REPUBLICA DE CABO VERDE

AAC

AGÊNCIA DE AVIAÇÃO CIVIL

Circular Nº 23/DSV/2015

SUBJECT: TRAINING MANUAL/PROGRAMME APPROVAL

DATE: 24/09/2015

1. OBJECTIVE

1.1.1 This circular provides guidance and directions on the general process for approval a training programme manual.

2. BACKGROUND

2.1.1 CV-CAR 8 and 9 require an air operator to ensure that all operations personnel are properly instructed in their duties and responsibilities and the relationship of such duties to the operation as a whole. The air operator shall have a training programme manual approved by the AAC containing the general training, facilities and record keeping policies. Furthermore, training programmes for instructors who provide training to operations personnel shall also have the approval of the AAC.

3. TRAINING MANUAL APPROVAL

3.1.1 The training programme shall be described in detail either in the operations manual or in a training manual which, whilst it will form part of the operations manual, will be issued as a separate manual. The choice will generally depend upon the extent of the operations and the number and types of aircraft in the operator's fleet. Most applicants find it convenient to set forth their training programmes in a training manual of one or more volumes to facilitate easy application and updating. Depending on the scope and complexity of the proposed operation, the training programmes required by CV-CAR may be carried out under the direct control of the air operator or conducted by other training facilities under contract or a combination thereof. For flight crew members, the approved training contracted to another facility will be conducted in an approved training organization.

3.1.2 Training syllabi and checking programmes for all operations personnel assigned to operational duties in connection with the preparation and/or conduct of a flight shall be developed to meet the respective requirements of the AAC. An air operator may not use, nor may any person serve in a required crew member capacity or operational capacity unless that person meets the training and currency requirements established by the AAC for that respective position.

3.1.3 Flight Crew. The training syllabi and checking programmes for flight crew members shall include:

(1) A training programme approved by the AAC that provides for basic indoctrination, initial, transition, difference and recurrent training, as appropriate, for flight crew members for each type of aircraft flown by that crew member. This training programme shall include both normal and emergency procedures training applicable for each type of aircraft flown by the crew member;

(2) Adequate ground and flight training facilities and properly qualified instructors required to meet training objectives and needs;

(3) A current list of approved training materials, equipment, training devices, simulators and other required training items needed to meet the training needs for each type and variation of aircraft flown by the air operator; and

(4) A record system acceptable to the AAC to show compliance with appropriate training and currency requirements.

3.1.4   Cabin crew. The training syllabi and checking programmes for cabin crew members shall include:

(1) Basic initial ground training covering duties and responsibilities;

(2) Appropriate CV-CAR rules and regulations;

(3) Appropriate portions of the operator's operating manual;

(4) Appropriate recurrent training as required by the AAC and the operator's operating manual;

(5) Appropriate in-flight safety duties and functions training;

(6) Appropriate recurrent, upgrade, or difference training, as required, to maintain currency in any type and variance of aircraft the crew member may be required to work in;

(7) Adequate training facilities and properly qualified instructors required to meet training objectives and needs;

(8) A current list of approved training materials, equipment, training devices, simulators and other required training items needed to meet the training needs for each type and variation of aircraft flown by the air operator; and

(9) Maintain a training record system acceptable to the AAC to show compliance with all required training.

3.1.5   All crew members. A training programme shall be developed for all crew members in the emergency procedures appropriate to each make and model of aircraft flown in by the crew member. Areas shall include:

(1) Instruction in emergency procedures, assignments and crew co-ordination;

(2) Individual instruction in the use of on-board emergency equipment such as fire extinguishers, emergency breathing equipment, first aid equipment and its proper use, emergency exits and evacuation slides and the aircraft's oxygen system including the use of portable emergency oxygen bottles. Flight crew members shall also practice using their emergency equipment designed to protect them in case of a cockpit fire or smoke;

(3) Training shall also include instruction in potential emergencies such as rapid decompression, ditching, fire-fighting, aircraft emergency evacuation, medical emergencies, hijacking and disruptive passengers; and

(4) Scheduled recurrent training to meet AAC requirements.

3.1.6 All operations personnel. The training syllabi and checking programmes for all operations personnel shall include:

(1) Training in the safe transportation and recognition of all dangerous goods to a depth sufficient to ensure that an awareness is gained of the hazards associated with dangerous goods, how to identify them and what requirements apply to the carriage of such goods by passengers or as cargo. Training shall include: general philosophy; limitations on dangerous goods in air transport; package marking and labeling; dangerous goods in passengers baggage; emergency procedures; and a method of providing any required notification of an accident or incident involving undeclared dangerous good;

Note. The requirements for training outlined here are for air operators who are not authorized to carry dangerous goods. The requirements for the initial approval and continuing safety oversight of air operators to carry dangerous goods are extensive. Therefore, the Dangerous Goods Inspector Handbook has been established as a separate handbook and the procedures and job aids/checklist in this document will be utilized by AAC inspectors for the approval (including training) and oversight of air operators who may wish to be approved to carry dangerous goods.

(2) All appropriate security training required by the AAC.

Note. Procedures for the review of the security training programmes are not contained in this handbook as this review will be completed by the Security and Facilitation Directorate of the AAC.

3.1.7 Operations personnel other than crew members. For operations personnel other than crew members (e.g., flight operations officer, handling personnel, etc.), a documented training programme shall be developed that pertains to their respective duties. The training programme shall provide for initial, recurrent and any required upgrade training.

3.1.8 Procedures for training and checking. These are procedures to be applied for checking and procedures in the event that personnel do not achieve or maintain the required standards.

3.1.9 Document retention. These are procedures for retention of documentation and training records as required by CV-CAR 9.

4. TRAINING PROGRAMME APPROVAL – GENERAL

4.1.1 An applicant for an air operator certificate (AOC) is required to develop a training programme for crew members, dispatchers and instructors. An existing operator may need to revise its training programme when purchasing new equipment, operating in a new environment, obtaining new authorizations, or when new AAC requirements are specified. Each operator must obtain AAC approval of curricula used for training crew members, instructors, examiners and flight operations officers. The operator is responsible for ensuring that its training programme is complete, current and in compliance with AAC guidance. (Unless otherwise specified in this circular, the term "operator" applies equally to an applicant for a certificate and an existing certificate holder).

4.1.2 The AAC inspectors will carry out a thorough analysis and inspection of all phases of the applicant's ground and flight training programmes. This analysis and inspection will establish whether the training methods, syllabi, training aids/devices, training standards, related facilities and record keeping are adequate. The qualifications of ground and flight instructor personnel and their effectiveness will be evaluated.

