CONTENTS OF THE TRAINING AND PROCEDURES MANUAL

PART I —REQUIREMENTS FOR ALL ATOs

The training and procedures manual should include the elements in paragraphs 1 to 8 of this appendix as far as they are appropriate to the type of training to be provided.

1. General

1.1. Preamble relating to the use and applicability of the manual.

1.2. Table of contents.

1.3. Amendment, revision and distribution of the manual:

  1.3.1. Procedures for amendment;

  1.3.2. Record of amendments page;

  1.3.3. Distribution list; and

  1.3.4. List of effective pages.

1.4. Glossary of definitions and significant terms, including a list of acronyms and/or abbreviations.

1.5. Description of the structure and layout of the manual, including:

  1.5.1. The various parts and sections, as well as their contents and use; and

  1.5.2. The paragraph numbering system.

1.6. Description of the scope of training authorized under the organization's terms of approval.

1.7. Organization (chart of the ATO's management organization — see examples in Appendix C) and the names of the post holders.

1.8. Qualifications, responsibilities and succession of command of management and key operational personnel, including but not limited to:

  1.8.1. Accountable executive;

  1.8.2. Head of training;

1.8.3. Quality manager;

1.8.4. Maintenance manager, if applicable;

1.8.5. Safety manager, if applicable;

1.8.6. Instructors; and

1.8.7. Examiners, evaluators and auditors.

1.9. Policies dealing with:

1.9.1. The training organization's objectives, including ethics and values;

1.9.2. The selection of ATO personnel and the maintenance of their qualifications;

1.9.3. The training programme design and development, including the need for programme validation and review, as well as the outsourcing of training programme development to third-party providers;

1.9.4. The evaluation, selection and maintenance of training material and devices;

1.9.5. The maintenance of the training facilities and equipment;

1.9.6. The development and maintenance of a quality system governance model; and

1.9.7. The development and maintenance of a culture focused on safety in the workplace, including, when applicable, implementation of a safety management system governance model.

1.10. Description of the facilities and equipment available, including:

1.10.1. General-use facilities, including offices, stores and archives, and library or reference areas);

1.10.2. The number and size of classrooms, including installed equipment; and

1.10.3. The type and number of training devices, including their location if other than at the main training site.

2. Staff Training

2.1. Identification of persons or positions responsible for the maintenance of performance standards and for ensuring the competency of personnel.

2.2. Details of the procedures to validate the qualifications and determine the competency of instructional personnel.

2.3. Details of the initial and recurrent training programmes for all personnel, including awareness training with respect to their responsibilities within the ATO's system governance processes.

2.4. Procedures for proficiency checks and upgrade training.

3. Client Training Programmes

Client training programmes cover each individual training programme conducted by the training organization for its customers and consist of a training plan, a practical training syllabus and a theoretical knowledge syllabus, if applicable, as described in 3.1, 3.2 and 3.3.

3.1. Training Plan

3.1.1. The aim of the course in the form of a statement of what the student is expected to be able to do as a result of the training, the level of performance and the training constraints to be observed.

3.1.2. Pre-entry requirements, including:

3.1.2.1. Minimum age;

3.1.2.2. Education or qualification requirements;

3.1.2.3. Medical requirements; and

3.1.2.4. Linguistic requirements.

3.1.3. Credits for previous knowledge, experience or other qualifications, which should be obtained from the BCAA before the training commences.

3.1.4. Training curricula, including:

3.1.4.1. Theoretical training (knowledge);

3.1.4.2. Practical training (skills);

3.1.4.3. Training in the domain of Human Factors (attitudes);

Note. — Guidance material to design training programmes on human performance can be found in Doc 9683.

