NBAA

PDP PROVIDER GUIDELINES

For NBAA's Professional Development Program

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This PDP Provider Guidelines document is intended to help educational providers prepare when submitting courses for NBAA Professional Development Program (PDP) approval.

NBAA's PDP prepares business aviation professionals for management roles within business aviation flight departments. Established training organizations and educational institutions, known as "approved PDP providers," offer courses year-round through a variety of convenient and flexible delivery methods, including on-site seminars, Internet courses and video instruction.

NBAA recognizes educational providers for offering courses that meet defined PDP objectives, and individuals receive Association recognition for successfully completing PDP-approved courses. Since the program's launch in January 1998, there have been over 11,000 PDP course completions.

PDP courses are designed to teach the skills needed to be an effective manager, which are the same regardless of a person's specialty background. All members of the flight department are good candidates for management training, whether supervisory pilots, maintenance personnel, line service personnel, schedulers, dispatchers or flight attendants.

NBAA encourages current awnd prospective educational providers to use these PDP Provider Guidelines when preparing course curricula for approval, in order to make the course-approval process as efficient as possible when submitting courses to the PDP Review Committee. Composed of business aviation management practitioners and experienced collegiate aviation educators, the committee has authority over the program and final approval over all courses.

For more information about NBAA PDP – including a course directory, list of course objectives and the PDP Course Proposal Application – visit www.nbaa.org/pdp.

PDP Checklist for Submission of Courses

1. Review the PDP course objectives found online at https://www.nbaa.org/prodev/pdp/approval-guidance/

2. If your course has been developed, consider which of the PDP objectives this course meets. Note, it may meet more than one objective (e.g., "L1, L2 and BM1").

3. If your course has not yet been developed, consider which of the PDP objective(s) you would like to offer and develop your course accordingly.

4. Ensure that your course meets the objective(s) you have chosen, as well as a substantial number of the sub-objectives.

Example: The **objective** is BM1, and **sub-objectives** are A-D.

BM1 *Objective 1: Communicate strategic value of business aviation.*

 a. Identify unique capabilities of business aviation to achieve company goals (e.g., time savings, safety/security, access capability)
 b. Identify the characteristics and needs of the internal and external stakeholders
 c. Apply various communication techniques and tools to convey message of value to a broad audience (e.g., community, peers, team members, executives)
 d. Methods to promote discussion regarding key issues (e.g., appropriate operational structure, security, compliance, safety, tax requirements)

5. When you have selected the objective(s) your course meets or will meet, it is now time to focus on the skills. Use the sliding scale below to note how many of the sub-objectives you will need to choose for the skill exercises during your course. Based on the number of sub-objectives in the objective(s) you have selected there are a required number of skills. As the provider you have the ability to select which sub-objectives you will cover as your skills for the course:

Skill Sliding Scale

Number of Sub-Objectives	Required Number of Skills	Objectives that require that number of Skills
Objective with 3 Sub-objectives.	Select 1 sub-objective for your skill exercise.	Objectives – BM7, L2, Ops1, and Ops7
Objective with between 4-6 Sub-objectives.	Select 2 sub-objectives for your skill exercises.	Objectives – BM1, BM2, BM4, BM5, BM6, BM8, HR1, HR2, HR3, HR4, HR5, HR6, HR7, HR8, L4, L5, AF1, AF2, AF3, AF4, AF5, AF6, OPS3, OPS4, OPS5, OPS6, OPS8, and OPS9.
Objectives with between 7-10 Sub-objectives.	Select 3 sub-objectives for your skill exercises.	Objectives – L1, BM3, L3, and OPS2.

6. Complete all parts of the PDP Course Proposal Applic-tion found at www.nbaa.org/pdp.

- Form A: Course Review Form – Be advised the PDP Review Committee considers Form A to be the most important part of the application. This form must show the committee the degree to which, and the manner by which, each sub-objective is covered within the course. This form must be completed as specifically as possible to ensure a thorough and accurate review of the course by the committee.

