Bulgaria vACC Mentor Policy

June 2026

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1. Purposes and scope

1.1. The Bulgaria vACC Mentor Policy is established to define local practices and procedures for mentors, including student training and general conduct.

1.2. All matters not explicitly addressed in this particular policy will be addressed through additional amendments to this document.

1.3. All definitions from the Bulgaria vACC Training Policy apply.

1.4. This policy comes into force at 0001 UTC on 1st June 2026.

1.5. Record of amendments:

Date	Revision number	Changes/affected sections
27 May 2026	1.0	Initial draft
28 June 2026	1.1	Changed minimum mentor rating to S2

2. Mentors

2.1. Bulgaria vACC members are invited to become mentors at the sole discretion of the vACC ATD lead. Members may indicate their interest, but this does not guarantee appointment.

2.2. All vACC mentors must meet the following minimum requirements:

2.2.1. Must be in good standing with the vACC, and with no recent disciplinary history.

2.2.2. Must be an active home member of the vACC.

2.2.3. Must hold a minimum ATC rating of S2 (mentors with the S2 rating must have consolidated it by completing 30 hours on Sofia Tower).

2.2.4. Must be organised and able to follow rules and procedures well.

2.2.5. Is friendly, knowledgeable, and able to communicate with everyone.

2.3. Mentors may be removed from their role if they fail to continue to meet the above requirements, if any other serious issues arise, or at the sole discretion of the ATD lead.

2.4. All mentors are bound by the rules and procedures set forth in this policy, and are required to know and understand the latest version of this policy at all times.

3. General rules and conduct

3.1. Mentors may only conduct training for ratings or endorsements they are authorised to do.

3.1.1. New mentors may initially only conduct S1 training, while they learn the procedures and get accustomed to teaching students and working with the provided tools and platforms.

3.1.2. Mentors will, at the discretion of the ATD lead, be allowed to start conducting training for a higher rating only after successfully completing training with a minimum of 2 students.

3.1.3. Mentors with the S3 rating may only conduct training up to S2.

3.2. Mentors are assigned trainees by the vACC ATD lead.

3.3. Mentors must indicate their availability to take on another student to a member of the vACC ATD lead.

3.4. Information about student trainings shall not be disclosed to anyone outside of the vACC ATD. It is expected that all mentors maintain strict confidentiality at all times.

3.5. Mentors shall keep all student correspondence within the provided channels and threads on the BGvACC Discord server.

3.6. Mentors shall maintain a minimum activity requirement of one session per month. Exceptions may be made in case of extended personal commitments, however these must not be excessive and should be coordinated with vACC ATD lead.

3.7. All mentors shall follow the provided training process guidelines and required topics. Any additional topics must be kept to a minimum in order to maintain training efficiency.

3.8. Training notes must be filled out and posted after every training session. More information about training notes can be found in section 5.

3.9. Mentors are expected to stay current with all local and general procedures.

3.10. Mentors are required to maintain regular communication with the vACC ATD lead.

3.11. Mentors represent the vACC ATC Training Department and must present themselves in an appropriate manner at all times.

4. Training process

4.1. General training procedures

4.1.1. Mentors will be assigned a student by the vACC ATD lead. Students will have already completed the required theoretical courses before being assigned to a mentor.

4.1.2. Once the training has been started via the BGvACC platform, a Discord thread will be automatically created on the BGvACC server, and the student will receive any required roles. All training correspondence should be kept within the thread.

4.1.3. All training sessions shall be conducted in the provided official channels. Mentors should aim for non-online sessions to be approximately 1 to 1.5 hours.

4.1.4. A minimum of one Sweatbox session for each runway configuration must be conducted before a rating is granted or the training is taken online (excluding C1).

4.1.5. Where practical, mentors should not do the same Sweatbox session with the same student multiple times.

4.1.6. Mentors must be connected to the network for the full duration of an online training session. The respective position's callsign shall be utilised with an _M_ mentor designation. Mentors must staff the same position as the trainee unless otherwise approved by the vACC ATD lead.

