ANALYSYS OF THE ASSESSMENT RESULTS OF TRAINING ORGANIZATIONS AND TRAINAIR PLUS MEMBERS

The table below lists in details the main issues raised during the assessments with the best practices identified for each identified issue.

Critical Area	Findings	Best Practices
Training and Procedures Manual (TPM)	• The TPM is incomplete and some of the required information is missing, the procedures are not clearly defined;	• Describe all training activities and courses provided. TPM Should answer clear questions: "What activities, Where, When, Who (By Whom), Why (rationale), How, With what…"; • Describe how the TO operates. TPM should list all procedures and reference all standardized forms used. Those forms should be listed as an appendix to the TPM; • Include the organizational chart of the TO in the TPM; The chart should be functional and not hierarchical as in few cases the same individual may have many functions; • Provide job descriptions for all positions listed in the organization chart, covering roles and responsibilities, major duties, reporting hierarchy… this will allow the TO to "map" all its operations and therefore make sure that all activities and responsibilities are covered by someone; • Names of job holders should be listed; this will provide a clear view on the level of vacancies within the TO
	• Mix of information between what should be included in the TPM and in the Quality Manual;	• TPM should describe the operations of the TO, while the QM should describe the oversight system put in place to monitor the operations. Everything directly related to the operations should be included in the TPM, everything related to the monitoring of the operations should be listed in the QM.
	• Courses are not well described;	• Include the course catalogue in the TPM, or as an Appendix. Indicate all relevant information related to the course such as aim of the course, pre-entry requirements, training curricula, evaluation criteria, courseware, equipment and training devices to be used, etc… When the course catalogue is published on-line, always develop a cross reference system to ensure that information update is also made in the TPM.
	• Operational personnel don't have a good knowledge of the TPM.	• Ensure that all operational personnel have a good knowledge of the TPM and understand its use; • Implement a feedback system to allow personnel to comment on the TPM in order to improve it.

Critical Area	Findings	Best Practices
Quality Management System (QMS)	• Misunderstanding on the role of the QMS within a training organization, and of its "oversight" role. It is perceived that it is only required to get ISO certification;	• The Quality System is the oversight system put in place by the TO to monitor its operations and make sure that at all time it operates the same way as it describes it operates in its TPM. It must also provide confidence to the CAA or any other authority that it has the capacity to address and correct immediately all discrepancy that could be identified between the real operations and the written documents.
	• Most of the time a Quality Manager has not been identified, or also cumulates a key function in the training operations;	• Identify a Quality Manager, reporting directly to the accountable executive; – He / She should not report to an operational manager involved in the TO's operations; – The role of the Quality Manager is to identify discrepancies between the actual operations of the TO and the way the TO describes it operates in the TPM; – Once discrepancies have been identified (non-conformities) then his / her role is to bring them to management for action. His / her role is not to correct non-conformities (he / she is not the accountable executive and by definition has no hierarchical relation with the operations managers).
	• The Quality Manual does not describe the monitoring system implemented;	• Develop and implement a Quality Manual (QM), which will include the Quality Policy of the organization and will describe all Procedures related to the Quality system; – The TPM explains the operations of the TO; the QM must explain how the TO will make sure it operates this way.
	• No procedures to address non-conformities have been developed and even less have been implemented;	• Implement a Quality Assurance (QA) plan; this plan should cover: – The internal audits process; – How the TO addresses and rectifies non-conformities raised during the internal audits; – The involvement of the upper management and of the accountable executive
	• No clear statement addressing the accountability of the Management, and misunderstanding that the responsibility of the Quality Manager is to address and correct everything.	• The role of the Quality Manager is to "take a photo" of the actual operations, compare it with what is described in the TPM (all procedures), and identify discrepancies between the two. It is then the responsibility of the Management to address and correct those, not of the Quality Manager since he/she should not have any operational function.
	• No understanding on the Quality System, of its role and its implementation by the staff	• Train all personnel (including support staff) to the Quality System; Every staff must understand the oversight system that the TO has put in place, and most importantly all staff must understand the role it has to play to allow this system to work efficiently.

Critical Area	Findings	Best Practices
Personnel	• No clear guidelines on personnel selection and training, especially when TOs are embedded within the operations of a CAA; personnel is very often transferred to the TO as a way of promotion, regardless of its skills, knowledge, attitude, expertise or experience.	• Define a clear policy and procedures for the selection, recruitment, recurrent training and evaluation of instructional staff; • Always consider the instructional point of view when developing the procedure. When the TO is embedded in the activities of a CAA, procedures should become a safeguard to the hiring of inappropriate operational personnel.
	• Understaffing was a major issue; it is to be reminded that Appendix 2 of Annex 1 (#7.3) states that "The organization shall employ the necessary personnel to plan, perform and supervise the training to be conducted";	• TO should always develop staffing plan and make sure that all responsibilities inherent to main functions identified in the job descriptions within the TPM are filled and not left out.
	• Some instructors are operational personnel from the field who are performing instructional duties for the training organization from time to time.	• The TO should, in cooperation with the CAA, do the opposite. This allows the training organization to better manage its course schedule and to have a better control on its instructional staff;
	• There is a lack of formal procedures to evaluate instructors, or those procedures are not well implemented.	• Instructors should be evaluated once a year via a visual observation conducted by management, and not only an evaluation based on feedback from trainees; • The results of those evaluations should be used to feed the staff training plan; • When possible, it is recommended to provide operational exposure to instructional staff so they can remain current in their expertise;
	• Lack of recurrent training for instructors; it is to be reminded that Appendix 2 of Annex 1 (#7.4) states that "The training organization shall ensure that all instructional personnel receive initial and continuation training appropriate to their assigned tasks and responsibilities";	• The TO should develop and maintain a staff training plan. Results of the instructors' evaluations should be used as one of the inputs to develop the plan.