3.1.4.4. Assessment and examinations; and

3.1.4.5. Monitoring of the training process, including assessment and examination activities.

3.1.5. Training policies in terms of:

3.1.5.1. restrictions regarding the duration of training periods for students and instructors; and

3.1.5.2. If applicable, minimum rest periods.

3.1.6. Policy for the conduct of student evaluation, including the:

    3.1.6.1.   Procedures for authorization of tests;

    3.1.6.2.   Procedures for remediation training before retest and procedures for re-writing knowledge tests;

    3.1.6.3.   Test reports and records;

    3.1.6.4.   Procedures for skill progress checks and skill tests;

    3.1.6.5.   Procedures for knowledge progress tests and knowledge tests, including procedures for knowledge test preparation, types of questions and assessments, and standards required for a pass; and

    3.1.6.6.   Procedures for question analysis and review and for issuing replacement exams (applicable to knowledge tests).

3.1.7. Policy regarding training effectiveness, including:

    3.1.7.1.   Liaison procedures between training departments;

    3.1.7.2.   Requirements for reporting and documentation;

    3.1.7.3.   Internal feedback system for detecting training deficiencies;

                     Completion standards at various stages of training to ensure standardization;

    3.1.7.4.   Individual student responsibilities;

    3.1.7.5.   Procedures to correct unsatisfactory progress;

    3.1.7.6.   Procedures for changing instructors;

    3.1.7.7.   Maximum number of instructor changes per student; and

    3.1.7.8.   Procedures for suspending a student from training.

    3.1.7.9.   Procedure for grievance redressal

3.2.   Syllabi for Non-Competency-Based Training Programmes

3.2.1. Practical training syllabus

3.2.1.1.   A statement of how the course will be divided into phases, indicating how the phases will be arranged to ensure completion in the most suitable learning sequence and that exercises will be repeated at the proper frequency. Objectives for each phase should be defined so that progress towards competency required can be assessed and achieved by the end of the programme.

3.2.1.2.   The syllabus hours for each phase and for groups of lessons within each phase and when progress tests are to be conducted.

3.2.1.3.   A statement of the standard of proficiency required before progressing from one phase of training to the next. It includes minimum experience requirements and satisfactory exercise completion before undertaking the next phase.

3.2.1.4.   Requirements for instructional methods, particularly with respect to adherence to syllabi and training specifications.

3.2.1.5.   Instruction for the conduct and documentation of all progress checks.

3.2.1.6.   Instruction, where applicable, given to all examining staff regarding the conduct of examinations and tests.

3.2.2. Theoretical knowledge syllabus

3.2.2.1.   The syllabus for theoretical knowledge instruction should be structured generally as in 3.2 of this appendix but with a training specification and objective for each subject.

3.3.   Syllabus for Competency-Based Training Programmes

3.3.1. Modern training programmes should be competency-based.

3.3.2. Competency-based training programmes are based upon a job and task analysis to define the knowledge, skills and attitudes required to perform a job or a task. Such programmes use an integrated approach in which the training in the underlying knowledge to perform a task is followed by practice of the task so that the trainee acquires the underlying knowledge, skills and attitudes related to the task in a more effective way.

3.3.3. As a result, the syllabus is structured as a single document that is subdivided into modules containing a training objective and the same information as in 3.2.1, but applied to both the theoretical knowledge and practical training delivered by the module.

4. Tests and Checks Conducted by the ATO for the Issuance of a Licence or a Rating

4.1. When BCAA has authorized an ATO to conduct the testing required for the issuance of a licence or rating in accordance with the training and procedures manual, the manual should include:

4.1.1. The name(s) of the personnel with testing authority and the scope of the authority;

4.1.2. The role and duties of the authorized personnel;

4.1.3. If the ATO has been given authority to appoint personnel to conduct the testing required for the issuance of a licence or rating, the minimum requirements for appointment as well as the selection and appointment procedure; and