4.1.7. If a trainee is deemed to be underperforming, the mentor must immediately inform the vACC ATD lead, and the process defined in section 9 of the BGvACC Training Policy must be followed.

4.1.8. Students are expected to be proactive when scheduling training sessions, however mentors should also take initiative when possible.

4.1.9. If a trainee is unavailable for an extended period of time, the mentor must immediately inform the vACC ATD lead, and the paused training procedures outlined in the BGvACC Training Policy shall be followed.

4.2. S1 Training process

4.2.1. Mentors should aim to organise the first training session as soon as possible after being assigned a new trainee.

4.2.2. During the first Sweatbox session, mentors must verify that the student has understood all theoretical concepts taught in the required Moodle courses. If significant gaps in knowledge exist, the student must be required to revisit the courses on their own before the next practical session.

4.2.3. S1 Sweatbox sessions must be conducted with the student's Euroscope in training mode, enabled with the following command: **.bgvacc training**

4.2.4. Further Sweatbox training shall be conducted according to the required topics in section 6.1.

4.2.5. Once a sufficient level of competence has been achieved, the mentor must request from the vACC ATD lead that the student is assigned the VATEUD S1 Theory exam. The student must complete this exam on their own.

4.2.6. Once the VATEUD theory exam has been successfully completed, the mentor must schedule a final check-out Sweatbox session with a vACC examiner, who will then approve and process the rating upgrade request. This requirement may be waived at the discretion of the ATD lead.

4.2.7. All training for S1 is done on Sweatbox. No online training may be done for this stage.

4.2.8. The vACC ATD lead will inform the mentor when the student has been granted the S1 rating and added to the vACC roster.

4.3. S2 & S3 Training process

4.3.1. Mentors should aim to organise the first training session as soon as possible after being assigned a new trainee.

4.3.2. During the first Sweatbox session, mentors must verify that the student has understood all theoretical concepts taught in the required Moodle courses. If significant gaps in knowledge exist, the student must be required to revisit the courses on their own before the next practical session.

4.3.3. Further Sweatbox training shall be conducted according to the required topics in section 6.1.

4.3.4. Once the student is proficient in Sweatbox, online training on the relevant position must be conducted.

4.3.5. Once the student is ready for a solo, the mentor must request the VATEUD theory exam from the vACC ATD lead and schedule a solo validation session with a vACC examiner.

4.3.6. Following a successful solo validation session, a solo endorsement is issued as per the BGvACC Training Policy. A CPT is also later scheduled as per the Training Policy guidelines.

4.3.7. A student may begin controlling with their new rating as soon as it is officially upgraded following a successful CPT.

4.4. C1 Training process

4.4.1. Mentors should aim to organise the first training session as soon as possible after being assigned a new trainee.

4.4.2. Mentors must cover all required theoretical topics for C1 prior to starting practical training as there are currently no C1 Sweatbox sessions.

4.4.3. Once all theoretical and technical material is understood, online training on LBSR_CTR must be conducted.

4.4.4. Once the student is ready for a solo, the mentor must request the VATEUD theory exam from the vACC ATD lead and schedule a solo validation session with a vACC examiner.

4.4.5. Following a successful solo validation session, a solo endorsement is issued as per the BGvACC Training Policy. A CPT is also later scheduled as per the Training Policy guidelines.

4.4.6. A student may begin controlling with their new rating as soon as it is officially upgraded following a successful CPT.

5. Training notes

5.1. A training note must be completed after every training session, using the provided page on the BGvACC website.

5.2. Training notes shall be uploaded no later than 24 hours after the session, however mentors should aim to have them ready within an hour or two.