4.1.3 Factors to be considered in the assessment and inspection of an applicant's training programme are:

(1) The completeness of the training syllabus and adequacy of facilities, aids, equipment and related training material. These items shall satisfactorily provide for the particular type of training required and be utilized in such a manner as to achieve the desired training standards and objectives. Particular attention shall be given to the availability of approved flight simulation training devices appropriate to the flight training syllabus;

(2) The adequacy and effectiveness of audio-visual training systems that use computer-based instructions, slides, videos and/or films for presenting instructions on aircraft systems, aerodrome qualifications and other subjects;

(3) The existence of provisions to obtain the necessary training material and to instruct personnel whenever new types of operations, new aircraft and/or equipment are introduced; and

(4) The competency of the applicant's instructors and training supervisors or training organizations to which the applicant intends to contract training.

4.1.4 In assessing the scope, quality and effectiveness of the training programme, the AAC inspector shall observe a sampling of actual training or instruction being given so that it can be determined that:

(1) The applicant adheres to the prescribed syllabus;

(2) The applicant's ground and flight instructors are competent; and

(3) Training personnel are able to recognize and appropriately deal with weak or unsatisfactory trainees.

4.1.5 During the inspection of the training programme, the applicant's plan for the maintenance of pilot qualifications, for conversion and pilot upgrading shall also be reviewed to ensure that:

(1) The training and associated qualification checks are carried out in a conscientious manner by properly qualified and authorized personnel;

(2) During training in actual flight, no manoeuvre that might result in an accident is prescribed, taking into account the aircraft involved and the experience and qualifications of the pilot in training and also of the instructor or check pilot;

(3) Initial and recurrent training and checking is conducted in a systematic manner and in accordance with the training syllabus, without undue reliance upon the individual skill or preferences of the instructor or check pilot; and

(4) Simulation of abnormal or emergency situations is not permitted when passengers or cargo are carried.

4.1.6 The AAC inspector will approve the applicant's training programme in discrete self-contained sections such as initial training, recurrent training, transition training, conversion training and upgrading training, which can then be further divided into subsections such as ground training, simulator training and flight training. Should any section or subsection of the training programme not meet the required standards, it shall be referred back to the applicant with a written detailed explanation of its deficiencies and of the corrective action necessary. When all

requirements for the training programme have been fully met, the applicant shall be notified officially that the training programme has been approved. Any subsequent change to the training programme will require the approval of AAC.

5. SPECIFIC TRAINING PROGRAMME

5.1.1   Human factors (CRM) training. Flight operations officers and all aircraft crew members shall have CRM training as part of their initial and recurrent training requirements. CRM training shall include an initial indoctrination/awareness segment, a method to provide recurrent practice and feedback, and a method of providing continuing reinforcement. Curriculum topics to be contained in a CRM training course include:

(1) Communications processes and decision behaviour;

(2) Internal and external influences on interpersonal communications;

(3) Barriers to communication;

(4) Listening skills;

(5) Decision-making skills;

(6) Effective briefings;

(7) Developing open communications;

(8) Inquiry, advocacy, and assertion training;

(9) Crew self-critique;

(10)   Conflict resolution;

(11)   Team building and maintenance;

(12)   Leadership and followship training;

(13)   Interpersonal relationships;

(14)   Workload management;

(15)   Situational awareness;

(16)   How to prepare, plan and monitor task completions;

(17)   Workload distribution;

(18)   Distraction avoidance;

(19)   Individual factors;

(20)   Stress reduction.

5.1.2   Emergency equipment training. The training programme shall require each aircraft crew member to complete emergency equipment training during the specified training periods, using

those items of installed emergency equipment for each type of aircraft in which he or she is to serve. During initial training, each aircraft crew member shall be required to perform the following one-time emergency drills:

(1) Protective breathing equipment (PBE)/fire-fighting drill:

  (a) Locate source of fire or smoke (actual or simulated fire);

  (b) Implement procedures for effective crew co-ordination and communication, including notification of flight crew members about fire situation;

  (c) Don and activate installed PBE or approved PBE simulation device;

  (d) Manoeuvre in limited space with reduced visibility;

  (e) Effectively use the aircraft's communication system;

  (f) Identify class of fire;

  (g) Select the appropriate extinguisher;

  (h) Properly remove extinguisher from securing device;

  (i) Prepare, operate and discharge extinguisher properly; and

  (j) Utilize correct fire-fighting techniques for type of fire.

(2) Emergency evacuation drill:

  (a) Recognize and evaluate an emergency;

  (b) Assume appropriate protective position;

  (c) Command passengers to assume protective position;

  (d) Implement crew coordination procedures;

  (e) Ensure activation of emergency lights;

  (f) Assess aircraft conditions;

  (g) Initiate evacuation (dependent on signal or decision);

  (h) Command passengers to release seatbelts and evacuate;

  (i) Assess exit and redirect, if necessary; open exit, including deploying slides and commanding helpers to assist;

  (j) Command passengers to evacuate at exit and run away from aircraft;

  (k) Assist special-need passengers, such as handicapped, elderly and persons in a state of panic; and

  (l) If required by the AAC despite the safety risk, actually exit aircraft or training device using at least one of the installed emergency evacuation slides or device; or

(m) Observe a demonstration of the use of the emergency evacuation slide or device.

Note. The training programme shall require crew members to either observe the aeroplane exits being opened in the emergency mode and the associated exit slide/raft pack being deployed and inflated, or perform the tasks resulting in the accomplishment of these actions.

5.1.3   The training programme shall require each aircraft crew member to accomplish additional emergency drills during initial and recurrent training, with a prescribed periodicity, including actual performance of the following emergency drills:

(1) Emergency exit drill:

(a) Correctly pre-flight each type of emergency exit and evacuation slide or slide raft (if part of cabin crew member's assigned duties; this is required for flight crew members);

(b) Disarm and open each type of door exit in normal mode;

(c) Close each type of door exit in normal mode;

(d) Arm each type of door exit in emergency mode;

(e) Open each type of door exit in emergency mode or, if no door trainer device is available, observe a demonstration then simulate the door opening in emergency mode;

(f) Use manual slide inflation system to accomplish or ensure slide or slide raft inflation or, if no slide inflation training device is available, observe a demonstration;

(g) Open each type of window exit; and

(h) Remove escape rope and position for use.

(2) Hand-held fire extinguisher drill:

(a) Pre-flight each type of hand-held fire extinguisher;

(b) Locate source of fire or smoke and identify class of fire;

(c) Select appropriate extinguisher and remove from securing device;

(d) Prepare extinguisher for use;

(e) Actually operate and discharge each type of installed hand fire extinguisher.

Note 1. Fighting an actual or a simulated fire is not necessary during this drill.

Note 2. The discharge of halon extinguishing agents during fire-fighting drills in not appropriate. Other appropriate agents that are not damaging to the environment should be used during the drills to simulate the discharge of halon:

(i) utilize correct fire-fighting techniques for type of fire;

(ii) implement procedures for effective crew co-ordination and communication, including notification of flight crew members about the type of fire situation.

