# CHAPTER 5
## Training Programme Approval Process

### 1.0   PURPOSE

**1.1**   This Chapter provides guidance on the approval process of an operator's training programme and establishes procedures for granting approval or withdrawing approval of all or part of a training curriculum.

**1.2**   The training approval process discussed in this Order applies only to applicants for or holders of an AOC certificate.

### 2.0   REFERENCE

**2.1**   Regulation 9.3.1.3 of the Nigeria Civil Aviation Regulations

**2.2**   Regulation 8.4.1.2 , 8.10.1.8, 8.10.1.35, 8.10.1.36, 8.10.1.37, 8.10.1.45 and 8.13.1.2 of the Nigeria Civil Aviation Regulations referring to Crew member and Flight Operations Officer Qualifications-Commercial Air Transport.

**2.3**   IS 9.3.1.2 and 8.10 of the Nigeria Civil Aviation Regulations

**2.4**   CHECKLIST: CL:O-OPS005A, CL: OPS 005B, CL: O-OPS 005C, CL.OPS 005D, CL.OPS 017, CL. OPS 017A, CL. OPS 017B, CL. OPS 017C, CL.OPS 017D, CL.OPS 017E, CL. OPS 017F, CL. OPS CL.OPS 017G, CL. OPS 017H, CL. OPS 017I, CL.OPS 017J, CL.OPS 017K, CL: OPS021E, Form: O-OPS 005, Form: O-OPS 006 and Form: O-OPS 006A

### 3.0   BACKGROUND

**3.1**   Training curriculum approvals follow the five phase general process for approval or acceptance as described in Order NCAA-O-OPS001. 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 resources in the Authority, the approval process may be accomplished in only a few days, or the process may last many months.

**3.2**   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 responsibility of the Authority 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regulatory requirements or to be ineffective must be appropriately modified by the operator, or the approval must be withdrawn.

**Note:** The operator shall outline in its training programmes, not only details of the initial and recurrent crew members' and ground operations personnel trainings, but also transition (conversion), re-qualification, upgrade, regency of experience, familiarization, differences and other specialized training, as applicable.

## 4.0   INITIATING THE APPROVAL PROCESS - PHASE ONE

4.1   The training approval process can be initiated by either the operator or the Authority as follows:

4.1.1   **Operator Initiated.** The operator informs the Authority that he is planning to establish a new training curriculum or to change an existing curriculum; and

4.1.2   **Authority Initiated**. The Authority informs an operator that revisions to his training programme are required based on recently acquired information relative to training techniques, aviation technology, aircraft operational history, operator performance, or regulatory changes.

4.2   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 Flight Operations Inspector ( FOI), Principal Operations Inspector (POI) Cabin Safety Inspector (CSI) and Ground Operations Inspector (GOI) or other Inspectors associated with the training approval process or Certification Project Manager (CPM) should take, is to obtain the following basic information:

4.2.1   Type of operation;

4.2.2   Type of equipment to be operated;

4.2.3   Geographic areas of operation;

4.2.4   Proposed training schedules;

4.2.5   Proposed date of revenue operations;

4.2.6   Proposed contract training, if any;

4.2.7   Type of simulator to be used, if any; and

4.2.8   Facilities to be used.

## 5.0   AUTHORITY INVOLVEMENT IN PHASE ONE

5.1   Early in the process, the Authority and the operator should establish, through discussion, a common understanding of both the regulatory training requirements and the direction and guidance provided in this Order. The Inspector or CPM 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 operations specifications, minimum equipment lists, deviations, and exemptions), is included in the operator's training curricula.

5.2   The training programme is the area most affected by operational changes. The Inspector should review all general requirements in the regulations and in this Order that apply to the proposed operation. 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.

**5.3** If the operator's proposal involves complex operations (such as long range navigation or polar navigation operations), the Inspector shall consult appropriate sections of this Order 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 other appropriate experts is necessary.

**5.4** The Authority 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:

5.4.1 The general format and content of curricula, curriculum segments, training modules, and flight manoeuvres and procedures documents;

5.4.2 Courseware;

5.4.3 Facilities;

5.4.4 Qualifications of instructor personnel 8.10.1.36 and

5.4.5 Other areas of the operator's proposed training programme.

**5.5** Early Authority involvement is also important for the following reasons:

5.5.1 The Authority advice and guidance during development of training may provide a useful service to
5.5.2 the operator. This advice may save the operator and the Authority from unnecessary use of resources. It may also prevent the operator from submitting a training curriculum proposal that would not be approved by the Authority;

5.5.3 The Inspector will become familiar with the material the operator intends to submit. This facilitates review of the proposal before the granting of initial approval;

5.5.4 The Inspector can begin planning long term needs, such as qualification of inspectors on the operator's aircraft, and evaluation of the programme's overall effectiveness.

***Note:*** *Early Authority inspector involvement in the development of training programmes is appropriate. The inspector, however, must act in an advisory capacity only. The inspector must avoid active participation in the actual training programme development. The operator is responsible for the development of his own training programme. The inspector must not assume that responsibility.*

**5.6** As the operator's proposals solidify, any significant requirements that may affect the Authority office or inspector resources should be discussed with the Director responsible for Safety Oversight. The inspector may need training on an operator's aircraft type. Requests for inspectors from outside the Authority to assist in the training approval process may be necessary.

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

5.7.1    The applicant for an Air Operator Certificate (AOC) not meeting the schedule of events;

5.7.2    The applicant for AOC failing to expeditiously transmit information to the Authority;

5.7.3    A change in plans, for example, changing either the training locations or the type of aircraft;

5.7.4    Inadequate, insufficient, or unclear material submitted in the formal application in phase 2;

5.7.5    Deficiencies in the training discovered during phases two, three, or four;

5.7.6    Delays in obtaining equipment (such as simulators) or simulator approval;

**5.7.7**    Higher priority work (such as accidents) assigned to the **FOI, POI, CSI and GOI or other inspectors associated with the training approval process.**

## 6.0    REQUESTS FOR INITIAL APPROVAL - PHASE TWO

**6.1**    In phase two, the operator submits his training proposal in writing, for initial approval, to the Authority. The operator is required to submit to the Authority an outline of each curriculum or curriculum segment and any additional relevant supporting information requested by the Inspector. These outlines, any additional supporting information and a letter must be submitted to the Authority. This letter should request Authority 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 Authority.

**6.2**    Each operator must submit his own specific curriculum segment outlines appropriate for the 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:

6.2.1    Operator's name;

6.2.2    Type of aircraft;

6.2.3    Duty position;

6.2.4    Title of curriculum and/or curriculum segment including the category of training;

6.2.5    Consecutive page numbers;

6.2.6    Page revision control dates and revision numbers;

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

6.2.8    Prerequisites prescribed by the Regulations or required by the operator for enrolment in the curriculum;

6.2.9    Statements of objectives of the entire curriculum and a statement of the objective of each curriculum segment;

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

6.2.11   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);

6.2.12   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);

6.2.13   Training hours which will be applied to each curriculum segment and the total curriculum;

6.2.14   The checking and qualification modules of the qualification curriculum segment used to determine successful course completion, including any regulatory qualification requirements for crewmembers or flight operations officer/dispatchers to serve under Part 8 of the Nigeria Civil Aviation Regulations operations (such as line checks or operating familiarisation).

