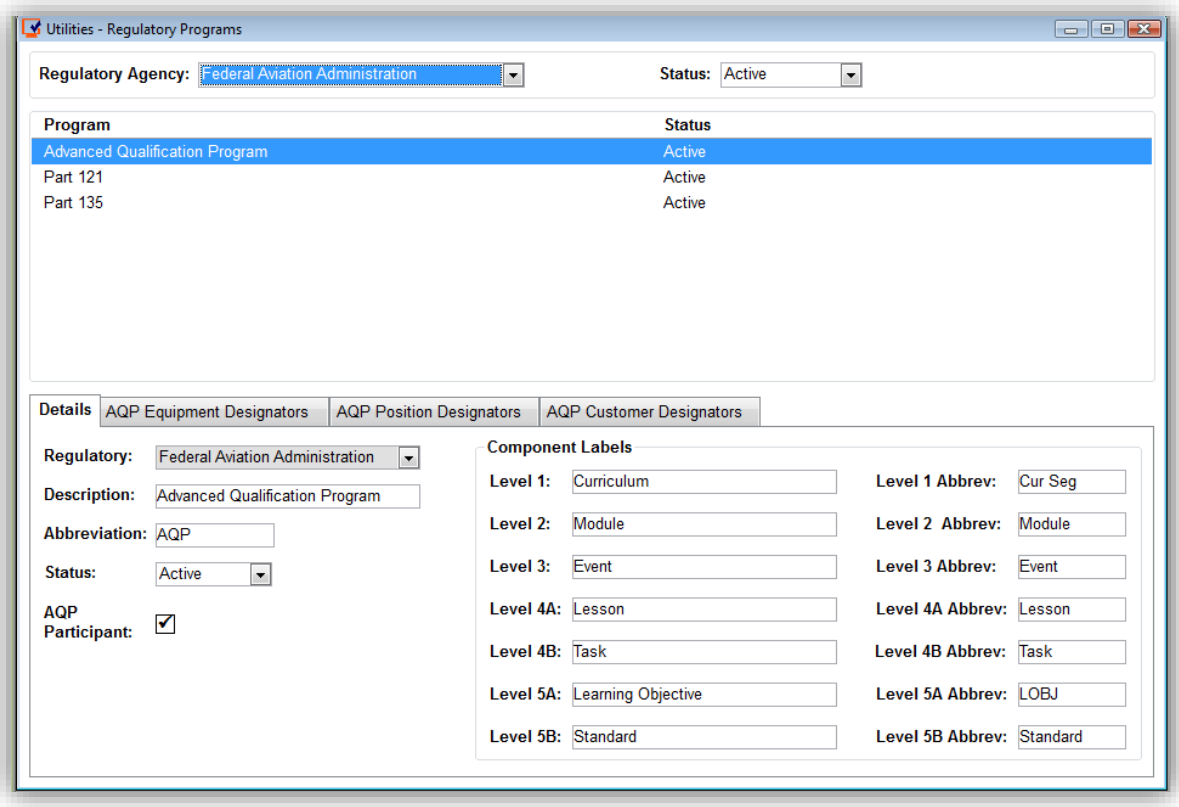
An organization can apply their specific terminology to ATMS system-wide codes such as countries and regulatory agencies. An organization can also define system-wide the regulatory programs to be utilized, and they can specify their site preferences and configure notifications issued by ATMS. Site preferences are settings that affect all systems users, such as date and time formats. Notifications are optionally generated by the system when a triggering action occurs such as to automatically notify an instructor when a schedule changes. Individual users may define their preferences, such as search criteria or scheduling defaults.

The primary system-wide codes that are definable are:

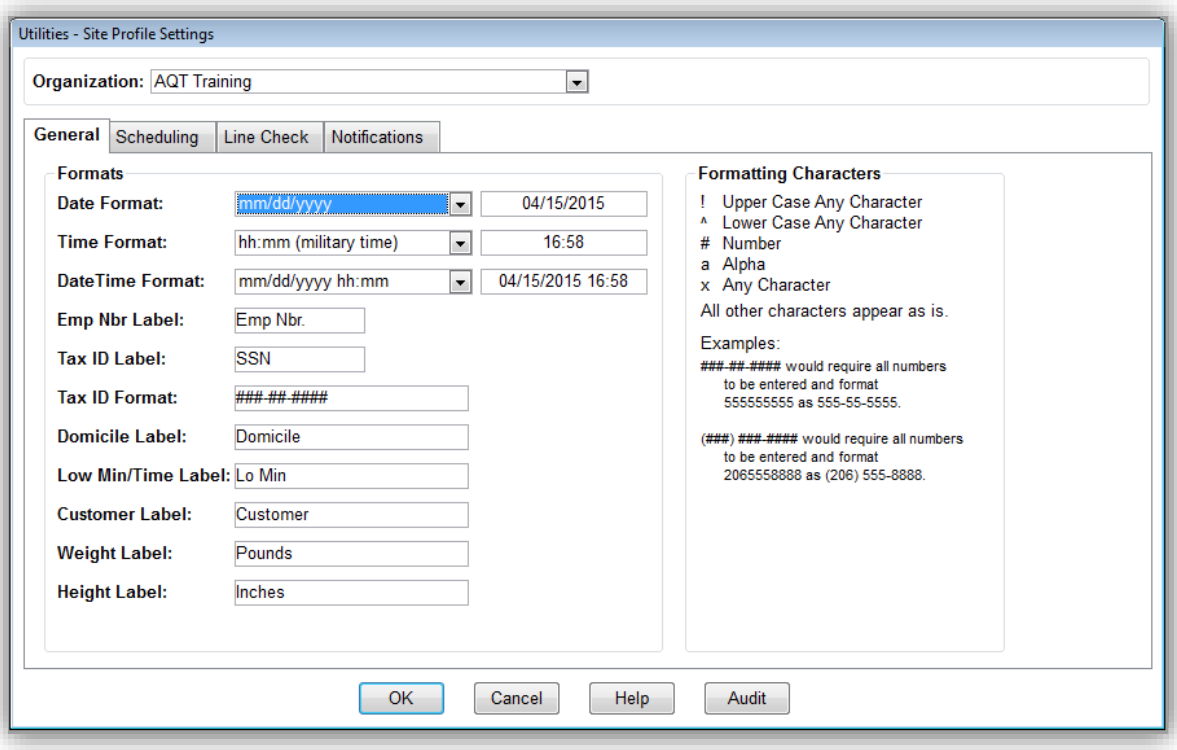
- Countries
- Time Zones and Daylight Savings
- Regulatory Agencies
- States and Provinces

Site preferences that are controlled by ATMS are date and time formats, employee number formats, and phone number formats. User preferences may be set for organization, group, and the aircraft the user works with in most ATMS windows as well as scheduling parameters like timeline increment and view.

Business Rules have been embedded throughout ATMS to allow a site administrator to control the behavior of ATMS, or to enable functionality. Rules control edits, processing, warning messages, and the use of individual fields or system functionality.