5.3. Training notes are confidential and must not be shared with any unauthorised individuals.

5.4. Mentors shall only access training notes for their own students.

5.5. The notes section of the training note must include the following minimum information:

5.5.1. Runway in use during the session.

5.5.2. Traffic level or number of aircraft handled.

5.5.3. Brief overview of the student's performance.

5.5.4. All major mistakes noted during the session.

5.5.5. Next steps/plan/goals for the following session.

5.6. Each rating has several required core competencies that students must achieve before their training can be marked as complete. These competencies are listed in section 7. Mentors are required to score their student's performance of each competency after every training session. These scores must then be entered into the training notes page.

5.7. Competencies are scored on a scale of 1 to 5, with 1 being insufficient, and 5 being excellent. A competency will be considered met if a minimum score of 4 is achieved.

5.8. Students must achieve a minimum score of 4 in every required competency in order to be considered ready for a rating upgrade.

5.9. Students who show little to no progress in a given competency for three consecutive sessions may be marked as underperforming.

6. Required topics

The topics outlined below are summarised and simplified for ease of use. For detailed explanations, see the respective rating's mentor guide.

6.1. S1 - Delivery & Ground

6.1.1. **Organisation and policies -** Students should be briefly introduced to the organisation of BGvACC, VATEUD, and all relevant policies.

6.1.2. **Software -** Mentors should explain the functions of the relevant lists, menus, and buttons in Euroscope, Audio For VATSIM, and vATIS.

6.1.3. **Standard operations -** Mentors should explain how IFR and VFR flights should be handled under normal circumstances - this should include standard departure routes, LoA application, initial climbs, and standard phraseology.

6.1.4. Non-standard operations - The importance of coordination under such circumstances should be heavily emphasized. Mentors shall insist on the use of standard phraseology.

6.1.5. CDM - Mentors shall require trainees to learn and utilise the functions of the ACDM plugin built into the departure and start-up lists.

6.1.6. Coordination - Trainees should learn how to coordinate non-standard traffic, position hand-offs, and closures properly. The VACS plugin should be introduced.

6.2. S2 - Tower

6.2.1. Separation - Runway separation, wake turbulence separation, and VFR separation techniques and rules of thumb should be thoroughly explained.

6.2.2. Software - Correct utilisation of windows, lists, and aircraft labels should be explained and insisted upon.

6.2.3. Ground movement - Aircraft shall receive such clearances that no conflicts can occur. If a conflict is developing, reasonable measures to resolve it shall be taken. It is the mentor's responsibility to ensure that the trainee is consciously making a plan and is separating the traffic, instead of relying on assumptions and luck.

6.2.4. VFR management - Students need to be taught how to properly manage VFR traffic, including all required clearances, phraseology, and separation.

6.2.5. Coordination - Students shall be taught how to coordinate departing traffic, position hand-offs, requests, etc.

6.3. S3 - Approach

6.3.1. Airspace responsibility and utilisation - Mentors must explain where responsibility is assumed, where it is transferred, and how hand-offs should be handled. Mentors shall also show how to properly make use of the available airspace, including preferred vectoring routes, such as for more track miles, and appropriate altitudes at each point in the approach.

6.3.2. Separation and sequencing - Radar separation, wake turbulence spacing, speed control, descent planning, and final approach sequencing, including efficient use of vectors. The mentor should also pay special attention to on-time instructions and maintaining a constant and safe traffic flow.

6.3.3. TMA operations - Standard IFR arrivals and departures should be explained, including the correct use of SIDs, STARs, direct routings, speed restrictions, and transfers of communication. Procedures such as vectoring, holdings, missed approaches, conflicting departures and arrivals, and traffic requiring additional coordination, such as arrivals into LBPD must also be covered.

6.3.4. Holding stacks - Trainees must understand when holding stacks are needed and how to manage them, including both published and non-published holds. Vertical separation in the stack is crucial, and cleared conflicts must not be tolerated. Additionally, trainees must know how to correctly hand over aircraft in a stack to another controller.