## 7.0    ADDITIONAL RELEVANT SUPPORTING INFORMATION - PHASE TWO

**7.1**    When applying for an Air Operator Certificate, an applicant must submit any additional relevant supporting information requested by the Inspector as supported by Regulation 9.1.1.4 of the Nigeria Civil Aviation Regulations. This information is that additional information the Inspector finds necessary for determining whether the proposed training programme 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.

**7.2**    The Inspector must determine the appropriate types of supporting information to be required. This should be limited to only that information critical to the determination of the proposed training programme's acceptability. The following list of types of relevant supporting information is not all inclusive, but includes information that is typical.

7.2.1    A description of facilities is appropriate if the Inspector is unfamiliar with the facilities, or if  the facilities are not readily available for examination;

7.2.2    A list of ground, cabin 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;

7.2.3    A detailed description  of each flight  simulator  and training  device is appropriate  when  the simulator or training device is not readily available for the Inspector'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;

7.2.4    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 programmes, 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;

7.2.5    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  Regulations 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 programmes. 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;

7.2.6    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.

## 8.0    INITIAL REVIEW OF REQUESTS FOR APPROVAL - PHASE TWO

**8.1**    In phase two the Inspector must review the submitted training curriculum and supporting information  for completeness, general content, and overall quality. This is the cursory review performed in the Formal Application Phase.  A detailed examination of the documents is not  required during phase two.

**8.2** 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.

**8.3** If the submission is determined to be incomplete or obviously unacceptable, the approval process is terminated and the CPM POI/ CSI/ GOI must immediately inform the Director responsible for Safety Oversight and return the documents via the Director responsible for Safety Oversight (the Director), within 5 working days, with an explanation of the deficiencies. The documents must be immediately returned, so that the operator will not erroneously assume the Authority 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 his training programme. For example, the applicant may not yet know what training facilities or devices he 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 PM that such portions are missing.*

## 9.0 IN-DEPTH REVIEW OF SUBMITTED CURRICULA - PHASE THREE

**9.1** The CPM /POI/CSI/ GOI may use Figure 7 to 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 CPM 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.

**9.2** Phase three is initiated when the Authority 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 CPM may need to involve other Authority personnel early in this phase. Certain specialists or offices may be required to participate in the approval process as follows:

9.2.1 A dangerous goods inspector should be involved in dangerous goods materials training issues.

9.2.2 Various safety inspector specialities should be involved when appropriate. For example, navigation specialists should be involved with evaluating special navigation operations, security inspector for the security training module;

9.2.3 Additional Authority resources may need to be located to accomplish the approval process;

9.2.4 The Director General/Managing Director may be requested to provide assistance with obtaining

training quotas for selected inspectors or with obtaining information concerning exemptions.

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

9.3.1   A side-by-side examination of the curriculum outline with the appropriate regulations and with the direction provided in this Order 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;

9.3.2   The Operator's written programme outline shall as a minimum include:
   a) The initial;
   b) Recurrent flight crew training;
   c) Transition (conversion);
   d) Re-qualification;
   e) Upgrade;
   f) Recency of experience;
   g) Familiarization/differences and;
   h) Specialized training, as applicable

9.3.3   This written training programme shall include both normal and emergency procedures training applicable for each type of aircraft flown by the crewmember. Also, human factor, CRM, safety management and other specialized training that is acceptable to the Authority.

9.3.4   The written training programme shall be developed for all crewmembers in the emergency procedures appropriate to each make and model of aircraft flown in by the crew member. Areas shall include:

   (a)   Instruction in emergency procedures, assignments, and crew coordination.
   (b)   Individual instruction in the use of onboard 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.
   (c)   Training shall also include instruction in potential emergencies such as rapid decompression, ditching, fire fighting, aircraft evacuation, medical emergencies, hijacking, and disruptive passengers.
   (d)   Scheduled recurrent training to meet Authority requirements.

9.3.5   The training syllabi and checking programmes for all operations personnel shall include:

   (a)   Training in the safe transportation and recognition of all dangerous goods permitted by the Authority to be shipped by air. Training shall include the proper packaging, marking, labelling, and documentation of dangerous articles and magnetised materials.
   (b)   All appropriate security training required by the Authority.
   (c)   A method of providing any required notification of an accident or incident involving dangerous good
   (d)   Procedures to be applied in the event that personnel do not achieve or maintain the required standards.
   (e)   Procedures to ensure that abnormal or emergency situations requiring the application of part or all of abnormal or emergency procedures, and simulation of IMC by artificial means, are not simulated during commercial air transportation flights.

9.3.6   An AOC holder shall retain all documentation required by the appropriate Authority, or the Authority of another State in which the AOC holder is operating for the time specified by the

respective Authority, or for the time period needed to show compliance with appropriate regulations or this operations manual, whichever is longer.

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

9.3.8    The Flight Dispatch Training Programmes shall include the following:

a)    Civil air law and regulations;
b)    Aviation instruction;
c)    Use of operations manual;
d)    Aircraft performance;
e)    Navigation;
f)    Flight planning and monitoring;
g)    Rules of the air, communication and air traffic management;
h)    Meteorology;
i)    Mass and balance control;
j)    Use of MEL/configuration deviation list (CDL);
k)    Transport of dangerous goods by air;
l)    Security procedures;
m)    Emergency response plan;
n)    Flight observation; and
o)    Recurrent training programme (Nig. CARs 8.10.1.35)
p)    Flight Dispatcher Instructor/Examiner Qualification and Training (8.10.1.36(d) and 8.10.1.37(c))

**Note**: *Inspector should use checklist CL:O-OPS  005A, CL:O-OPS 005B, CL: O-OPS 005C and CL: O-OPS 005D to evaluate/ review the training program manual to ensure the training curriculum is consistent and in compliance with the applicable regulations.*

9.3.9    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 programmes**, 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;

9.3.10   **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 programme capabilities, as would be the case for initial air operator certification;

9.3.11   **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:

9.3.11.1   Regulatory requirements;

9.3.11.2   Complexity of the specific aircraft;

9.3.11.3   Complexity of the type of operation;

9.3.11.4    Amount of detail that needs to be covered;

9.3.11.5   The experience and knowledge level of the students;

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

9.3.12   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 pilot in command Beech-craft aircraft (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.

9.3.13   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.

## 10.0   EXPIRATION DATES FOR INITIAL APPROVALS

**10.1**   When the Inspector determines that a training curriculum or curriculum segment should be initially approved, he must also determine an appropriate expiration date for the initial approval. The expiration date is important throughout phase four of the approval process when the operator conducts and the Authority evaluates the training curriculum in the Demonstration Inspection Phase.

**10.2**   Regulation 9.3.1.3 of the Nigeria Civil Aviation Regulations requires the operator to obtain "approval" of training curricula. The word "approval" as used in Regulation 9.3.1.3 of the Nigeria Civil Aviation Regulations shall be treated as meaning final approval, not initial approval. The initial approval expiration date provides an incentive to the operator for refining all aspects of the programme 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 **12 months** from the date of initial approval.

**10.3**   The Inspector may recommend grant of the 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 such as the case when an operator is establishing a new training programme or the Authority is requiring changes.