(3) Emergency oxygen system drill:

(a) Pre-flight and operation of portable oxygen devices;

(b) Actually operate portable oxygen bottles, including masks and tubing;

(c) Verbally demonstrate operation of chemical oxygen generators or installed oxygen supply system;

(d) Prepare for use and operate oxygen device properly, including donning and activation;

(e) Administer oxygen to self, passengers and to those persons with special oxygen needs;

(f) Utilize proper procedures for effective crew coordination and communication;

(g) Manually open each type of oxygen mask compartment and deploy oxygen masks, for masks designed for manual retrieval and donning;

(h) Identify compartments with extra oxygen masks;

(i) Implement immediate action decompression procedures;

(j) Pre-flight and operation of PBE; and

(k) Activate PBE.

(4) Flotation device drill:

(a) Pre-flight flotation device, if appropriate;

(b) Don and inflate life vests;

(c) Remove and use flotation seat cushions, as installed; and

(d) Demonstrate swimming techniques using a seat cushion, as installed;

(e) Ditching drill, if applicable.

Note. During a ditching drill, students shall perform the "prior to impact" and "after impact" procedures for ditching, as appropriate, to the specific operator's type of operation.

5.2   FLIGHT CREW INITIAL AIRCRAFT GROUND TRAINING

5.2.1   The initial aircraft ground training curriculum for the flight crew shall be applicable to their duties, the type of operations conducted and aircraft flown. Instructions shall include at least the following general subjects:

(1) Operator's dispatch, maintenance release, method of control and supervision of flight operations or flight locating procedures;

(2) Principles and methods for determining mass and balance and runway limitations for take-off;

(3) Operator's operations specifications, authorizations and limitations;

    (4) Adverse weather recognition and avoidance, and flight procedures which shall be followed when operating in the following conditions:

        (a) Icing;

        (b) Fog;

        (c) Turbulence;

        (d) Heavy precipitation;

        (e) Thunderstorms;

        (f) Mountain waves;

        (g) Volcanic ash;

        (h) Low-level windshear and microburst;

        (i) Low visibility;

        (j) Contaminated runways.

    (5) Normal and emergency communications procedures and navigation equipment including the operator's communications procedures and ATC clearance requirements;

    (6) Navigation procedures used in terminal departure, en-route, terminal arrival, approach and landing phases, to include visual cues prior to and during descent below DH or MDA;

    (7) Crew resource management training;

    (8) Air traffic control systems, procedures and phraseology;

    (9) Aircraft performance characteristics during all flight regimes, including:

        (a) The use of charts, tables, tabulated data and other related manual information;

        (b) Normal, abnormal and emergency performance problems;

        (c) Meteorological and mass limiting performance factors (such as temperature, pressure, contaminated runways, precipitation, climb/runway limits);

        (d) Inoperative equipment performance limiting factors (such as MEL/CDL, inoperative anti-skid); and

        (e) Special operational conditions (such as unpaved runways, high altitude aerodromes and drift down requirements).

    (10)   Normal, abnormal and emergency procedures on the aircraft type to be used.

5.2.2   The initial aircraft ground training curriculum for the flight crew shall be applicable to their duties, the type of operations conducted and aircraft flown, including at least the content of the aircraft operating information of the operations manual, as well as the additional operating procedures that are in the General part of the operations manual.

5.2.3   The initial aircraft ground training curriculum for the flight crew shall be applicable to their duties, the type of operations conducted and aircraft flown, including at least the following aircraft systems integration items and procedures:

(1) Use of checklist;

(2) Flight planning;

(3) Navigation and communications systems;

(4) Autoflight/flight directors; and

(5) Cockpit familiarization.

5.3   FLIGHT CREW INITIAL AIRCRAFT FLIGHT TRAINING

5.3.1   The pilot initial flight training includes at least the following training and practice in procedures related to the carrying out of pilot duties and functions. This training and practice may be accomplished either in flight or in a flight simulation training device (FSTD), as appropriate to the category and class of aircraft and as approved by the AAC. If available, an FSTD must be utilized for training on turbo-jet aircraft and all large turbo-prop aircraft training. The training curriculum will be based on the manufacturer flight crew training manual if available and on the TCDS if the TCDS contains type-rating training data.

Note. The flight training events for pilots listed in 9.4.4.2 are generic in nature for an aircraft type-rating training curriculum conducted in an FSTD.

5.3.2   The training events should include:

(1) Flight preparation, including ground operations before take-off;

(2) Takeoff;

(3) Climb;

(4) En-route;

(5) Descent;

(6) Approaches (visual and instrument approaches including missed approach);

(7) Landings;

(8) After landing;

(9) Other flight procedures during any airborne phase;

(10)   Normal, abnormal and alternate procedures during any phase;

(11)   Emergency procedures during any phase.

5.4   FLIGHT ENGINEER FLIGHT TRAINING

5.4.1 The flight engineer flight training shall include at least the following training and practice in procedures related to the carrying out of flight engineer duties and functions. This training and practice may be accomplished either in flight or in an FSTD, as approved by the AAC.

Note: The flight training events for flight engineers listed 9.4.5.2 are generic in nature for a type- rated aeroplane training curriculum. Additional training events may need to be added, changed or deleted.

5.4.2 The training events should include:

(1) Flight preparation;

(2) Ground operations;

(3) Take-off;

(4) Climb;

(5) En-route;

(6) Descent;

(7) Approach;

(8) Landings;

(9) Procedures during any ground or airborne phase .

5.4.3 Aircraft differences training. Aircraft differences training for crew members and flight operations officers are required when the operator has aircraft variances within the same type of aircraft. This training depends on the variances in equipment installed and in an aircraft family (e.g. A-318, A-319, A-320, A-321). . The variances in installed equipment and the resulting training requirements must be identified. Guidance on training for aircraft family variances may be available from the State of Design or from the manufacturer or from the TCDS A training curriculum needs to be developed covering the variances.

5.5   PILOT RECURRENT TRAINING

5.5.1 The recurrent training programme for all flight crew shall be relevant to the type or variant of aircraft on which he or she is assigned and rated to operate and for the crew member position involved. The flight crew member recurrent ground training includes at least the following:

(1) General subjects;

(2) Aircraft systems, limitations and procedures;

(3) Ground icing and de-icing procedures and requirements;

(4) Emergency equipment and drills:

    (a) Every 12 months:

        (i) Location and use of all emergency and safety equipment carried on the aeroplane;

        (ii) The location and use of all types of exits;

(iii) Actual donning of a lifejacket where fitted;

(iv) Actual donning of protective breathing equipment;

(v) Actual handling of fire extinguishers.

(b) Every 3 years:

(i) Operation of all types of exits;

(ii) Demonstration of the method used to operate a slide, where fitted;

(iii) Fire-fighting using equipment representative of that carried in the aeroplane on an actual or simulated fire;

Note: With halon extinguishers, an alternative method acceptable to the AAC may be used.

