



ICAO COSCAP SEA

# **Inspector Competency Building Framework (ICBF)**

## **FOREWORD**

This document provides guidance for States to develop a training programme in compliance with ICAO requirements. A model training programme template is provided for States to achieve Inspector Competency Building. Furthermore, this document relates to the responsibilities, functions and duties of States with respect to Civil Aviation Safety Inspector (CASI) training programme within a Civil Aviation Authority (CAA) organization.

The guidance is for State safety regulation and oversight authorities and intended to assist States in establishing and managing a comprehensive and sustainable State CASI Training Programme implementation. The document focuses on the USOAP critical element 4 (CE-4) Personnel Qualifications and Training, and the establishment of minimum knowledge and experience requirements for the technical personnel performing safety oversight functions and the provision of appropriate training to maintain and enhance their competence at the desired level. The provision of appropriate training to such personnel to maintain and enhance their competence includes initial, on-the-job and periodic recurrent training. With this document States' authorities can develop, implement and evaluate their CASI Training Programme effectively.

The Global Aviation Safety Plan (GASP) mentions that CE-4, which addresses qualified technical personnel within the State, has the lowest percentage of USOAP Effective Implementation (EI) of all the CEs. USOAP Audits and other ICAO missions have shown that where an appropriate safety oversight organization has not been established, control and supervision of aircraft operations and associated activities (e.g. aircraft maintenance), Aerodrome operations, Air Navigation Services, etc. are often deficient, creating an opportunity for unsafe practices. The establishment of minimum knowledge and experience requirements for the technical personnel performing oversight functions, and the provision of appropriate training to maintain and enhance their competence at the desired level, are key components of a State's effective safety oversight system. The global requirement as mentioned in the GASP, and also ICAO Doc 9734 and ICAO Doc 10070, is linked to the regional Asia Pacific requirements in the AP-RASP. The APAC region endorsed the DGCA Action Item 55/17 "The Conference urges RASG-APAC / APRAST to review the current competences of inspectors." The AP-RASP ORG Roadmap Priority Area I. Reduction in Operational Risks includes Action I.21 "Develop an inspector competency building framework." to be followed-up by COSCAPs. In this regard, the RASG-APAC has published a Standardized Capacity Building Program that relates to the States Effective Implementation in Critical Element 4. This document also refers to action item from the 56th Conference of Directors General of Civil Aviation Asia and Pacific Regions date 30 August 2019 specifically on training requirement. Action Item 56/9-point b requested ICAO and States/Administrations to develop more tools and guidance materials to build the new competencies of its safety inspectors and incorporate them in the training programmes and guidance material; Action item 56/9-point c requested ICAO to incorporate these new competencies in training programmes and guidance materials. Action Item 56/33-point A.II that State to introduce Inspector Training System (ITS), Online Training and Refresher Training. Action Item 56/33-Point B. That ICAO to

develop guidance materials to this effect. With all this references COSCAP SEA developing this document is intended to provide the COSCAP SEA States an Inspector Competency Building Framework.

The Inspector Competency Building Framework (ICBF) is adapted from FAA Inspector Training System (ITS) that has been modified to cover all types of CAA Safety Inspectors in the State Authority organization. This document provides guidance to oversight Authorities and training organizations on the development and maintenance of a competent Civil Aviation Safety Inspectors (CASIs) workforce. It is one component of a suite of guidance materials and tools available to support States in conducting effective safety oversight.

Record of Revisions

No	Revision No.	Revision Date	Inserted By	Signature
1	00	November 2019	Marcus Totok Hermawan	

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## **I. INTRODUCTION**

### **1.1 Objective of the Document**

1.1.1 The APAC region has one of the fastest air traffic growth rates and effective safety oversight systems are crucial in ensuring a high standard of safety to enable the growth.

1.1.2 At international level, the Global Aviation Safety Plan (GASP) and the Global Air Navigation Plan (GANP) are ICAO initiatives to improve global aviation safety and the efficiency of air traffic management respectively. However, at regional level, States within each region should enhance their safety oversight system as a high priority, and capacity building is an important element to enhance safety oversight capabilities.

1.1.3 This was further underscored by ICAO's recent comprehensive system approach audit result showing the area of Critical Element 4 (CE-4) "qualified personnel" having the highest lack of effective implementation. Thus, the objective of this document is to provide States with the guidance to improve CE-4 effective implementation scoring by increasing the number of qualified inspectors.

1.1.4 Like other regions, States in the APAC region would need to strengthen the critical element CE-4 "qualified personnel" in order to enhance their safety oversight capabilities. Particularly, there is a need to focus on increasing the number of qualified safety inspectors in the APAC region.

1.1.5 To support GASP and GANP, COSCAP-SEA proposed to assist South East Asia States in building up the necessary safety oversight capabilities, particularly in the critical element CE-4 "qualified personnel".

1.1.6 To achieve this objective, this document provides an Inspector Competency Building Framework (ICBF) that contains the relevant information which South East Asia States could use in the creation of professional standardized training inspector in a more structured manner. With this document, South East Asia States Safety oversight capability could be further strengthened which will result in improving CE-4 effective implementation scoring.

1.1.7 The State civil aviation system must be properly organized and staffed with qualified personnel capable of accomplishing the required wide range of technical duties involved in safety oversight. Inspector responsibilities is a vital importance because they must perform a critical job function for aviation safety and to meeting state ICAO obligation. The satisfactory execution of the various functions of the CAA Inspector depends to a large extent on the qualifications, experience, competence and dedication of individual inspectors.