Critical Area	Findings	Best Practices
Training Programmes and Training Delivery	• Training Organizations do not have a Course Development Unit (CDU), or it is not clearly identified in the organization (in its scope and on the organization chart);	• Setup a course development unit in the training organization which will function as a course manufacturing entity for all divisions of the TO; • Recognize the CDU in the organization chart, with a clear description of its role, functions, responsibilities as well as reporting hierarchy; • Train the Course Developers and provide refresher training on course development techniques;
	• Instructors do not use an instructor guide to conduct their course; • Courses are instructor dependant, and not material dependant (lack of standardization).	• Transfer all instructor-dependent courses into validated material-dependent training packages to ensure standardization of training. • Define a standard course development methodology and document it in the TPM. If the selected one is TRAINAIR PLUS, clearly identify it as the standard to be met for all courses.
Facilities and training equipment	• Outdated training equipment or no equipment at all (equipment from the 1960s/70s to train operational personnel, using 21st century equipment in the field, there is a disconnect);	• Evaluate on a regular basis the training equipment, and compare it with equipment used in the field;
	• Equipment is not operational for the good conduct of the course	• Identify personnel responsible to ensure the availability of equipment for courses (preventive maintenance, calibration, preparation of simulators…);
	• Poor, very slow, or no internet connection limiting access to information (i.e. ICAO or CAAs websites).	• Provide free and unlimited internet access to all instructional staff and trainees to allow easy access to all sources of information;
	• Lack of facilities dedicated to instructional staff to prepare their courses;	• Provide all instructors with appropriate tools and equipment to conduct their duties in the best possible and most efficient manner. Computers should be made available by the TO, not requiring operational staff to purchase their own devices to avoid viruses and lack of standardisations in software.
	• Lack of facilities maintenance and improvement plans.	• Ask feedback from trainees (TO's customers) on the quality of the facilities; they are the first source of information for improvement of the services.

Critical Area	Findings	Best Practices
Record System	• Trainees records are partly complete, major items missing (exam results, attendance records…). It is to be reminded that Appendix 2 of Annex 1 (#8.1) states that "The training organization shall retain detailed student records to show that all requirements of the training course have been met as agreed by the Licensing Authority"; • Instructors records missing or incomplete. It is to be reminded that Appendix 2 of Annex 1 (#8.2) states that "The training organization shall maintain a system for recording the qualifications and training of instructional and examining staff";	• Define clearly what documents should be considered as part of the records to keep for both trainees and instructors; • Address record keeping for instructors and trainees in both hard and soft copies, with clear procedures and processes; when defining those, detail procedures for the back-up of records in electronic format; • Define a procedures to address both the record keeping and record destructions or archiving; • Define who should have access to the records (both instructors and trainees), where they should be stored and how this is managed.
	• Lack of organization and of easy access to training records (both trainees and instructors records).	• Identify a clear location for both records, and a person who has the responsibility of managing those records. In large TOs, the organization may consider identifying the function of a "registrar" or "record manager", with a central location and not for each division.
Organisation	• Training Organizations, most often those operating within the Civil Aviation Authority of a State, operate without an ATO certificate from the licensing or standards division of the Authority; • The format of the ATO certificate issued by the State is not as prescribed in ICAO document 9841.	• The TO should liaise with the Civil Aviation Authority to have its licensing or standards division issue an ATO certificate when applicable, even if the training organization is operating as part of the CAA.
Safety Management (if applicable)	• Safety Manager is not clearly identified; • Safety Manual is missing or incomplete.	• When a training organization is exposed to safety risks during the conduct of the training, always identify a Safety Manager who will have the responsibility to develop, implement and manage the Safety Plan of the training organization.
Training Management System (optional)	This element is not included in the assessment Protocol Questionnaire. No finding were raised as such system is not mandatory. It only facilitates and improves the operations of the training organization, and is therefore greatly recommended.	• Implementing such system is not mandatory, but greatly facilitate the integration and management of all activities in a training organization; • It could be off-the-shelves or custom-made; • Its main operational advantage is to provide a clear and strong framework for the operations of the training organization, allowing little or no deviation from the set procedures, therefore facilitating the oversight function of the Quality System.