  - PDP Sub-objectives – List each sub-objective under the objective for which the course is being submit-ted. While the committee does not require each sub-objective to be covered within a course, the course should provide substantial coverage, which would require coverage of the vast majority of sub-objectives. Even if a sub-objective is only partially covered, it should be included on the list. If a sub-objective will not be covered within the course, please note that.

  - PDP skill sub-objectives – Based on the sliding scale above, once you have selected which sub-objectives will be your skills during the course, list them on Form A. When listing the skills on Form A, place an "S" before the alphabetical letter you will be covering.

    Example:

Sub-Objectives (1)	Contact Hours (2)
BM1 - Sa	1 hour

  - Contact hours – How many hours will be spent during the course on each sub-objective? This is required for traditional, face-to-face courses and is typically expressed in terms of ":15, :30, :45, 1:00," etc.

  - Student study hours – How many student study hours should be spent on each sub-objective? This is required for courses offered via non-traditional delivery formats, such as the Internet.

  - Percent (%) coverage of sub-objectives – This column requires the provider to specifically note the percent that a sub-objective will be covered in the course. While this is often 100 percent, the provider may only provide 70 percent coverage, for example, of a specific sub-objective. If the provider lists 100 percent and the committee feels it is below this, it may be determined that the sub-objective is not sufficiently covered. Be advised that less than 50 percent coverage of a sub-objective is not considered sufficient coverage.

  - Page number and text for source document – This column is integral to Form A and if not completed correctly, may result in rejection of the course. The provider must be as specific as possible when refer-ring to the source document (e.g., "Text chapter 3, pages 31-32").

  - Remarks – Any additional information that may prove insightful to the committee on considering the degree to which each sub-objective is covered may be included here. You can explain in detail what the attendees will be going over to cover the sub-objective or skill exercise.

- Form B: Course Information Form – Describe in detail the proposed course delivery format, including texts and supplementary materials, contact hours, study hours and determination of course completion.

7. Course Syllabus, Outline or Schedule – Develop a course outline or syllabus that contains a course outline to be submitted with your application.

8. Submit the PDP Course Proposal Application, course outline or syllabus, and any supplementary materials to NBAA's Tyler Austin at taustin@nbaa.org. For questions, call Austin at (202) 783-9267.

Items to Consider

1. In evaluating a course for possible approval, the PDP Review Committee requires sufficient material from the provider in whatever format to determine the breadth of coverage of each sub-objective.

- Generally, a course outline or syllabus alone is not sufficient for this purpose.
- Although it varies among providers, the application and syllabus are best accompanied by supplementary materials such as:
  - Textbook (or selected pages)
  - Workbook (or selected pages)
  - Presentation slides
  - Exercises

Note: The type and extent of supplementary materials will depend on the specific reference to source documents as noted on Form A. If a course is lecture and discussion based with no presentation slides or texts, the provider must, at a minimum, explain discussion topics, case studies to be reviewed, etc. If the provider states that a sub-objective is covered 100 percent by Chapter 4 in the textbook, and Chapter 4 in the text-book is not provided to the committee, then the course application is considered incomplete. The committee must see evidence of coverage, which requires any source documents referred to in Form A to be submit-ted along with the application. Providers may work with NBAA staff to determine whether the committee already has access to a referenced source document

2. For proper evaluation of skills by the committee, the provider must submit adequate explanation and/or support materials to show specifically how skills will be developed and/or practiced by students in the course. This becomes critical for non-traditional delivery formats (such as Webinar and Online). For instance, how will a student in the course develop skills in isolation while completing an Online course?

If a proposed course will be offered under both traditional and non-traditional formats, it is appropriate to explain the differences in structure or exercises that will enable the same level of skills to be developed via an Internet course as would be developed in a face-to-face course?
The committee appreciates having case studies, scenarios, exercises, etc. to review when evaluating coverage of skills. For most skill sub-objectives (excepting interpersonal and communication-type skills), it is insufficient to simply explain that a question will be asked of students and a skill will be developed simply in their response. The committee appreciates creativity when developing the skills.

3. For almost all the PDP objectives, one course should cover one PDP objective and all or at least a substantial number of the sub-objectives.

4. In general, omitting or not covering critical sub-objectives or just meeting the minimums will significantly reduce the potential for course approval.