(iv) Effects of smoke in an enclosed area and actual use of all relevant equipment in a simulated smoke-filled environment;

(v) Actual handling of pyrotechnics, real or simulated, where fitted;

(vi) Demonstration in the use of the life-raft(s), where fitted;

(vii) An emergency evacuation drill;

(viii) A ditching drill, if applicable;

(ix) A rapid decompression drill, if applicable.

(5) Crew resource management;

(6) Dangerous goods;

(7) Security.

5.5.2 The pilot recurrent flight training shall include at least the following:

Note. Flight training may be conducted in an appropriate aircraft, adequate flight simulation training device (FSTD), or in a combination of aircraft and FSTD, as approved by the AAC. Recurrent training shall be conducted in an FSTD for all turbo-jet and large turbo-prop.

(1) Flight preparation;

(2) Ground operation before take-off;

(3) Take-off ;

(4) Climb;

(5) En-route;

(6) Descent;

(7) Approaches (visual and instrument approaches including missed approach);

(8) Lndings;

(9) After landing;

(10)   Other flight procedures during any airborne phase;

(11)   Normal, abnormal and alternate procedures during any phase;

(12)   Emergency procedures during any phase.

5.5.3   Flight engineer recurrent. The flight engineer recurrent flight training includes at least the flight training specified in 9.4.5.

5.5.4   Initial aircraft ground training – Cabin crew. The initial ground training curriculum for cabin crew members shall be applicable to the type of operations conducted and aircraft flown, including at least the following general subjects, if applicable:

(1) Aircraft familiarization;

(2) Aircraft equipment and furnishings;

(3) Aircraft systems;

(4) Aircraft exits;

(5) Crew member communication and coordination, including the authority of the PIC;

(6) Routine crew member responsibilities, duties and procedures for all phases of the operation;

(7) Passenger handling responsibilities.

5.5.5   Initial ground training for cabin crew members. The initial ground training curriculum for cabin crew members shall be applicable to the type of operations conducted and aircraft flown, including at least the following aircraft specific emergency subjects, if applicable:

(1) Emergency equipment;

(2) Emergency assignments and procedures;

(3) Aircraft-specific emergency drills.

5.5.6   Recurrent normal and emergency training – Cabin crew. Each cabin crew member shall undergo recurrent training in evacuation and other appropriate normal and emergency procedures and drills relevant to his or her assigned positions and the type(s) and/or variant(s) of aircraft on which he or she operates every twelve months in at least the following:

(1) Emergency equipment;

(2) Emergency procedures;

(3) Emergency drills as in 9.4.7.1 d);

(4) Crew resource management;

(5) Dangerous goods;

(6) Security.

5.5.7 Initial training – Flight operations officer. The initial aircraft ground training for flight operations officers that include instruction in at least the following subjects:

(1) General dispatch and operational control subjects;

(2) Aircraft characteristics;

(3) Operations procedures;

(4) Abnormal and emergency procedures;

(5) Crew resource management;

(6) Dangerous goods;

(7) Security;

(8) Differences training;

(9) At least one qualification flight shall be performed in the flight crew compartment of an aircraft over any area for which the flight operations officer is authorized to exercise flight supervision.

5.6   RECURRENT TRAINING – FLIGHT OPERATIONS OFFICER

5.6.1 The recurrent training programme, to be completed every twelve months shall be relevant to the type(s) and/or variant(s) of aircraft and the operations conducted by the air operator.

5.6.2 The training programme shall ensure that each flight operations officer receives recurrent training in the subjects required for initial training listed in 9.4.10 in sufficient detail to ensure competency in each specified area of training. Operators may choose to provide in-depth coverage of selected subjects on any one cycle of training. In such cases the operator's training programme must cover all the subjects to the detail required for initial qualification within three years.

5.6.3 Within the preceding 12 months, at least one qualification flight shall be performed in the flight crew compartment of an aircraft over any area for which the flight operations officer is authorized to exercise flight supervision.

5.6.4 Flight crew instructor training. The initial ground training for flight instructors shall include the following:

(1) Flight instructor duties, functions and responsibilities;

(2) Applicable regulations and the operator's policies and procedures;

(3) Training to ensure the flight instructor is competent to:

(a) Manage safety;

(b) Prepare the training environment;

(c) Manage the trainee;

(d) Conduct training;

(e) Perform trainee assessment;

(f) Perform course evaluation.

5.6.5 For candidates not rated on the aircraft type, the programme shall include the approved methods, procedures, and limitations for performing the required normal, abnormal, and emergency procedures applicable to the aircraft to which the flight instructor is in transition training.

5.6.6 The initial and transition flight training for flight instructors shall include the following:

(1) Safety measures for emergency situations that are likely to develop during instruction;

(2) Potential results of improper, untimely or non-execution of safety measures during instruction:

(a) For pilot flight instructor (aircraft):

(i) In-flight training and practice in conducting flight instruction from the left and right pilot seats in the required normal, abnormal and emergency procedures to ensure competence as an instructor;

(ii) The safety measures to be taken from either pilot seat for emergency situations that are likely to develop during instruction.

(b) Flight training requirements for flight instructors can be completed in full or in part in flight or in a flight simulation training device, as appropriate;

(c) Initial and transition flight training for flight instructors (FSTD) shall include training in the operation of flight simulation training devices, to ensure competence to conduct the flight instruction required.

5.6.7 Cabin crew instructor training. The initial ground training for the cabin instructors shall include the following:

(1) Cabin instructor duties, functions and responsibilities;

(2) Applicable regulations and the operator's policies and procedures;

(3) Training to ensure the cabin crew instructor is competent to:

(a) Manage safety;

(b) Prepare the training environment;

(c) Manage the trainee;

(d) Conduct training;

(e) Perform trainee assessment;

(f) Perform course evaluation.

5.6.8 For candidates not qualified to perform cabin duties on the aircraft, the training programme shall include the approved methods, procedures and limitations for performing the required normal, abnormal and emergency procedures applicable to the aircraft, as appropriate to which the cabin instructor is in transition.

5.6.9 Flight operations officer instructor training shall include the following:

(1) Flight operations officer instructor duties, functions and responsibilities;

(2) Applicable regulations and the operator's policies and procedures;

(3) Training to ensure the flight operations officer instructor is competent to:

(a) Manage safety;

(b) Prepare the training environment;

(c) Manage the trainee;

(d) Conduct training;

(e) Perform trainee assessment;

(f) Perform course evaluation.

5.6.10 Transition ground training for flight operations officer instructors shall include the approved methods, procedures and limitations for performing the required normal, abnormal and emergency procedures applicable to the position involved to which the flight operations officer instructor is in transition.