## 11.0   METHOD OF GRANTING INITIAL APPROVAL

**11.1**   Initial approval is granted by letter. Sample letters granting initial approvals are included at the end of this paragraph (figures 1 and 2). The initial approval letter must include at least the following information:

11.1.1   Specific identification of the curricula and/or curriculum segments initially approved, including page numbers and revision control dates;

11.1.2   A statement that initial approval is granted, including the effective and expiration dates;

11.1.3   Any specific conditions affecting the initial approval, if applicable;

11.1.4   A request for advance notice of training schedules so that training may be evaluated;

11.1.5   If the Inspector is recommending a reduction in the programmed hours specified by Part 8 of the Nigeria Civil Aviation Regulations, a statement concerning the basis for the reduction in requirements.

**11.2**   An initial approval letter serves as the primary record of curriculum or curriculum segment pages that are currently effective. Initial approval should be stamped on each page of a curriculum. 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.

**11.3**   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 Authority 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.

ABC Airlines
Director of Operations/Training (as appropriate)
(Appropriate address)

Dear Mr. Jumanne:

Effective ,            initial approval is granted to ABC Airline's SD-330 Pilot in Command    and Co
pilot- Initial Equipment Flight Training, pages 1 through 10, dated 11 March 20--. This training
curriculum is initially approved in accordance with the provisions of Regulation 9.3.1.3 of the Nigeria
Civil Aviation Regulations, effective 30 March 20      .

Initial approval of this training curriculum shall remain in  effect until                (24-months  later),  or
upon the granting of final approval, whichever occurs first. In accordance with Regulation 8.10.1.43  of
the Nigeria Civil Aviation Regulations, ABC Airlines is requested to notify this office at least 5 working
days in advance of any training to be conducted under this programme so that the Authority may
evaluate the effectiveness of the training.

**For: Director General Civil Aviation**

**FIGURE 1**
**LETTER OF INITIAL APPROVAL**

ABC Airlines
Director of Operations/Training (as appropriate)
(Appropriate address)

Dear Mr. Masanja:

This letter is in reference to ABC Airline's B-737 Pilot in Command and Co pilot -Initial Equipment Ground Training curriculum, pages 100/1 through 100/15, dated 14 April 200 . This curriculum is granted initial approval, effective 30 April 20 . The approval is contingent upon a satisfactory evaluation of your advanced systems ground trainer scheduled for 28 and 29 April 200 .

The expiration date of this initial approval is 30 April (24-months later). This office requests ABC Airlines provide at least 5 working days advance notice of any training to be conducted under this curriculum to allow for evaluation of the training in accordance with Regulation 8.10.1.43 of the Nigeria Civil Aviation Regulations

Approval of the reduced training hours from the programmed training hours currently in effect will be based on the demonstrated improved training techniques available from your advanced systems ground trainer.

**For: Director General**

**FIGURE 2**
**LETTER OF INITIAL APPROVAL**

## 12.0    METHOD OF DENYING INITIALAPPROVAL

**12.1**    If the Authority determines that initial approval of a proposed training curriculum or  curriculum segment must 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.

**12.2**    It is the operator's responsibility to redevelop or correct  the deficient  area before  resubmission to the Authority. A copy of the denial letter and a copy of the proposed training  curriculum  or  curriculum segment shall be kept on file in the Authority office. Figure 3 is a sample letter of a denial of initial approval.


ARK Airlines
Director of Operations/Training (as appropriate) (Appropriate address)
Dear Mr. Nyanja:

This letter is in response to your request for initial approval of Revision 2 to ARK Airline's DC-9 Pilot in Command and Co pilot-Recurrent Ground Training curriculum, dated 2  August  20  .  Your  request for initial approval of revision 2 is denied for the following reason:

More than 70 percent of your scheduled operations occur in areas which, during the winter months, are subject to cold weather, snow, ice, and sleet. Your pilot workforce must have adequate training   in the  safe operating practices associated with a  cold  weather environment to enable them to  cope effectively with such hazards. Revision 2 deletes training previously given on major aspects of cold weather operations and does not provide any identifiable instruction to your crews for operating  flights in  such conditions. Presently there is  not  another course of training for Airline's pilots   containing adequate information on cold weather procedures.

**For: Director General**

**FIGURE 3**
**LETTER OF DENIAL OF INITIAL APPROVAL**

## 13.0   EVALUATING INITIALLY APPROVED TRAINING CURRICULA - PHASE FOUR

**13.1**    The Demonstration and Inspection Phase begins when the operator starts training under the initially approved curriculum. This phase should provide the operator with adequate time to test the programme and the flexibility to adjust the programme during Authority evaluation.

**13.2**    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.

**13.3**    **The Authority 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**.

**13.4**    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.

**13.5**    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.

**13.6**    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.

## 14.0 ELEMENTS AVAILABLE FOR EVALUATING TRAINING - PHASE FOUR

14.1 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 programmes. These four elements are: curriculum segment outlines, courseware, instructional delivery methods and training environment, and testing and checking. These elements are interrelated; however, each can be separately evaluated.

14.2 Before evaluating a training programme, 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. For initial certification, this would have been conducted in the Document Evaluation Phase.

*Note: Inspectors should use Training Programme Inspection Checklist CL: O-OPS 005A, CL: O-OPS 017, CL: O-OPS 017A, CL: O-OPS 017B, CL: O-OPS 017C, CL: O-OPS 017D, CL: O-OPS 017E, CL: O-OPS 017F, CL: O-OPS 017G, CL: O-OPS 017H, CL: O-OPS 017I for preparation and conduct of training inspection. See Appendix in this chapter for training programme inspection Job Aid.*

14.3 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 programme element that is most adaptable to revision or refinement. Inspectors must review at least a sampling of the courseware.

14.4 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.

14.5 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 contributing factors of significant failure trends.

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

14.6.1 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;

14.6.2 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;

14.6.3 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;

14.6.4 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.

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

14.7.1 Inform the operator (debrief);

14.7.2 Continue with the certification process

14.7.3 Complete "final approval" documentation;

14.7.4 File the demonstration results.

*Note: Inspectors should use Form 006 and 006A as part of inspection report.*

## 15.0 METHOD FOR GRANTING FINAL APPROVAL - PHASE FIVE

**15.1** The granting of final approval of an operator's training curriculum should be based on the results of the evaluation, the Inspector must determine whether to grant or deny final approval of a training curriculum on behalf of the Authority. 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:

15.1.1 Programmes 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 Authority has given final approval of every page of the operator's training curriculum, as listed on that page, but only one Authority 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 Inspector on behalf of the

Authority. 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 Authority 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 Order;

15.1.2 Programmes 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 Inspector. The approval stamp shall appear on each page and be a facsimile of the following stamp:

| AUTHORITY FINAL APPROVAL |
| --- |
| OFFICE DESIGNATOR: _____of the Authority<br>EFFECTIVE DATE:<br>NAME:<br>SIGNATURE: |

15.1.3 The original stamped curriculum or curriculum segment must be transmitted to the operator with an approval letter signed by the Inspector on behalf of the Authority. 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 Authority 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 Authority office. Figures 4 and 5 are sample letters of final approval

ABC Airlines, Inc.

Director of Training
(appropriate address)

Dear Mr. Nyancha:

Final approval is granted to ABC Airlines' Cabin Crew Member - Recurrent Ground Training curriculum, for pages 1 through 5, dated May 21, 2003, and for pages 6 through 7, dated April   15, 2004.