5. See the following samples for insight into how best to complete Form A.

Sample 1: Preferred Level of Detail for Form A

FORM A – Course Review Form					Provider: "GOOD SAMPLE "	
Course Name	*Corporate Aviation*					
COURSE NUMBER (If Applicable)	*AAA 111*					
PDP Objective (1) *BM1: Communicate strategic value of business aviation.*	**Contact Hours (2)**	**Student Study Hours (2)**	**% Coverage of Sub–objectives (3)**	**Page number and text for source document (4)**	**Remarks**	
Subobjectives (1)						
BM1-a. – Identify unique capabilities of business aviation to achieve company goals (e.g., time savings, safety/security, access capability)	*1:00*	*0*	*100%*	*Sheehan text, p. 15-16*	*Text available to Committee*	
BM1-b. – Identify the characteristics and needs of the internal and external stakeholders	*0:45*	*0*	*100%*	*Workbook, pp. 30-38*	*Workbook submitted w/application*	
BM1-c. – Apply various communication techniques and tools to convey message of value to a broad audience (e.g., community, peers, team members, executives)	*0:45*	*0*	*100%*	*Unit Slides, #13-22*	*Presentation slides submitted w/appl*	
BM1-Sd – Methods to promote discussion regarding key issues (e.g., appropriate operational structure, security, compliance, safety, tax requirements)	*0:30*	*0*	*100%*	*Exercise BM1-Sa*	*On Exercises document*	
BM1-Sa. – Identify unique capabilities of business aviation to achieve company goals (e.g., time savings, safety/security, access capability)	*0:30*	*0*	*100%*	*Exercise BM1-Sb*	*On Exercises document*	
Total						
Remarks						

Form A Instructions:
1. Refer to PDP objectives and sub-objectives using letters and numbers, e.g. BM1-A, BM1-Sc, the sub-objectives that represent skills place an "S" before the objective letter
2. Start from the top of the sub-objectives and work down when filling out Form A, e.g., A, B, C, etc.
3. List class hours for traditional courses, estimated student study hours for non-traditional courses.
4. Estimate % coverage of all sub-objectives under objective. Please explain anything less than 100%.
5. Reference where on attached syllabus the topic is covered e.g., "day two @ 9:30" or "unit 3A & Unit 5-C."

Sample 2: Inadequate Level of Detail for Form A

FORM A – Course Review Form					Provider: "POOR SAMPLE "	
Course Name	*Corporate Aviation*					
COURSE NUMBER (If Applicable)	*AAA 111*					
PDP Objective (1) *BM1: Communicate strategic value of business aviation.*	**Contact Hours (2)**	**Student Study Hours (2)**	**% Coverage of Sub–objectives (3)**	**Page number and text for source document (4)**	**Remarks**	
Subobjectives (1)						
BM1 – A	*1:00*	*0*	*100%*	*Module to be developed*		
BM1 – B	*0:45*	*0*	*100%*	*Syllabus*		
BM1 – C	*0:45*	*0*	*100%*			
Total						
Remarks						

Sample 3: Description of Course Exercises to Show Skill Development

BM1-SA – Identify unique capabilities of business aviation to achieve company goals (e.g., time savings, safety/security, access capability)

- The PDP provider will reach out to the attendees a few weeks in advance requesting that they bring their company/department goals to the course.
- After they cover this objective in the class the attendees will break up into their groups and discuss each other company/department goals and how business aviation is a unique tool to help them achieve those goals.
- In these groups the attendees will do a needs assessment to show stakeholders that utilizing business aviation is key to their company's growth and success.

The facilitator will ask each group to present their findings.

BM1-SA – Identify unique capabilities of business aviation to achieve company goals (e.g., time savings, safety/security, access capability)

Throughout the course, participants will pair up (or group up depending on number enrolled) and be asked to share various experiences with each other. Sample questions for discussion:

1. You have been asked to write a book titled, "Benefits to utilizing Business Aviation" How do you title chapter one?

_____

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2. How are you able to convey the benefits of BizAv clearly to all stakeholders and what tools do you use and why?

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