6. TRAINING PROGRAMME APPROVAL PROCESS

6.1 GENERAL

6.1.1 Training curriculum approval follows the five phase general process for approval or acceptance described in this circular. The basic steps of this process must be followed. Each phase, however, may be adjusted to accommodate existing circumstances. Depending on the complexity of the operator's request and the availability of AAC resources, the approval process may be accomplished in only a few days, or the process may last many months. The approval process applies to each operator requesting approval of a new curriculum as with initial air operator certification, or a revision to a currently approved curriculum. Inherent in the approval process is the AAC's responsibility to deny approval of any training which does not meet regulatory requirements or which has been found deficient. Training curricula which have been granted approval and later found either to be in conflict with regulatory requirements or to be ineffective, must be appropriately modified by the operator, or AAC approval must be withdrawn. This circular establishes procedures for granting approval or withdrawing approval of all or part of a training curriculum.

6.1.2 The training approval process discussed in this circular applies only to applicants for or holders of an AOC certificate.

6.2 INITIATING THE APPROVAL PROCESS - PHASE ONE

6.2.1 The training approval process can be initiated by either the operator or the AAC as follows:

(1) **Operator Initiated**. The operator informs the AAC that it is planning to establish a new training curriculum or to change an existing curriculum.

(2) **AAC Initiated.** The AAC informs an operator that revisions to its training program are required based on recently acquired information relative to training techniques, aviation technology, aircraft operational history, operator performance, or regulatory changes.

6.2.2 When a proposal is initiated by the operator, as it is in the pre-application phase of the certification process, one of the first steps the Inspector should take is to obtain the following basic information:

(1) Type of operation

(2) Type of equipment to be operated

(3) Geographic areas of operation

(4) Proposed training schedules

(5) Proposed date of revenue operations

(6) Proposed contract training, if any

(7) Type of simulator to be used, if any

(8) Facilities to be used

6.3 AAC INVOLVEMENT IN PHASE ONE

6.3.1 Early in the process, the AAC and the operator should establish, through discussion, a common understanding of both the regulatory training requirements and the direction and guidance provided in this circular. The inspector or PM and the operator must examine the entire operation to ensure that any training necessitated by operational requirements, authorisations, or limitations (such as those in the specific operating provisions, minimum equipment lists, deviations, and exemptions), is included in the operator's training curricula. The training program is the area most affected by operational changes. The inspector should review all general requirements in the regulations and in this circular that apply to the proposed operation.

6.3.2 The inspector should be aware of changes to the information initially provided by the operator. The inspector should discuss with the operator the sequence and timing of events which occur in the development and the granting of initial and final approval of a training curriculum. If the operator's proposal involves complex operations (such as long range navigation or polar navigation operations), the inspector must consult appropriate sections of this circular and other relevant documents and be prepared to advise the operator during this phase. In such a case, the inspector should also determine whether assistance from a AAC specialist is necessary.

6.3.3   A AAC inspector should be prepared to provide advice to an operator during training curriculum development. During phase one, the operator must be informed of the procedure for requesting initial approval and of the types of additional supporting information that the inspector will require the operator to submit. An inspector should be prepared to provide advice and guidance to the operator on the following:

(1) The general format and content of curricula, curriculum segments, training modules, and flight manoeuvres and procedures documents.

(2) Courseware.

(3) Facilities.

(4) Qualifications of instructor personnel.

(5) Other areas of the operator's proposed training programme.

6.3.4   Early AAC involvement is also important for the following reasons:

(1) AAC advice and guidance during development of training may provide a useful service to the operator. This advice may save the operator and the AAC from unnecessary use of resources. It may also prevent the operator from submitting a training curriculum proposal that would not be approved by the AAC.

(2) The inspector can become familiar with the material the operator intends to submit. This facilitates review of the proposal before the granting of initial approval.

(3) The inspector can begin planning long range needs, such as qualification of inspectors on the operator's aircraft, and evaluation of the program's overall effectiveness.

> *NOTE: Early AAC inspector involvement in the development of training programs is appropriate. A AAC inspector, however, must act in an advisory capacity only. The inspector must avoid active participation in the actual training program development. The operator is responsible for the development of its own training program. The AAC inspector must not assume that responsibility.*

6.3.5   As the operator's proposals solidify, any significant requirements which may affect AAC office or inspector resources should be discussed with the AAC Manager. A AAC inspector may need training on an operator's aircraft type. Requests for inspectors from outside the office to assist in the training approval process may be necessary.

6.3.6   The operator should be aware of the potential for delays in approval. Such delays may be caused by any of the following reasons:

(1) The applicant for a certificate not meeting the schedule of events.

(2) The operator failing to expeditiously transmit information to the AAC.

(3) A change in plans, for example, changing either the training locations or the type of aircraft.

(4) Inadequate, insufficient, or unclear material submitted in the formal application in phase two.

(5) Deficiencies in the training discovered during phases two, three, or four.

(6) Delays in obtaining equipment (such as simulators) or simulator approval.

(7) Higher priority work (such as accidents) assigned to the inspector or other inspectors associated with the training approval process.

6.4 REQUESTS FOR INITIAL APPROVAL - PHASE TWO.

6.4.1 Phase two, begins when the operator submits its training curriculum in writing, for initial approval, to the AAC. The operator should submit to the AAC an outline of each curriculum or curriculum segment and any additional relevant supporting information requested by the OI. These outlines, any additional supporting information and a letter must be submitted to the AAC. This letter should request AAC approval of the training curriculum. Two copies of each curriculum or curriculum segment outline should be forwarded along with the letter of request to the AAC

6.4.2 Each operator must submit its own specific curriculum segment outlines appropriate for its type of aircraft and kinds of operations. These outlines may differ from one operator to another and from one category of training to another in terms of format, detail, and presentation. Each curriculum should be easy to revise and should contain a method for controlling revisions, such as a revision numbering system. Curricula for different duty positions may be combined in one document, provided the positions are specifically identified and any differences in instruction are specified for each duty position. Each curriculum and curriculum segment outline must include the following information:

(1) Operator's name.

(2) Type of aircraft.

(3) Duty position.

(4) Title of curriculum and/or curriculum segment including the category of training.

(5) Consecutive page numbers.

(6) Page revision control dates and revision numbers.

6.4.3 Each curriculum and curriculum segment must also include the following items, as appropriate:

(1) Prerequisites prescribed by the CV-CARs or required by the operator for enrolment in the curriculum.

(2) Statements of objectives of the entire curriculum and a statement of the objective of each curriculum segment.

(3) A list of each training device, mock-up, system trainer, procedures trainer, simulator, and other training aids which require AAC approval (The curriculum may contain references to other documents in which the approved devices, simulators, and aids, are listed.).

(4) Descriptions or pictorial displays of normal, abnormal, and emergency manoeuvres and procedures which are intended for use in the curriculum, when appropriate (These descriptions or pictorial displays, when grouped together, are commonly referred to as the flight manoeuvres and procedures document. The operator may choose to present detailed descriptions and pictorial displays of flight manoeuvres and procedures in other manuals. For example, the flight manoeuvres and procedures document may be described in an

aircraft-operating manual. However, as a required part of the training curriculum, it must either be submitted as part of the curriculum or be appropriately referenced in the curriculum).

(5) An outline of each training module within each curriculum segment (Each module should contain sufficient detail to ensure that the main features of the principal elements or events will be addressed during instruction).