The effective date of final approval is January 20, 2004. ABC Airlines may continue to train in accordance with this curriculum unless a revision is required by the Authority in the interest of safety or, until ABC Airlines revises the curriculum.

Approval of a reduction in training hours from 16 hours to 8 hours is based on ABC Airline's continued use of the SAS A-300 cabin-training mock-up.

**For: Director General**

**FIGURE 4**
**LETTER OF FINAL APPROVAL**

ABC Airlines, Inc.
Director of Operations
(appropriate address)

Dear Mr. Mifanomingi:

Final approval is granted to ABC Airlines, Inc., Beech 99 Pilot in Command Upgrade Ground
Training curriculum, pages 1 through 6, dated 10 December 20        .

The effective date of this final approval is 9 June 20 . ABC Airline may continue to train  in accordance
with this curriculum unless a revision is required by the Authority in the interest of safety or, until ABC
Airlines revises the curriculum.

**For: Director General**

**FIGURE 5**
**LETTER OF FINAL APPROVAL**

## 16.0   WITHDRAWING APPROVAL OF TRAINING CURRICULA

**16.1**   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.

**16.2**   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 the Authority approval from an ineffective or noncompliant training curriculum.

**16.3**   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 the Regulations requirements. The two methods for withdrawing approval of a training curriculum are as follows:

**16.4**   Allowing an initially approved training curriculum to expire without granting final approval; and

**16.5**   Withdrawing approval of an initially approved training curriculum before the expiration date.

## 17.0   EXPIRED TRAINING CURRICULA

**17.1**   A training curriculum granted initial approval expires not be later than 12 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.

**17.2**   Therefore, the Inspector shall not allow an initially approved curriculum to expire due to the Authority'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 must notify the operator through the Director responsible for Safety Oversight 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.

**17.3** An 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.

ABC Airlines, Inc.
Director of Training (Appropriate address)

Dear Mr. Kindakinda:

This letter notifies you that the Authority initial approvals of the following training curriculum segments are withdrawn, effective April 1, 2004:

1.  The emergency training segment for the DC-9 Co pilot Initial New Hire Training curriculum, pages 9.1 through 9.3, dated 11/15/03.
2.  The emergency training segment for the DC-9 Pilot in Command Upgrade Training curriculum, pages 9.31 through 9.33, dated 6/1/03.

The investigation of the in-flight incident that occurred on ABC Airline's flight 943 on February 10, 0000 revealed that the flight crew members did not take positive action to isolate the source of smoke caused by malfunctioning cabin light ballast. During the Authority interview, the flight crewmembers displayed a lack of concern about the importance of taking immediate and positive action to control in- flight fire and smoke. In addition, since this incident, inspectors from this office have been emphasising fire and smoke combating procedures during oral testing of the DC-9 pilots taking the above listed training. These inspectors have observed that many of your DC-9 pilots have a serious lack of knowledge about fire and smoke control procedures and the use of fire fighting equipment, particularly the type of extinguishers to be used in different classes of fire.

We have discussed these deficiencies with your staff and they have effectively revised the Emergency Training curriculum segment for the DC-9 PIC/Co pilot Recurrent Training. Your staff, however, advises that they will not revise the training curricula listed above. Therefore, AUTHORITY initial approval is withdrawn. Initial approval can be re-obtained by revising the curriculum to require detailed instruction on fire and smoke control procedures and fire-fighting equipment.

It is contrary to Nig. CARs 8.4.1.5, 8.10.1.8, 8.10.1.14 of the Nigeria Civil Aviation Regulations, for an air operator to use Crew member, Flight Dispatcher/Flight Operations Officer in commercial air transport operations who have not been trained in accordance with an Authority approved training curriculum.

## 18.0    CABIN CREW TRAINING PROGRAMME

The Cabin Safety Inspector (CSI) must ensure operator has established and is maintaining a training programme, approved by the Authority of the Operator, to be completed by all persons before being assigned as a cabin crew member. Cabin crew members shall complete a recurrent training programme annually. These training programmes shall ensure that each person is:

a)      competent to execute those safety duties and functions which the cabin crew member is assigned to perform in the event of an emergency or in a situation requiring emergency evacuation;

b)      drilled and capable in the use of emergency and life-saving equipment required to be carried, such as life jackets, life rafts, evacuation slides, emergency exits, portable fire extinguishers, oxygen equipment, first-aid and universal precaution kits, and automated external defibrillators;

c)      when serving on aeroplanes operated above 3000 m (10000 ft), knowledgeable as regards the effect of lack of oxygen and, in the case of pressurized aeroplanes, as regards physiological phenomena accompanying a loss of pressurization;

d)      aware of other crew members' assignments and functions in the event of an emergency so far as is necessary for the fulfilment of the cabin crew member's own duties;

e)      aware of the types of dangerous goods which may, and may not, be carried in a passenger cabin; and

f)      knowledgeable about human performance as related to passenger cabin safety duties including flight crew-cabin crew coordination.

## 18.1     CABIN CREW TRAINING CURRICULAR EVALUATION CHART

18.1.1   The Cabin Crew Training courses should be evaluated using the Cabin Crew Training Curricular Evaluation Chart.

18.1.2   Cabin Safety Inspectors shall ensure that all the required segments therein are fully covered in every operator's Cabin Crew Training Programme as a minimum. The Cabin Safety inspector should also ensure that the courseware adequately address all the required topics outlined in the Evaluation Chart. The Cabin Safety Inspector shall ensure that adequate time is allotted to every topic.

**FIGURE 6**
**CABIN CREW TRAINING CURRICULAR EVALUATION CHART**

| Subject matter | Initial Training | Recurrent Training | A/C Type / Conversion | Differences Training | Requalification Training | Senior Cabin Crew Training | Instructor's Training | Competency |
|---|---|---|---|---|---|---|---|---|
| **COMPANY PROCEDURES INDOCTRINATION** | | | | | | | | |
| -.AOC holder's organization, scope of operation and administrative practices as applicable to the assignment and duties. | X | | | | X | | | |
| -. Appropriate provisions ogf thr regulations and other applicable regulations and guidance materials. | X | | | | X | | | |
| -.Contents of the AOC holder's certificate and operations specifications( not required for cabin crew ) | X | | | | X | | | |
| -.AOC holder policies and procedures | X | | | | X | | | |
| -.Crew member and flight operation officers duties and responsibilities | X | | | | X | | | |
| -. AOC holder's testing programme for alcohol and narcotic psychoactive substanceses | X | | | | X | | | |
| -. Applicable crew manuals | X | | | | X | | | |
| -. Appropriate portions of the AOC holder's operations manual | X | | | | X | | | |
| - Company specific | X | | | | X | | | |
| **AVIATION INDOCTRINATION** | | | | | | | | |
| b) Aviation terminology and  terms of reference | | | | | | | | |
| -    Terminology | X | | | | | | | |
| -    Terms of reference | X | | | | | | | |
| c) Theory of flight and aircraft operations | | | | | | | | |
| -    Theory of flight | X | | | X | X | | | |
| -    Major aircraft components | X | | | X | | | | |
| -    Critical surfaces (contamination of) | X | | | X | X | | | |
| -    Pressurization system | X | | | X | X | | | |
| -    Weight and balance | X | | | X | X | | | |
| -    Meteorology/turbulence | X | | | | X | | | |
| -    Communications equipment/Crew briefing | X | | | X | X | | | |
| -    Air traffic control | X | | | | | | | |
| d) Physiology of flight | | | | | | | | |
| -    Oxygen system and use | X | | | | | | | |
| -    Effects of altitude | X | | | | | | | |
| -    Cabin poisoning | X | | | | | | | |
| -    **Aircraft familiarization** | | | | | | | | |
| -    Aircraft characteristics and description | X | | X | | | | | |
| -    Flight deck configuration, familiarization and egress | X | | X | | | | | |
| -    Cabin configuration and layout | X | | X | | | | | |
| -    Galleys | X | | X | | | | | |
| -    Lavatories | X | | X | | | | | |
| -    Stowage areas and closets | | | X | | | | | |
| -    Crew rest areas (normal and emergency egress | | | X | | | | | |
| -    **Aircraft equipment and furnishings** | | | X | | | | | |
| -    Cabin crew member stations/panels | | | X | | | | | |
| -    Passenger seats | | | X | | | | | |
| -    Passenger service units and convenience panels | | | X | | | | | |
| -    Passenger information signs | | | X | | | | | |
| -    Aircraft markings | | | X | | | | | |
| -    Aircraft placards | | | x | | | | | |
| -    Bassinets and bayonet tables | | | X | | | | | |
| -    Aircraft system (Relevant to Cabin duties) | | | X | | | | | |
| -    Air conditioning and pressurization  system | | | X | | | | | |
| -    Aircraft communication system (call, interphone and passenger address) | | | X | | | | | |
| -    Lighting and electrical systems (galley, Lavatory, in seat electrical system circuit break panel) | | | X | | | | | |
| -    Oxygen systems(flight crew, observer and passenger) | | | X | | | | | |
| -    Water and Waste system | | | X | | | | | |