4.1.4. The applicable requirements established by the BCAA, such as:

4.1.4.1. The procedures to be followed in the conduct of checks and tests; and

4.1.4.2. The methods for completion and retention of testing records as required by the BCAA.

5. Records

5.1. Policy and procedures regarding:

5.1.1. Attendance records;

5.1.2. Student training records;

5.1.3. Staff training and qualification records;

5.1.4. Persons responsible for checking records and student personal logs;

5.1.5. Nature and frequency of record checks;

5.1.6. Standardization of record entries;

5.1.7. Personal log entries; ~~and~~

5.1.8. Maintenance records (if applicable); and

5.1.9. Security of records and documents.

6. Safety Management System (If Applicable)

6.1. The requirement to adopt SMS practices is intended to be restricted to only those training entities whose activities directly impact on the safe operation of aircraft. Should that requirement apply to the ATO, the training and procedures manual, as stated in paragraph 1.9 of this appendix, must address the ATO's SMS by reference to a separate manual or including the SMS practices in the training and procedures manual.

7.   Quality Assurance (QA)

7.1.   Provide a brief description of the QA practices, by reference to a separate quality manual or including the QA practices in the training and procedures manual.

8.   Appendices

8.1.   Appendices to 'Training and Procedure Manual' may be kept in a separate folder and it should include, sample progress test forms, navigation logs, skill tests reports and records, a copy of the approved training organization approval document, as required:

   8.1.1.   sample progress test forms;

   8.1.2.   sample logs, test reports and records; and

   8.1.3.   a copy of the approved training organization's approval document.

PART II — ADDITIONAL CONTENT FOR ATOs UTILIZING AIRCRAFT

The training and procedures manual for ATOs that provide flight training utilizing aircraft should include additional elements to those indicated in Part I, as contained in paragraphs 9 to 12 of this appendix.

9.   FLIGHT TRAINING — GENERAL

9.1.   Qualifications, responsibilities and succession of command of management and key operational personnel (in addition to paragraph 1.8 of this appendix), including but not limited to:

   9.1.1.   Chief flight instructor; and

   9.1.2.   Chief ground instructor.

9.2.   Policies and procedures (in addition to paragraph 1.9 of this appendix) dealing with:

   9.2.1.   Approval of flights;

   9.2.2.   Responsibilities of the pilot-in-command;

   9.2.3.   Flight planning procedures — general;

   9.2.4.   Carriage of passengers;

   9.2.5.   Operational control system;

   9.2.6.   Reporting of safety hazards, incidents and accidents (see Appendix D for more details);

   9.2.7.   Duty periods and flight time limitations for flying staff members and students; and

   9.2.8.   Minimum rest periods for flying staff members and students.

9.3.   Description of the facilities and equipment available (in addition to paragraph 1.10 of this form), including:

9.3.1. Flight simulation training devices and training aircraft;

9.3.2. Maintenance facilities and apron parking areas for training aircraft;

9.3.3. Computer-based classrooms; and

9.3.4. Dispatch control and briefing areas.

10.   Aircraft Operating Information

10.1. Certification and operating limitations.

10.2. Aircraft handling, including:

10.2.1.   Performance limitations;

10.2.2.   Use of checklists;

10.2.3.   Standard operating procedures; and

10.2.4.   Aircraft maintenance procedures.

11.   Flight Training Plan

11.1. Training curricula (in addition to paragraph 3.1.4 of this appendix), including, as applicable, the:

11.1.1.   Flying curriculum (single-engine);

11.1.2.   Flying curriculum (multi-engine);

11.1.3.   Theoretical knowledge curriculum; and

11.1.4.   Flight simulation training curriculum.

11.2. The general arrangements of daily and weekly programmes for flying training, ground training and flight simulation training.

11.3. Training policies (in addition to paragraph 3.1.5 of this appendix) in terms of:

11.3.1.   Weather constraints;

11.3.2.   Maximum student training times for flight, theoretical knowledge and flight simulation training, per day/week/month;

11.3.3.   Restrictions in respect of training periods for students;

11.3.4.   Duration of training flights at various stages;

11.3.5.   Maximum individual student flying hours in any day or night period;

11.3.6.   Maximum number of individual student training flights in any day or night period; and

11.3.7.   Minimum rest periods between training periods.