(6) Training hours which will be applied to each curriculum segment and the total curriculum.

(7) The checking and qualification modules of the qualification curriculum segment used to determine successful course completion, including any CV-CAR qualification requirements for crewmembers or flight operations officer/dispatchers to serve in CVCAR 8 commercial air transport operations (such as line checks or operating familiarisation)

6.5   ADDITIONAL RELEVANT SUPPORTING INFORMATION - PHASE TWO

6.5.1   When applying for an Air Operator Certificate, an operator must submit any additional relevant supporting information requested by the inspector as supported by CV-CAR 9.B.115. This additional information the inspector finds necessary for determining whether the proposed training program is feasible and adequately supported. It is information, which would be difficult to include in a curriculum outline format. The type and amount of supporting information needed will vary depending on the type of training, aircraft types to be operated, and kinds of operations. The inspector must determine the appropriate types of supporting information to be required. This should be limited to information critical to the determination of the proposed training program's acceptability. The following list of types of relevant supporting information is not all-inclusive, but includes information that is typical.

(1) A description of facilities is appropriate if the inspector is unfamiliar with the facilities, or if the facilities are not readily available for examination.

(2) A list of ground and flight instructors and their qualifications may be requested. This information is particularly important if the operator intends to use contract instructors. The inspector should determine whether the proposed instructors meet regulatory requirements and if they are qualified to conduct training.

(3) A detailed description of each flight simulator training device is appropriate when the simulator or training device is not readily available for the OI's examination. This detailed description is particularly important when the operator intends to contract for a specific flight simulator or training device. This description should provide sufficiently detailed information to enable the inspector to determine whether the training and checking to be conducted is appropriate for the level of the flight simulator or training device to be used.

(4) A detailed description of minimum student qualifications and enrolment prerequisites is appropriate when such prerequisites are not described in detail in the curriculum. Examples of these prerequisites which may need to be detailed as supporting information include: type of airman license, aircraft type qualifications, previous training programs, minimum flight hours, experience with other commercial air transport operators, and recency of experience. This description may be useful to the inspector when determining whether the proposed amount of detail outlined in training modules and the proposed training hours are adequate.

(5) Copies of training forms and records to be used for recording student progress and the completion of training may be required. This ensures the operator has planned for the CV-

CAR record-keeping requirements. This type of supporting information shall be required of applicants for an air operator certificate. It may also be required of operators with any significant revision to existing training programs. These forms, records, or computer transmittal worksheets must be designed so that attendance and course completion information is recorded and retrievable for verifying regulatory compliance.

(6) Supporting information may include samples of courseware, such as training modules/lesson plans and instructor guides. Descriptions of other types of courseware, such as home study, computer-based instruction, and Line Oriented Flight Training (LOFT) scenarios, should be in enough detail to provide an understanding of how the training will be administered and of the proposed instructional delivery method. This information should describe the instructor/student interaction and indicate methods for measuring student learning.

6.6   INITIAL REVIEW OF REQUESTS FOR APPROVAL - PHASE TWO

6.6.1   In phase two the inspector must review the submitted training curriculum and supporting information for completeness, general content, and overall quality. A detailed examination of the documents is not required during phase two. If after initial review, the submission appears to be complete and of acceptable quality or if the deficiencies are immediately brought to the operator's attention and can be quickly resolved, the inspector may begin the phase three in-depth review in the Document Evaluation Phase. If the submission is determined to be incomplete or obviously unacceptable, the approval process is terminated and the inspector must immediately return the documents (preferably within 5 working days) with an explanation of the deficiencies. The documents must be immediately returned, so the operator will not erroneously assume the inspector is continuing the process to the next phase. The approval process can be resumed when the revised training curriculum or curriculum segment is resubmitted.

NOTE: An applicant for a certificate in Phases 2 and 3 of the certification process may be unable to provide all information required for its training program. For example, the applicant may not yet know what training facilities or devices it intends to use. The lack of such information in the formal application does not necessarily indicate that the training curriculum attachment be returned. There should be an understanding between the applicant and the project manager (PM) that such portions are missing.

6.7   IN-DEPTH REVIEW OF SUBMITTED CURRICULA - PHASE THREE

6.7.1   The PM may initiate the phase three in-depth review without all the required information. Initial approval, however, of a curriculum segment must be withheld until all portions pertinent to the curriculum segment have been examined. For example, it may be appropriate to initially approve a ground training curriculum segment even though the simulator has not yet been evaluated and approved for flight training. However, effective evaluation of training curricula can be hampered when an excessive number of incomplete curriculum segments are permitted. The PM shall either delay initial approval of training curricula or return them to the applicant when an excessive number of incomplete curriculum segments have been submitted with the formal application.

6.7.2   Phase three is initiated when the AAC begins a detailed analysis and evaluation of a training curriculum or curriculum segment. The purpose of this phase is to determine the acceptability of training curricula for initial approval. This phase ends either with the initial approval or with the rejection of all or part of the training curriculum. To complete an evaluation in a timely manner the inspector may need to involve other AAC personnel early in this phase.

6.7.3 Before granting initial approval for a specific curriculum or curriculum segment, the inspector must ensure that the following evaluations are accomplished:

(1) A side by side examination of the curriculum outline with the appropriate regulations and with the direction provided in this circular must be performed. This examination is to ensure that training will be given in at least the required subjects and in-flight training manoeuvres. It should also ensure that appropriate training would be given on safe operating practices.

(2) An examination of the courseware developed or being developed by the operator must be performed. This review should include a sampling of available courseware such as training modules/lesson plans, audio-visual programs, flight manoeuvres and procedure documents, and student handouts. The courseware must be consistent with each curriculum and curriculum segment outline. From this review, the inspector should be able to determine whether the operator is capable of developing and producing effective training courseware.

(3) An inspection of training facilities, training devices, and instructional aids (which will be used to support the training) must be performed if the inspector is not familiar with the operator's training program capabilities, as would be the case for initial air operator certification.

(4) The training hours specified in each curriculum segment outline must be evaluated. An inspector should not attempt to measure the quality or sufficiency of training by the number of training hours alone. This can only be determined by direct observation of training and testing (or checking) in progress. Or, if not an initial certification, by examination of surveillance and investigation reports. The specified training hours must be realistic, however, in terms of the amount of time it will take to accomplish the training outlined in the curriculum segment so as to achieve the stated training objectives. During the examination of courseware, an inspector should note the times allotted by the operator for each training module. These times should be realistic in terms of the complexity of the individual training modules. The number of training hours for any particular curriculum segment depends upon many factors. Some of the primary factors are as follows:

(a) Regulatory requirements.

(b) Complexity of the specific aircraft.

(c) Complexity of the type of operation.

(d) Amount of detail that needs to be covered.

(e) The experience and knowledge level of the students.

(f) Efficiency and sophistication of the operator's entire training program (including items such as instructor proficiency, training aids, facilities, courseware, and the operator's experience with the aircraft).

