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IAEA TC Project RER/4/011

**Planning and Management  
Support for NPP Personnel  
SAT-based Training Programmes**

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Marta Ziakova, VUJE Tmava a.s., Slovak Republic

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**Application  
of the SAT Methodology**

IAEA TC Project SLR/0/003

Upgrading  
of NPP Personnel Training Programmes

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## Job Positions

- reactor operator
- turbine operator
- reactor maintenance worker
- pump maintenance worker
- chemistry foreman
- health physics foreman
- electrical maintenance worker

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## Analyses Phase

» job competencies analyses «

For purposes of analyses there is created a working group which consists of two SMEs, a supervisor of SMEs, and two members who conducts job competencies analyses

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## Steps of the Analyses Phase – I

- to develop a list of job related activities
- to classify job related activities into small number of groups (3 or 4) which have common principles  
e.g.: for a reactor operator 1-st group – diagnostic and monitoring, 2-nd group – manipulations, and the third group – communication and administration
- to classify activities in the groups which are similar (same competencies are required to be able to do these activities) into subgroups

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## Steps of the Analyses Phase – II

- to determine
  - a general competency for a set of activities in a subgroup
  - a specific competencies for the general competency
  - conditions (procedures required, people who cooperate, required equipment) under which the activities are performed
  - the expected results and standards

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## Steps of the Analyses Phase – III

- to determine for each specific competency
  - related skills and attitudes
  - knowledge
- to classify skills/attitudes and knowledge into subject matter areas

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## Design phase – I

- to classify determined skills/attitudes and knowledge into training modules
- for each module design
  - title
  - aims of the training
  - duration
  - proposed training settings
  - entry prerequisites

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## Design phase –II

- to design for each module
  - learning objectives and training setting appropriate for this learning objective
  - test items (practical and theoretical)
  - structure of the module
- to design the sequence of the modules
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## Development – I

The purpose of development phase is to produce materials needed for the implementation of the training programme

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## Development – II

- trainee material
  - learning objectives
  - essential information or reference to plant documents (namely for on-the-job training) where this information is given

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## Development – III

- Instructor material
  - lesson title
  - revision form
  - training setting
  - learning objectives
  - test items (if it is a practical test - there is also evaluation form)
  - trainee's material
- list of training aids for training
- scenarios (simulator training)

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## Implementation

- though development phase is not finished yet training materials which are developed are used in existing training
- it is supposed that new training programmes will be approved by NPP and regulatory authority at the end of this year and they will be implemented next year
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## Evaluation phase – I

- to be able to assure feedback
  - training review committees were establish  
Training review committees represent the connection between NPP and the training centre
  - existing evaluation in the training centre
  - questionnaire for training course participants
  - review forms for training instructors
  - evaluation form of an instructor

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## Evaluation phase – II

- existing evaluation at NPP
  - questionnaire for training course participant after finishing the training
  - questionnaires for job incumbent after 6 months
  - questionnaires for the job incumbent's supervisor
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