| Subject matter | Initial Training | Recurrent Training | A/C Type / Conversion | Differences Training | Requalification Training | Senior Cabin Crew Training | Instructor's Training | Competency |
|---|---|---|---|---|---|---|---|---|
| - Entertainment and convenience systems | | | x | | | | | |
| - Emergency communication and notification system | | | X | | | | | |
| - Lighting system (interior, exterior, and emergency lights) | | | X | | | | | X |
| - Fire prevention systems | | | X | | | | | X |
| - Some detection and removal system | | | X | | | | | X |
| - Aircraft alarm system | | | X | | | | | |
| - **Aircraft Exits** | | | X | | | | | |
| - General information and type number, location Operation | | | X | X | | | | |
| - Exits with slides or normal Operations | | | X | | | | | |
| - Exits without slides (pre-flight and initial Operations) | | | X | | | | | |
| - Window exits (pre-flight) | | | X | X | | | | |
| - Initial emergency drills | | | X | | | | | |
| - Protective breathing equipment | | | X | | | | | X |
| **Duties and Responsibilities** | | | | | | | | |
| - Ground and Pre-flight Operations | X | X | | | X | | | |
| - Pre-flight and post-flight | X | X | | | X | | | |
| - In-flight | X | X | | | X | | | |
| - Push back and taxing | X | X | | | X | | | |
| - Climb | X | X | | | X | | | |
| - Cruise | X | X | | | X | | | |
| - Descent | X | X | | | X | | | |
| - Approach | X | x | | | X | | | |
| - Landing | X | x | | | X | | | |
| - Post landing | X | x | | | X | | | |
| - Post flight (Transit) | X | x | | | X | | | |
| **Crew member communication and coordination** | | | | | | | | |
| - Authority of PIC | X | X | | | X | | | |
| - Crew member briefing | X | X | | | X | | | |
| - Routine communication and signals and procedures | X | x | | | X | | | |
| - Routine crew duties and procedures | X | X | | | X | | | |
| - Pre-departure duties and procedures | X | X | | | X | | | |
| - Passenger boarding duties and procedures | X | X | | | X | | | |
| - Prior to movement on the surface duties and procedures | X | X | | | X | | | |
| - Prior to take-off duties and procedures applicable to specific Aircraft | X | X | | | X | | | |
| - In-flight duties and procedures | X | X | | | X | | | |
| - Movement on the surface and arrival duties and procedures | X | X | | | X | | | |
| - Intermediate stop | X | X | | | X | | | |
| - Crew member general responsibilities | X | X | | | X | | | |
| **Passenger handling responsibilities** | | | | | | | | |
| - Infants, children and unaccompanied minors | X | X | | | X | | | |
| - Passengers needing special assistance | X | X | | | X | | | |
| - Passengers needing special accommodation | X | X | | | X | | | |
| - Carry-on stowage requirements | X | X | | | X | | | |
| - Passenger seating requirements | X | X | | | X | | | |
| - Smoking and no smoking requirements | X | x | | | X | | | |
| **Safety Emergency Equipment** | | | | | | | | |
| - Emergency communication and notification systems | X | x | x | | | | | X |
| - Exits (types ,number, location and operation) | | | | x | | | | |
| - Safety emergency equipment including location and operations | | | | x | | | | |
| - Assisting evacuation means(slides, slide rafts, life rafts and escape ropes | | | | x | | | | |
| - Design-related elements that may impact on normal and / or emergency procedures(stairs, smoke curtains, social areas, non forward facing passenger seats, cargo areas if accessible from the passenger compartment during flight etc.) | | | | x | | | | |
| - Normal procedures and related hands-on and/ or simulated exercises | | | | x | | | | |