6.7.4 If after completing these evaluations, the inspector determines that the curriculum or curriculum segment is satisfactory and adequately supported, and that the training hours are realistic, initial approval should be granted. Sometimes a portion of the submittal may appear to be satisfactory. However, if that portion is dependent upon another undeveloped portion or another unsatisfactory portion, initial approval must be withheld. For example, a PIC BE-100 initial equipment, flight training curriculum segment is satisfactory but related training modules within the initial equipment ground training curriculum segment are unsatisfactory. In such a case, it may be inappropriate to grant initial approval to the initial equipment flight training

curriculum segment until the ground training curriculum segment is determined to be satisfactory.

6.7.5   During phase three of the approval process, the inspector must establish priorities to ensure that, if appropriate, the granting of initial approval is not unnecessarily delayed. These priorities should assure that deficiencies are resolved so that initial approval can be granted before the operator's planned starting date for training.

6.8   EXPIRATION DATES FOR INITIAL APPROVALS

6.8.1   When the inspector determines that a training curriculum or curriculum segment should be initially approved, the inspector must also determine an appropriate expiration date for the initial approval. The expiration date is important throughout phase four of the approval process.

Note: CV-CAR 9.C.110 requires the operator to obtain "approval" of training curricula. The word "approval" as used in CV-CAR 9.C.110, shall be treated as meaning final approval, not initial approval.

6.8.2   The initial approval expiration date provides an incentive to the operator for refining all aspects of the program to assure that this requirement is met. The expiration date also provides the inspector with a time frame with which to plan evaluation activities for determining the effectiveness of the training. The expiration date assigned to an initially approved training curriculum must not exceed 24 months from the date of initial approval.

6.8.3   The inspector may reduce the expiration date of initial approval if it is apparent that a 24-month time frame will unnecessarily delay final approval. The inspector should be aware that shortening the initial approval expiration date would commit him/her to completing the final approval phase within the shorter time period. The inspector may grant final approval any time before the expiration date. Except when unforeseen circumstances preclude an adequate evaluation of training effectiveness, an extension to the initial approval expiration date should not be permitted. A new expiration date, however, may be established for a curriculum segment when there are significant revisions to an initially approved curriculum segment.

6.9   METHOD OF GRANTING INITIAL APPROVAL

6.9.1   Initial approval is granted by letter. The initial approval letter must include at least the following information:

(1) Specific identification of the curricula and/or curriculum segments initially approved, including page numbers and revision control dates.

(2) A statement that initial approval is granted, including the effective and expiration dates.

(3) Any specific conditions affecting the initial approval, if applicable.

(4) A request for advance notice of training schedules so that training may be evaluated.

(5) If the inspector is authorising a reduction in the programmed hours specified by CV-CAR: 8.J.815 (b) or NI: 8.J.405 a statement concerning the basis for the reduction in requirements.

6.9.2   An initial approval letter serves as the primary record of curriculum or curriculum segment pages that are currently effective. In the past, initial approval was stamped on each page of a

curriculum. Although this method is no longer necessary, the inspector and each operator may agree to use the method to account for revisions to training documents. If this method is used, the stamp must clearly indicate initial approval and the expiration date. Other acceptable methods include a list of effective curriculum or curriculum segment pages, or pages with a pre-printed signature and date blocks.

6.9.3   The original pages of the curriculum or curriculum segment shall be returned to the operator with the transmittal letter. These documents should be retained by the operator as an official record. A copy of the training curriculum or curriculum segment, with a copy of the transmittal letter granting initial approval attached, shall be maintained on file in the AAC office by the inspector during the period that the initial approval is valid. The inspector shall also maintain on file with the curriculum all additional relevant supporting information.

6.10   METHOD OF DENYING INITIAL APPROVAL.

6.10.1   If the inspector determines that initial approval of a proposed training curriculum or curriculum segment must be denied, the operator shall be notified in writing of the reasons for denial. This letter must contain an identification of the deficient areas of the training curriculum and a statement that initial approval is denied. It is not necessary that each minor deficiency, which resulted in the denial, be identified; however the major deficiencies should be outlined in the letter. It is the operator's responsibility to redevelop or correct the deficient area before resubmission to the AAC. A copy of the denial letter and a copy of the proposed training curriculum or curriculum segment shall be kept on file in the AAC office.

6.11   EVALUATING INITIALLY APPROVED TRAINING CURRICULA - PHASE FOUR

6.11.1 The Phase four begins when the operator starts training under the initially approved curriculum. This phase should provide the operator with adequate time to test the program and the flexibility to adjust the program during AAC evaluation. The inspector must require an operator to provide ongoing schedules of all training and checking to be accomplished under an initially approved training curriculum. The inspector must closely monitor training conducted under initial approval. Whenever possible, the first session of training conducted under initial approval should be monitored by the inspector or a qualified operations inspector. A AAC inspector does not need to observe every training session. A sufficient sampling of the training sessions, however, should be observed as a basis for a realistic evaluation. Inspectors qualified in the type aircraft, and other individuals knowledgeable of the curriculum subject matter, should assist in evaluating the training. During training under initial approval, the operator is expected to evaluate and appropriately adjust training methods as needed. Often adjustments can be made by changing courseware and instructional delivery without (or with only minor) revisions to the initially approved curriculum. Conversely, it may be necessary for the operator to substantially change the curriculum that may require another initial approval action by the inspector before the changes can be put into effect. Sometimes proposed revisions may be transmitted to the inspector just before the initial approval expiration date. If the change is significant, the inspector may need to establish a different expiration date for the curriculum segment, or for the revised portions, to allow adequate time for a proper evaluation.

6.11.2 During phase four, the operator must demonstrate the ability to effectively train crewmembers and flight operations officer/dispatchers. Each deficiency identified during the evaluation of training conducted under an initially approved curriculum must be discussed with the operator. If the deficiencies are significant, they must be documented and kept on file. In most cases, when the cause of a deficiency has been accurately identified, the operator will make the necessary changes to correct the deficiency to obtain final approval. Each significant deficiency that has been accurately identified must be immediately corrected. If an operator does not take

appropriate corrective action, the inspector shall advise the operator in writing that initial approval is withdrawn.

6.12   ELEMENTS AVAILABLE FOR EVALUATING TRAINING - PHASE FOUR

6.12.1 The inspector must develop a plan for systematically evaluating training given under the initially approved training curriculum. This plan should remain in effect throughout the initial approval period. There are four elements that can be evaluated when assessing the overall effectiveness of training programs. These elements are interrelated; however, each can be separately evaluated. These four elements are:
(1) curriculum segment outlines,

(2) courseware,

(3) instructional delivery methods and training environment,

(4) and testing and checking.

6.12.2 Before evaluating a training program, an inspector must become familiar with the contents of the curricula or curriculum segments to be evaluated. This preparation is essential if an inspector is to determine whether an operator has developed an effective course of instruction from its initially approved training curriculum.