ATMS Regulatory Programs Configuration



ATMS Site Profile Settings

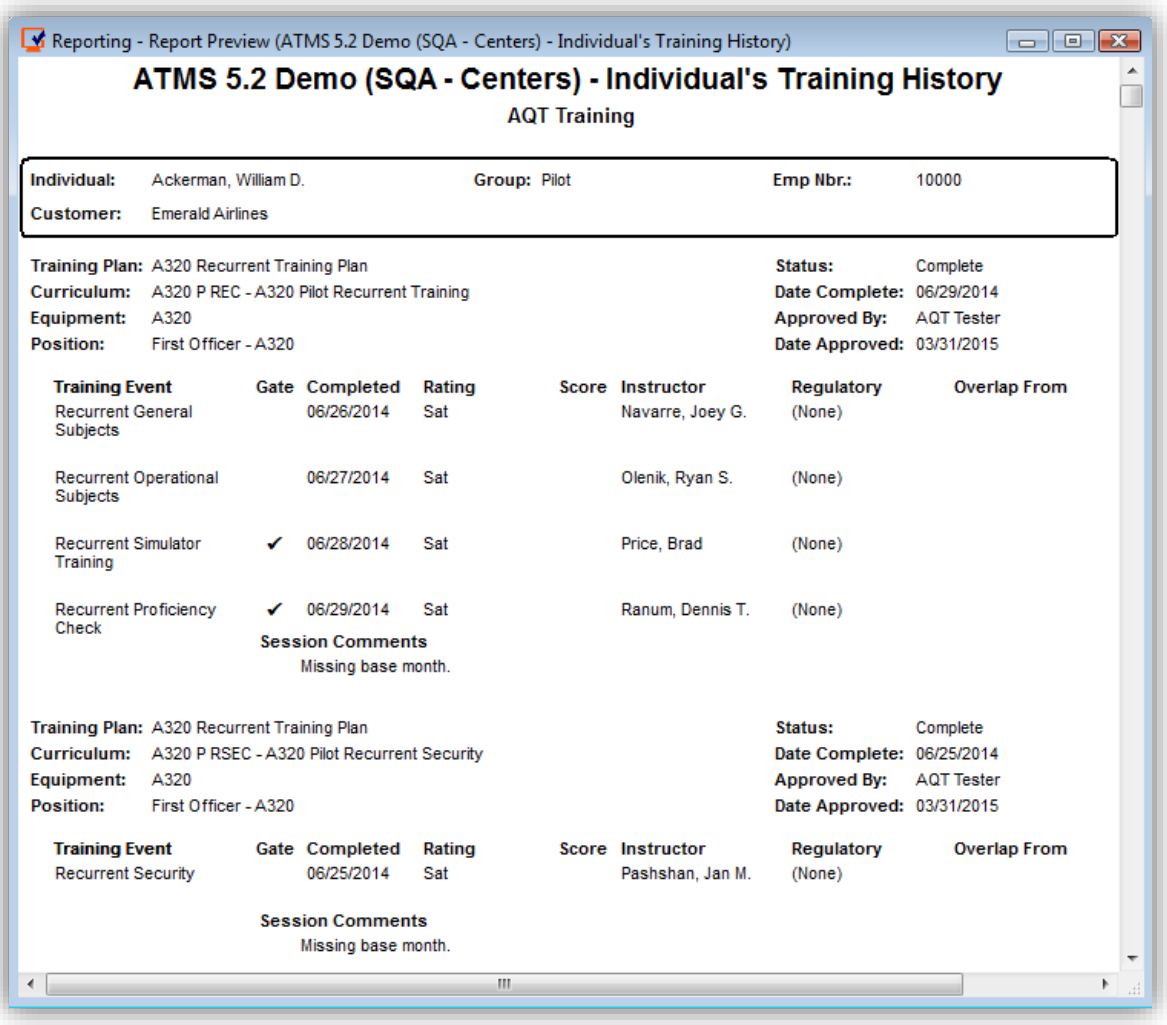
Configuration Highlights

- Defines system codes based on specific organization requirements and terminology.
- Allows definition of curriculum component labels based on an organization's training programs.
- Allows for configuration of specific types of notifications internal to ATMS or email.
- Manages business rules that define behavior of ATMS.
- Provides flexibility by allowing the organization to define their own customized fields.
- Allows an individual user to set their preferences to make their work easier.
- Tracks training devices (simulators, fixed devices, classrooms, etc.)
- Allows entry and maintenance of training center data (if applicable).

Reporting

Process

ATMS comes with over 100 standard reports, as well as AQP-specific reports for curriculum management, planning, records, scheduling, grading, and configurations. These reports are categorized to help you easily find the appropriate report. The standard reports are configured with pre-defined filter and sort criteria. They can be run with the default criteria, or criteria can be modified or added. Reports can be previewed on-line, printed to paper, or saved to a PDF or Excel file.



ATMS Reporting

Users can create new, custom reports and specify whether they are for private use or public use. Custom reports are easily created using an existing report and modifying it to meet your needs. New reports may also be created using a blank layout as a starting point.

Report categories can be modified or added to organize the reports so your users can locate them easily. Standard reports, as well as reports you create, may be assigned to multiple report categories.

Reports can be designed to optionally allow or require filter and/or sort criteria. When running a report, the user selects the desired criteria from lists. Templates can be created for reports that contain pre-filled filter and sort criteria so the user can run a report without having to enter this information.

Reporting Highlights

- Provides almost 100 standard reports for curriculum management, AQP, planning, records, scheduling, grading, and configurations.
- Allows users to specify filter criteria and sort order for reports. Filter and sort criteria are selected from predefined lists.

- Displays reports in textual or graphical form.
- Allows reports to be previewed on-line, printed, or saved to a PDF file.
- Printed reports produce a header page with owner and report criteria specified.
- Users can create and categorize their own reports.
- All users or just the report's owner can access user-defined reports.
- Report templates can be created for a report that contains pre-selected filter and sort criteria. This eliminates the need to enter criteria each time a report is executed.
- Uses the InfoMaker Report Writer from Sybase to create and modify reports. Other report writers can be supported by ATMS.

Security

Process

ATMS Security controls user access to ATMS. Users must be assigned a valid user ID and password in order to login to ATMS. Optionally, users can authenticate using Lightweight Directory Access Protocol (LDAP).

User profiles and roles manage access to all parts of ATMS. Restrictions are applied to roles that can be assigned to individual users or working groups. All users within a group all have the same permissions and restrictions. Restrictions that can be imposed include: access to processes (Grading, Scheduling, etc.), access to menu items and toolbar buttons within a process, and view-only access to data.

Profiles and Roles

Security administration is comprised of Profiles and Roles. Profiles are used to define the environment in which security will be administered. Profiles include users and groups. Groups are used to logically organize users with common job functions.

Roles are used to define restrictions on ATMS capabilities for users and groups. If a user is authorized to run ATMS, by default, they have access to all of ATMS. Each role represents a unique set of ATMS restrictions. One or more of these roles may be assigned to a group of users. If a user is assigned multiple roles, the most restrictive will take precedence.

Once profiles and roles are defined, they can be used to build the security structure. This structure defines the privileges and restrictions to be applied to each user. Profile assignments and role assignments are used to build the structure.

Security Highlights

- Maintains access profile information for users.
- Limits the number of login attempts.
- Optionally forces users to change their password after a given period of days.
- Provides an audit trail of users who log on to ATMS.
- Secures ATMS modules, menus, windows, tabs, buttons, and data.
- Restrictions may be set so users can view data but not update it.
- Restrictions may be set on the data that can be viewed.
- Restrictions may be set on what data may be deleted.