| Subject matter | Initial Training | Recurrent Training | A/C Type / Conversion | Differences Training | Requalification Training | Senior Cabin Crew Training | Instructor's Training | Competency |
|---|---|---|---|---|---|---|---|---|
| - Aircraft familiarization (aircraft visit) | | | | x | | | | |
| - Exits with slides or slide rafts (emergency operation) | | x | x | X | | | | X |
| - Slides and slide rafts in a ditching | X | x | X | X | | | | X |
| - Exits without slides (emergency operation) | | X | x | x | | | | X |
| - Window exits (emergency operation) | X | x | x | X | | | | X |
| - Exits with tail cones (emergency operation) | | x | X | X | | | | X |
| - Cockpit exits (emergency operation) | | x | x | X | | | | X |
| - Ground evacuation and ditching equipment | | x | x | X | | | | X |
| - First aid equipment | | x | x | X | | | | X |
| - Portable oxygen systems ( oxygen bottles, chemical generators, protective breathing equipment (PBE) | X | x | X | | | | | X |
| - Automated external defibrillator | | x | | X | | | | X |
| - Installed emergency locator transmitter (ELT) | | x | | X | | | | |
| - Crash axe | X | | | | | | | X |
| - Universal precaution kit (UPK) | | x | | X | | | | X |
| - Additional emergency equipment | | x | | x | | | | X |
| **Abnormal and Emergency Procedures** | | | | | | | | |
| - General emergency procedures and basic principles | X | X | x | x | X | | | |
| - General types of emergencies specific to aircraft including Crew coordination and communication | | X | x | x | x | | | |
| - Cabin pressurization | x | x | x | x | x | | | |
| - Flight and cabin crew incapacitation | x | x | x | x | x | | | |
| - Emergency communication signals and procedures | x | X | x | X | x | | | |
| - Decompression –slow/ rapid/ explosive | X | X | | X | x | | | |
| - Insidious decompression and cracked window and pressure seal leaks | X | X | x | X | x | | | |
| - Fires | X | x | x | X | x | | | |
| - Ditching | x | X | x | X | X | | | |
| - Ground evacuation | x | X | x | X | X | | | |
| - Bomb threat | | | | | | | | |
| - Other unusual situations including and awareness of other Crew members assignment and function as they pertain to the Cabin Crew members own duties | | x | | x | X | | | |
| - Anticipated and unanticipated emergency landing/ditching | x | x | x | x | x | | | |
| - Evacuation procedures | x | x | x | x | x | | | |
| - Design – related element that may impact on normal &/or emergency procedures (Stairs, Smoke curtains, social areas, non-forward facing passenger seats cargo areas, it accessible from the passenger compact mend during flight etc.) | x | x | x | x | x | | | |
| - Flight Crew compartment procedures to protect the airplane | x | x | x | x | x | | | |
| - Unwarranted evacuation (i.e. passenger initiated) | x | X | x | | x | | | |
| - Unwarranted evacuation land/ditching | x | x | | | | | | |
| - Illness and injury | x | x | x | | x | | | |
| - Abnormal situations involving passengers or crew members | x | X | x | x | x | | | |
| - Turbulence | x | X | X | x | x | | | |
| - Other unusual situations | x | X | x | x | x | | | |
| - Location and use of all emergency and safety equipment carried on the airplane | x | X | x | x | X | | | |
| - Smoke removal procedures | X | X | X | x | X | | | |
| - The location and use of all types of exits | x | X | x | x | X | | | |
| - Actual donning of life jacket where fitted | x | X | x | X | X | | | |
| - Actual donning and activating of protective breathing equipment(PBE) | x | X | x | X | x | | | |
| - Actual handling of fire extinguishers | x | X | x | x | X | | | |
| - Operations of all types exits | x | | x | X | x | | | |
| - Fire fighting using equipment representative of what is carried in the airplane on an actual or simulated fire | x | X | X | X | x | | | |
| - Effects of smoke in an enclosed area and actual use of all relevant equipment | | X | | X | | | | |

| Subject matter | Initial Training | Recurrent Training | A/C Type / Conversion | Differences Training | Requalification Training | Senior Cabin Crew Training | Instructor's Training | Competency |
|---|---|---|---|---|---|---|---|---|
| in a simulated smoke filled environment | | | | | | | | |
| - Actual handling of pyrotechnics, real or simulated, where fitted | | X | | X | | | | |
| - Demonstration of the use of life rafts where fitted | | X | | x | X | | | |
| - An emergency evacuation drill | | X | | X | | | | |
| - A rapid decompression drill | | X | | x | | | | |
| **Carriage of Dangerous goods** | | | | | | | | |
| - General philosophy | X | X | | | X | X | X | |
| - Limitations on dangerous goods in Air Transport | X | X | | | X | X | X | |
| - Prohibited goods | X | X | | | X | X | X | |
| - Label identification | X | X | | | X | X | X | |
| - Proper packaging marking and documentation | X | X | | | X | X | X | |
| - Provisions for passengers and crew | X | X | | | X | X | X | |
| - Exceptions/excemtion | X | X | | | X | X | X | |
| - Recognition of undeclared and miss declared dangerous goods | X | X | | | X | X | X | |
| - Emergency procedures | X | X | | | X | X | X | |
| - Classification and list of dangerous goods | X | X | | | x | X | X | |
| - Instruction regarding compatibility, loading, storage and handling characteristics | | X | | | x | X | X | |
| - segregation | | | | | x | X | X | |
| - Dangerous goods in passengers baggage | | | | | x | | X | |
| **Hygiene, Aviation Medicine and First aid** | | | | | | | | |
| - Terminology | X | X | | | X | | | |
| - Personal hygiene | X | X | | | X | | | |
| - Transmissible disease | x | x | | | X | | | |
| - Quarantinable disease | x | X | | | X | | | |
| - Endemic disease | X | X | | | X | | | |
| - Food safety/poisoning | X | X | | | X | | | |
| - In-flight medical emergencies and incidents | X | X | | | X | | | |
| - Artificial respiration | X | X | | | X | | | |
| - Effects of drugs/intoxicants | X | X | | | X | | | |
| - First-aid medical supplies | X | X | | | X | | | |
| - First-aid kits (content and use of) | X | X | | | X | | | |
| - Medical kits (content and use of) | X | X | | | X | | | |
| - Hands-on and simulated exercises | X | X | | | X | | | |
| - Potential aviation associated health risk | X | X | | | X | | | |
| - Cabin disinsection | X | X | | | X | | | |
| - Altitude physiology | X | X | | | X | | | |
| - Fatigue | X | X | | | x | | | |
| **Aviation Security** | | | | | | | | |
| - Definition and goal of aviation security training | X | X | | | X | | | |
| - Preventive measure during normal operations | X | X | | | X | X | | |
| - Security of flight Deck | X | X | | | X | | | |
| - Response to security threat events | X | X | | | X | X | | |
| - Determination of the seriousness of any occurrences | X | X | | | X | x | | |
| - Crew communication and coordination | X | X | | | X | X | | |
| - Appropriate self-defence response | X | X | | | X | X | | |
| - Use of non-lethal protective devise assigned to crew members authorized by the operator | X | X | | | X | X | | |
| - Understanding the behaviour of terrorist to facilitate the ability of crew members to cope with hijackers behaviour and passenger responses | X | X | | | X | X | | |
| - Live situational training exercises regarding various conditions | X | X | | x | X | X | | |
| - Flight crew compartment procedures to protect the airplane | X | X | | X | x | X | | |
| - Airplane search procedures and guidance on least risk bomb location | X | X | | X | x | X | | |
| **Safety Management System** | X | X | | | x | | | |
| - SMS fundamentals and overview | X | X | | | X | X | | |
| - Definition and goal of SMS | X | X | | | X | X | | |
| - Operator's safety policy | X | X | | | x | X | | |