6.3.5. Coordination - Trainees should learn how to properly and efficiently coordinate with all positions around them. Mentors shall give examples of situations where coordination is necessary versus when something should be handled within the student's own airspace.

6.4. C1 - Control

6.4.1. Area control - Trainees must understand their responsibilities, including how to efficiently manage and prioritise top-down responsibilities. Correct, clear, and professional phraseology and attitude are expected at all times. Trainees should learn how to manage high workloads while maintaining good situational awareness and level of service.

6.4.2. En-route separation - Trainees should be taught proper separation techniques. Overflying, climbing, descending, and crossing traffic must be separated in a safe and efficient manner.

6.4.3. Letters of Agreement - Trainees must be taught all LoAs, Danube FAB procedures, and any other agreements with neighbouring FIRs. Particular attention should be paid to transfer levels, routings, and hand-off procedures.

6.4.4. Coordination - Trainees must know how and when to coordinate with neighbouring sectors and lower positions. Trainees must also understand how to use VACS, text, and the built-in Euroscope options.

7. Core competencies

7.1. S1 - Delivery & Ground

7.1.1. Euroscope understanding - The student knows how to open, set up, and connect Euroscope for controlling. The student also understands all of the lists that are used, and what each column is used for and does. The student knows the basic Euroscope commands, such as how to switch views, open a new METAR, and open the flight strip.

7.1.2. METAR, TAF, and runway selection - The student can read and understand all parts of METAR and TAF reports. The student also understands how runway selection works and is able to select an active runway per local procedures.

7.1.3. Standard procedures - The student understands the standard procedures and phraseology required for the S1 position, including all content from the Moodle courses and the above-defined required topics. The student also utilises correct standard phraseology.

7.1.4. Non-standard procedures - The student is able to demonstrate good decision-making when faced with non-standard procedures. This includes spotting and correcting any flight plan mistakes.

7.2. S2 - Tower

7.2.1. Aerodrome management - The student is able to properly manage ground and runway movement. The student ensures safe movement and separation of all ground traffic, as well as efficient runway management.

7.2.2. VFR handling - The student understands and is able to handle VFR traffic correctly, including using standard phraseology and published procedures. The student is also able to properly ensure separation between VFR and IFR aircraft.

7.2.3. Phraseology - The student understands and uses standard phraseology correctly. The student is confident when giving instructions on frequency and knows what they will say before transmitting.

7.2.4. Non-standard procedures - The student understands and correctly handles non-standard situations, including large aircraft, uncommon procedures, and go-arounds and missed approaches.

7.3. S3 - Approach

7.3.1. TMA management - The student understands their role and airspace, and is able to correctly identify and control aircraft within it. The student is able to handle traffic

efficiently and safely, complying with all restrictions and minima. The student is also able to create and execute a good plan.

7.3.2. Decision-making and situational awareness - The student is able to make the right decisions given the situation in front of them, and is able to maintain strong situational awareness of their whole airspace. The student is able to make rational decisions, and handles any non-standard situations well.

7.3.3. Phraseology - The student understands and uses standard phraseology correctly. The student is confident when giving instructions on frequency, and knows what they will say before transmitting.

7.3.4. Coordination - The student is able to communicate and coordinate with other controllers well. The student also complies with all coordinated restrictions and transfer rules.

7.4. C1 - Control

7.4.1. Separation - The student is able to safely and efficiently maintain proper separation between all aircraft within their area of responsibility.

7.4.2. LoAs - The student knows, understands, and follows all current Letters of Agreement that BGvACC has with neighboring FIRs. The student also properly hands aircraft off to other local and neighboring controllers.

7.4.3. Procedures and phraseology - The student understands all local procedures and is able to follow them properly. The student is able to make rational decisions, and handle any non-standard situations well. The student also uses standard phraseology correctly.

7.4.4. Situational awareness - The student is able to maintain situational awareness of their whole sector, and does not forget any aircraft. This includes any top-down coverage that the student is doing. The student is able to correctly prioritise tasks.