6.12.3 Direct examination of courseware includes reviewing materials such as training modules/lesson plans, workbooks, or flight instructor guides. The inspector must determine whether the courseware is consistent with the curriculum or curriculum segment and that it has been organised to facilitate effective instructional delivery. Courseware is usually the training program element that is most adaptable to revision or refinement. Inspectors must review at least a sampling of the courseware.

6.12.4 Direct observation of instructional delivery includes surveillance of training methods, such as instructor lectures, computer based instruction presentations, and in-flight instruction. Effective learning can only occur when an instructor is organised, prepared, and properly uses the courseware and various training aids. The inspector must determine that the instructional delivery is consistent with the courseware. For example, the inspector should note whether the instructor teaches the topics specified in the training module/lesson plan. Training aids and devices should function as intended during the instructional delivery. In addition, during training, the inspector should be sensitive to the type of questions being asked by students and should identify the reasons for any excessive repetition. These conditions may indicate ineffective instructional delivery or courseware. The inspector must also determine if the instructional environment is conducive to learning. Distractions, which adversely affect instructional delivery, such as excessive temperatures, extraneous noises, poor lighting, cramped classrooms or workspaces, are deficiencies because they interfere with learning.

6.12.5 Direct observation of testing and checking is an effective method for determining whether learning has occurred. Examining the results of tests, such as oral or written tests or flight checks, provides a quantifiable method for measuring training effectiveness. The inspector must examine and determine the causal factors of significant failure trends.

>   *NOTE: If this is not an initial certification surveillance and investigation of operator activities also could be used in assessing curriculum segments.*

(1) **Curriculum Segment Outlines** - Curriculum segment outlines contain the specific training modules and the amount of time allocated for the curriculum segment. The modules must

be consistent with regulatory requirements and safe operating practices. This element requires direct examination.

(2) **Courseware** - Courseware converts curriculum outline information into usable instructional material. Courseware must be consistent with the curriculum outline and be organised to permit effective instructional delivery. It is readily adaptable to adjustments and refinement by the operator. This element usually requires direct examination.

(3) **Instructional Delivery Methods and Training Environment** - Instructional delivery methods are used to convey information to the student. Effective learning is maximised if the instructional delivery adheres to and properly uses the courseware. The training environment should be conducive to effective learning. This element requires direct observation.

(4) **Testing And Checking** - Testing and checking is method for determining whether learning has occurred. Testing and checking standards are used to determine that a desired level of knowledge and skill has been acquired. Testing and checking also measures the effectiveness of courseware and instructional deliver. This element requires direct observation. It can be supplemented by examining operator records of test and checks.

6.12.6 If the results of the inspection are acceptable and no discrepancies are found the inspectors should:

(1) Inform the operator (debrief).

(2) Continue with the certification process.

(3) Complete "final approval" documentation.

(4) File the demonstration results.

6.13   METHOD FOR GRANTING FINAL APPROVAL – PHASE FIVE

6.13.1 This phase involves the granting of final approval of an operator's training curriculum based on the results of the evaluation, the inspector must determine whether to grant or deny final approval of a training curriculum. This determination must be made before, the expiration date of the initial approval. If the inspector decides that final approval should be granted, the following procedures apply:

(1) Programs that Contain a List of Effective Pages. Final approval of the training curriculum can be granted and documented by the inspector on the List of Effective Pages. This means that the AAC has given final approval of every page of the operator's training curriculum, as listed on that page, but only one AAC approval block must be completed and signed.

    (a) The stamped page that documents final approval of the training curriculum and/or curriculum segment shall be stamped for approval, dated, and signed by the OI. The approval stamp that appears on the page should be a facsimile of the stamp that appears in this paragraph.

    (b) The original curriculum and/or curriculum segment must contain the one page that documents AAC approval on the List of Effective Pages. The curriculum and/or

curriculum segment must be transmitted to the operator with an approval letter signed by the inspector in accordance with this circular.

(2) Programs that do not Contain a List of Effective Pages. The original and a copy of each page of the training curriculum and/or curriculum segment shall be stamped for approval, dated, and signed by the inspectors.

(3) The original stamped curriculum or curriculum segment must be transmitted to the operator with an approval letter signed by the OI. This letter must specifically identify the curriculum or curriculum segment; contain a statement that final approval is granted; and provide the effective date of approval. This letter must also state that final approval shall remain in effect until otherwise notified by the AAC that a revision is necessary in the interest of safety. If the inspector is authorising a reduction in the programmed hours specified by regulations, the letter must contain a statement concerning the basis for reduction. A copy of the stamped curriculum or curriculum segment, and a copy of the approval letter must be kept on file in the AAC office.

6.14   WITHDRAWING APPROVAL OF TRAINING CURRICULA

6.14.1 Before withdrawing approval of a certificated operator's training curriculum or curriculum segment, the inspector shall make reasonable efforts to convince the operator to make the necessary revisions. It is important to understand that withdrawing approval could be detrimental to the operator's business. The operator's ability to hold a certificate may be in question if a new curriculum is not submitted for initial approval within a reasonable period of time. A decision to withdraw approval must be based on sound judgement and justifiable safety reasons. When sufficient reasons are established, it is mandatory for the inspector to take immediate action to remove AAC approval from an ineffective or noncompliant training curriculum. When an approval is withdrawn, the inspector must ensure that the operator clearly understands that any further training conducted under an unapproved curriculum is contrary to CV-CAR requirements. The three methods for withdrawing approval of a training curriculum are as follows:

(1) Allowing an initially approved training curriculum to expire without granting final approval.

(2) Withdrawing approval of an initially approved training curriculum before the expiration date.

(3) Withdrawing approval of a training curriculum, which has already received final approval, in accordance with the CV-CARs and this circular.

6.15   EXPIRED TRAINING CURRICULA

6.15.1 A training curriculum granted initial approval has an expiration date. Usually, this date shall not be later than 24 months after the initial approval date. If the inspector does not grant final approval before the expiration date, training under that curriculum must terminate as of that date. Therefore, the inspector shall not allow an initially approved curriculum to expire due to the AAC's inability to administratively grant final approval. Final approval may not be granted to an operator's training curriculum for several reasons. One reason, for example, may be the operator's inability to achieve an acceptable level of training effectiveness during phase four. Another example of a reason for not granting final approval is the discontinued use of the initially approved curriculum. When the inspector decides not to grant final approval before the expiration date, he/she must notify the operator of this decision in writing, at least 30 days before the expiration date. An operator not so notified, may mistakenly assume that the initial approval will continue in effect until receipt of notification of either final approval or termination.

The notification letter should contain the reasons for allowing the curriculum to expire and should state that any further training under the expired curriculum will not be in compliance with regulatory requirements. A inspector who fails to provide this 30-day notification must establish a new expiration date so that appropriate notification can then be given to the operator.

João dos Reis Monteiro
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