| Subject Matter | Initial Training | Recurrent Training | A/C Type / Conversion | Differences Training | Requalification Training | Senior Cabin Crew Training | Instructor's Training | Competency |
|---|---|---|---|---|---|---|---|---|
| - Hazard identification and reporting | X | X | | | x | X | | |
| - Safety communication | X | x | | | x | x | | |
| **Fatigue Management** | | | | | | | | |
| - Definition and goal of fatigue management training | X | | | | | | | |
| - Content of Fatigue Management Training | X | | | | x | X | X | |
| - Prescriptive Fatigue Management for Cabin Crew | X | | | | x | X | X | |
| - Fatigue Risk Management Systems for cabin crew | X | | | | x | X | x | |
| - Recurrent Fatigue Management Training | X | | | | x | X | | |
| **Human performance training** | | | | | | | | |
| - Definition and goal of human performance training | X | | | | | | | |
| - Contents of human performance | X | | | | | | | |
| - Human factors in aviation | X | | | | | | | |
| - Human error | X | | | | | | | |
| - Cabin crew skills | X | | | | | | | |
| - Threat and error management | X | | | | | | | |
| - Case studies | X | | | | | | | |
| **Crew Resource Management** | | | | | | | | |
| - An initial indoctrination/awareness segment | X | X | | | x | x | | |
| - A method to provide recurrent practice and feedback | X | X | | | x | x | X | |
| - A method of providing continuing reinforcement | X | X | X | | x | x | X | |
| - Communications processes and decision behaviour | X | X | X | | x | x | X | |
| - Internal and external influences on interpersonal communications | X | X | X | | x | x | X | |
| - Barrier to communication | X | X | X | | x | x | X | |
| - Listening skills | x | X | X | | x | x | X | |
| - Decision-making skills | X | X | X | | x | x | X | |
| - Effective briefings | X | X | X | | x | x | X | |
| - Developing open communications | X | X | X | | x | x | X | |
| - Inquiry, advocacy, and assertion training | X | X | X | | x | x | X | |
| - Crew self-critique | X | X | | | x | x | X | |
| - Conflict resolution | X | X | | | x | x | X | |
| - Team building and maintenance | X | X | | | x | x | X | |
| - Interpersonal relationship | X | X | | | X | | X | |
| - Workload management | X | X | | | X | | X | |
| - Situational awareness | X | X | | | X | | X | |
| - How to prepare, plan and monitor task completion | X | X | | | X | | X | |
| - Workload distribution | X | X | | | X | | X | |
| - Distraction avoidance | X | X | | | X | | X | |
| - Individual factors | X | X | | | X | | X | |
| - Stress reduction | X | X | | | X | | X | |
| - Definition and goal of in-charge cabin crew member(SCCM) | | | | | | | | |
| - Briefings (in normal, abnormal & emergency situations) | | | | X | | X | X | |
| - Communication, cooperation & coordination with the crew and with other personnel | | | | X | | X | X | |
| - Operator's procedures and legal requirements | | | | | | X | | |
| - Administrative tasks required by the operator | | | | | | X | | |
| - Human performance | | | | | | X | | |
| - Reporting systems and requirements | | | | | | X | | |
| - Fatigue management | | | | | | X | | |
| - Leadership skills/Functions | | | | | | X | | |
| - In-charge cabin crew member recurrent training | | | | | | X | | |
| - Techniques of applied instructions | | | | | | | X | |
| - Assessment of students performance in those subjects in which instructions is given | | | | | | | X | |
| - The learning process | | | | | | | X | |
| - Elements of effective teaching | | | | | | | X | |
| - Student evaluation and testing, training philosophies | | | | | | | X | |

| Subject matter | Initial Training | Recurrent Training | A/C Type / Conversion | Differences Training | Requalification Training | Senior Cabin Crew Training | Instructors Training | Competency |
|---|---|---|---|---|---|---|---|---|
| - Training programme development | | | | | | | X | |
| - Lesson planning | | | | | | | X | |
| - Classroom instructional techniques | | | | | | | X | |
| - Analysis and correction of student errors | | | | | | | X | |
| - Human performance relevant to flight instructions | | | | | | | X | |
| - Hazards involved in simulating system failures and malfunctions | | | | | | | X | |
| - Principles of threat and error management | | | | | | | X | |
| - Manage safety of the training environment | | | | | | | X | |
| - Prepare the training environment | | | | | | | X | |
| - Manage and support the trainee | | | | | | | X | |
| - Conduct training | | | | | | | X | |
| - Perform trainee assessment | | | | | | | X | |
| - Perform course evaluation | | | | | | | X | |
| - Continuously improve performance | | | | | | | X | |
| - Technical of applied instruction | | | | | | | X | |
| - Elements of effective teaching | | | | | | | X | |
| - Student evaluation and testing, training, training philosophies | | | | | | | X | |
| - Training programme development | | | | | | | X | |
| - Lesson planning | | | | | | | X | |
| - Use of training aids, including flight simulation training devices as appropriate | | | | X | | | x | |
| - Leadership qualities and negatives | | | | | | | | |
| - Recognition and application of different leadership styles for different situation | | | | | | X | | |
| - Stress management | | | | | | X | | |
| - Assertiveness | | | | | | | | |
| - Identification of different personality styles within the work place | | | | | | | | |
| - Team forming and coaching, including tools that can be used to encourage cooperation, motivation and transparency from other Crew members | | | | | | X | | |
| - Support, motivation and respect, including sensitivity towards different cultural beliefs, values and practices | | | | | | X | | |
| - Appropriate delegation of duties and responsibilities | | | | | | X | | |
| - Providing feedback | | | | | | X | | |
| - Conflict management, problem solving & mediation | | | | | | X | | |
| - Effective management of time, people and resources | | | | | | X | | |
| - **Initial emergency drills** | | | X | | | | | |
| - Pre-Flight floatation device (if applicable)/drills | X | X | | | X | | | |
| - Protective breathing equipment (PBE) fire fighting drill | X | X | X | | X | | | |
| - Location and source of fire or smoke (actual or simulated fire) | X | X | | | X | | | |
| - Implement procedures for effective crew coordination and communication, including notification of flight crew members about fire situation. | X | X | | | X | | | |
| - Donning and activate installed PBE or approved PBE simulation device | X | X | | | X | | | |
| - Maneuver in limited space with reduced visibility | X | X | | | X | | | |
| - Effectively use the aircraft communication system | X | X | | X | X | | | |
| - Identify class of fire | X | X | | | X | | | |
| - Select appropriate extinguishers | X | X | | | X | | | |
| - Properly remove extinguishers from securing device | X | X | | | X | | | |
| - Prepare, operate and discharge extinguishers properly | X | X | | | X | | | |
| - Utilize correct fire fighting techniques for type of fire | X | X | | | X | | | |
| - **Emergency Evacuation Drill** | | | | | | | | |
| - Recognize and evaluate an emergency | X | X | | | X | | | |
| - Assume appropriate protective position | X | X | | | X | | | |
| - Command passengers to assume protective position | X | X | | | X | | | |
| - Ensure activation of emergency lights | X | X | | | X | | | x |
| - Assess aircraft condition | X | X | | | X | | | |
| - Initiate evacuation dependent on signal or decision | X | X | | | X | | | |
| - Command passengers to release seat belt and evacuate | X | X | | | X | | | |
| -. Assist exit and redirect if necessary; to open exit, including deploying slides and | X | X | | | X | | | |

commanding helpers to assist

| Subject matter | Initial Training | Recurrent Training | A/C Type / Conversion | Differences Training | Requalification Training | Senior Cabin Crew Training | Instructor's Training | Competency |
|---|---|---|---|---|---|---|---|---|
| - Command passengers to evacuate at exit and run away from the Aircraft | X | X | | X | X | | | |
| - Assist special need passengers such as handicapped, elderly and persons in a state of panic | X | x | | X | X | | | |
| - Actually exit Aircraft or training device using at least one of the installed emergency evacuation slides | X | X | | X | X | | | |
| - correctly pre-flight each type of emergency exit and evacuation slide or slide raft ( if part of cabin crew member's assigned duties) | X | X | | X | X | | | |
| - **Emergency Exit Drill** | X | | | | | | | |
| - Correctly pre-flight each type of emergency exit and evacuation slide or slide raft (if part of cabin crew members assigned duties) | X | X | | X | X | | | |
| - Disarm and open each type of door exit in normal mode | X | X | | X | | | | |
| - Arm each type of door exit in emergency mode | X | X | | X | X | | | |
| - Open each type of door exit in emergency mode | X | X | | X | X | | | |
| - Use manual slide inflation system to accomplish or ensure slide or slide raft inflation | X | X | | X | X | | | |
| - Open each type of window exits | X | X | | X | X | | | |
| - Remove escope rope and position foe use | X | X | | X | X | | | |
| - Remove escape rope and position for use | X | X | | X | X | | | |
| - **Hand Fire Extinguishers Drill** | | | | | X | | | |
| - Pre-flight each type of hand fire extinguishers | X | x | | X | X | | | |
| - Locate source of fire or smoke and identify class of fire | X | X | | | X | | | |
| - Select appropriate extinguisher and remove from securing device | X | X | | | X | | | |
| - Prepare extinguisher for use | X | X | | | X | | | |
| - Actually operate and discharge each type of installed hand fire extinguisher | X | X | | | X | | | |
| - **Emergency Oxygen System** | | X | | | | | | |
| - Pre-flight and operation of portable oxygen device | X | X | | | X | | | |
| - Actually operate portable oxygen bottles, including masks and tubing | X | X | | | X | | | |
| - Verbally demonstrate operation of chemical oxygen generators or installed oxygen supply system | X | X | | | X | | | |
| - Prepare for use and operate oxygen device properly, including donning and activation | X | x | | | X | | | |
| - Administer oxygen to self, passengers and to those persons with special oxygen needs | X | x | | | X | | | |
| - Utilize proper procedures for effective crew co-ordination and communication | X | x | | | X | | | |
| - Manually open each type of oxygen mask compartment and deploy oxygen masks | X | x | | | X | | | |
| - Identify compartment with extra oxygen masks | X | x | X | | X | | | |
| - Implement immediate action on decompression procedures | X | x | X | | X | | | |
| - Reset oxygen system, if applicable | X | x | | | X | | | |
| - Pre-flight and operation of PBE | X | x | | | X | | | |
| - Activate PBE | X | x | | | X | | | |
| - **Ditching Drill** | | | | | | | | |
| - Don and inflate life vest | X | X | | | X | | | |
| - Implement crew coordination procedures, including briefing with captain to obtain pertinent ditching information and briefing cabin crew members. | X | x | X | | | | | |
| - Co-ordinate time frame for cabin and passengers preparation | X | | X | | X | | | |
| - Adequately brief passengers on ditching procedures | X | | X | | X | | | |
| - Ensure cabin is prepare, including the securing of carry-on baggage, lavatories and galleys | X | | X | | X | | | |
| - Demonstrate how to properly deploy and inflate the life rafts if applicable | X | | X | | X | | | |
| - Remove, position and attaché slide rafts to aircraft | X | | X | | X | | | |
| - Inflate rafts | X | | X | | X | | | |
| - Use escape rope at over-wing exits | X | | | X | X | | | |
| - Command helpers to assist | X | | | | X | | | |
| - Use slides and life vests as flotation devices | X | | X | | X | | | |

| Subject matter | Initial Training | Recurrent Training | A/C Type / Conversion | Differences Training | Requalification Training | Senior Cabin Crew Training | Instructors Training | Competency |
|---|---|---|---|---|---|---|---|---|
| - Remove appropriate emergency equipment from aircraft | X | | X | | X | | | |
| - Board raft properly | X | | X | | X | | | |
| - Initiate raft management procedures(i.e. disconnecting rafts from aircraft applying immediate first aid recuing persons in water, salvaging floating rations and equipment deploying sea anchor, tying rafts together activating or ensuring operation of emergency locator transmitter) | X | | X | | X | | | |
| - Initiate basic survival procedures(i.e. removing and utilizing survival kit items repairing and maintaining raft , ensuring protection from exposure erecting canopy, communicating location, providing continues first aid, providing sustenance | X | | X | | X | | | |
| - Use heaving line to rescue persons in water | X | X | | | X | | | |
| - Tie slide rafts or rafts together | X | X | | X | X | | | |
| - Use life line on edge of slide raft or life raft as hand hold | X | X | | X | X | | | |
| - Secure survival kit items | X | X | | X | X | | | |
| - **Life Raft Removal and Inflation Drill ifapplicable** | | | | | | | | |
| - Remove of life raft from the aircraft or training device | X | X | | X | X | | | |
| - Inflation of the life raft | X | X | X | X | x | | | |
| - Slide raft transfer drill | X | X | X | X | X | | | |
| - Transfer of each type of slide raft pack from an unusable door to usable door | X | X | X | X | X | | | |
| - Disconnect slide raft at unusable door | X | X | X | X | X | | | |
| - Redirect passengers to usable slideraft | X | X | X | X | x | | | |
| - Installation and deployment, inflation and detachment drill | X | X | | X | X | | | |
| - **Slide and slideraft deployment, installation and detachment drill** | | | | | | | | |
| - Engage slide girt bar in floor brackets, if applicable | X | X | X | X | X | | | |
| - Life- raft and slide rafts use | x | X | X | | X | | | |
| - Arm slide for automatic inflation | X | X | X | X | X | | | |
| - Disconnecting slide from the aircraft for use as a floatation device | X | X | X | X | X | | | |
| - Arm slideraft for automatic inflation | X | X | X | X | X | | | |
| - Disconnecting slideraft from aircraft | x | X | X | X | x | | | |
| - **Emergency Evacuation Slide Drill** | | | | | | | | |
| - Open armed exit with or slide raft deployment and inflation | X | X | | | X | | | X |
| - Egress from aircraft via the evacuation slide and run away to a safe distance | X | x | | | x | | | x |
| **Competency Checks – Cabin Crew Members** | | | | | X | | | |
| **1)Emergency equipment, if applicable** | | | | | | | | |
| (i) Emergency communication and notification systems. | X | X | X | X | X | | | X |
| (ii) Aircraft exits. | X | X | X | X | X | | | X |
| (iii) exits with slides or slide rafts (Emergency Operation). | X | X | X | X | X | | | X |
| (iv) Slides and slide rafts in a ditching | X | X | X | X | X | | | X |
| (v) Exits without slides (Emergency Operation). | X | X | X | X | X | | | X |
| (vi) Window exits (Emergency Operation). | X | X | X | X | X | | | X |
| (vii) Exits with tail cones (Emergency Operation). | X | X | X | X | X | | | x |
| **2)Emergency procedures** | | | | | | | | x |
| (i) General types of emergencies | X | X | X | X | X | | | x |
| **3) Emergency drills** | X | X | X | X | X | | X | x |
| **4) Crew Resource Management** | | | | | | | X | |
| i) Decision-making skills | X | X | X | X | X | X | | |
| ii) Briefings and developing open communication. | X | X | X | X | X | X | X | X |
| iii) Inquiry, advocacy, and assertion training. | X | X | X | X | X | X | X | X |
| iv) Workload management | X | X | X | X | X | X | X | X |
| 5) Dangerous goods | X | X | X | X | X | | X | X |
| i) Recognition of and transportation of dangerous goods. | X | X | X | X | X | | X | X |
| ii) Proper packaging, marking, and documentation. | X | X | X | X | X | | X | X |
| iii) Instruction regarding compatibility, loading, storage and handling characteristics. | X | X | X | X | X | | X | X |
| 6) Security | X | X | X | X | X | | X | |
| (i) Hijacking. | X | X | X | X | X | | | X |
| (ii) Unlawful interference | X | X | X | X | X | | | X |
| (iii) Disruptive passengers. | X | X | X | X | X | | | X |
| Survival and survival strategies | X | X | X | X | X | | | X |