1.1.8 Important responsibility for a Civil Aviation Authority which has functions to develops regulation, certification of aviation industry organization, conduct inspection or oversight and take corrective action. Inspector Competency Building Framework (ICBF) can be defined as a concept for development the competent and qualified Inspector, and CAA Inspectors should compare favorably with the personnel they will inspect.

## 1.2 Definition

The definitions used in this document are similar to those found in relevant Annexes to the Convention on International Civil Aviation, other ICAO documentation (such as the ICAO lexicon) or are the definitions intended by the Safety Oversight Audit Section (SOA) solely for the purpose of this document and the safety oversight audit process.

**1.2.1 Approved Curriculum.** A training course that includes all the following characteristics:

- a. A course number assigned by the training institution.
- b. Instructors who have been approved by the training institution in accordance with established criteria.
- c. Written courseware that includes student prerequisites, written objectives, instructor lesson plans, and established requirements for graduation.
- d. Some form of assessment to determine that the training objectives have been met.

**1.2.2 Continuing Development Training.** Optional training required to improve an employee's Position Essential skills. This is supplemental training that is not necessarily required for all employees. This training will be identified through collaboration between an employee and his supervisor or manager. This training should only be scheduled after all core training requirements have been completed.

**1.2.3 Core Training.** Core training refers to the essential training that should be provided to all CAA Inspectors, both formal courses and OJT. Core training includes all the training specified in Training Categories 1 through 5 (Indoctrination, Certification, Surveillance, Personnel Licensing, and Investigations.) All CAA Inspectors should complete at least one of the courses specified in the five Training Categories sometime during their employment with the CAA.

**1.2.4 Developmental.** Developmental refers to two types of inspectors:

- 1). A person who has been hired as an inspector by the CAA but who does not meet all of the minimum recruitment standards specified by the CAA. It is expected that individuals in this category will continue to develop their training and experience under the guidance of the CAA until meeting the minimum requirements for new inspectors. This employee should not be issued an inspector credential until meeting all new hire recruitment standards.
- 2). A new-hire inspector who meets all of the recruitment standards but who has not yet completed the *Minimum Core Training* requirements for Principal Inspectors.

**1.2.5 Formal Training Course.** A course of training conducted in a classroom environment in accordance with an Approved Curriculum (see definition above). Formal courses include all flight courses and most courses conducted by national training institutions at a CAA.

### 1.2.6 Four Steps of Training Evaluation.

Level 1 : Reaction - How well did the trainees like the program.

Level 2 : Learning - To what extent did the trainees learn the facts, principles and approaches that were included in the classroom training.

Level 3 : Behavior - To what extent did their job behavior change because of the program.

Level 4 : Results - What final results were achieved (Reduction in cost, reduction in turnover, improvement in production. etc.).

**1.2.7 Informal Course.** Courses in this category include computer-based instruction (CBI), correspondence training, interactive video teletraining (IVT), videotapes, web-based training (WBT), and locally funded workshops, seminars, conferences, and symposia.

**1.2.8 Instructional Systems Design (ISD).** A systematic approach to training in which all phases of the development process are put together in logical steps. Each phase builds on the preceding one and is used to develop training that is linked to job performance.

**1.2.9 Job Task Analysis (JTA).** The process of making a complete task inventory of a job which results in accurate and descriptive task statements and other job-specific information.

**1.2.10 Journeyman Inspector.** A generic term for any inspector who meets the minimum recruitment standards specified by the CAA, has been issued an Inspector Credential, and has completed the minimum core training requirements.

**1.2.11 Mandatory Training.** Training that must be accomplished by an Inspector before he can accomplish assigned Job Tasks without assistance. Previous work experience may not be substituted for this training.

Minimum Core Training. See *Core Training*.

**1.2.12 New-Hire.** A new employee hired to become a CAA Inspector at the CAA Office. ICBF provides general guidelines for new-hire personnel but does not specify mandatory minimum requirements. Each CAA must specify their own new-hire requirements that they will use for recruitment of new inspectors. New hire inspector personnel should be issued New-Hire/Developmental position descriptions until completing the minimum core training requirements.

**1.2.13 On-The-Job Training (OJT).** Structured training conducted at a work site by the supervisor or his/her designee. This type of training provides direct experience in the work environment in which the employee is performing or will be performing on the job.

**1.2.14 Position Essential Training.** Supplemental training or skill required by an employee that will significantly enhance his performance in his current duty position. This is highly desirable training for which there is no associated Job Task specified in the Training Profile. Previous equivalent work experience or training may be substituted for this training.

**1.2.15 Recurrent Training.** A course of refresher training taken at specified time periods after initial training. Recurrent training is intended to maintain or improve an inspector's knowledge and skill as necessary for the performance of job functions. Recurrent training should be completed at regular intervals. ICBF provides general guidelines for recurrent training, but specific recurrent training requirements must be specified by each CAA for their own inspector personnel.

**1.2.16 Specialized Training.** Specialized training is additional training, beyond the Principal Inspector level, that is provided to improve an inspector's abilities in a specific area. Examples might include such things as aircraft dispatch, avionics, cabin safety, or supervisory training.



**1.2.17 Training Needs Assessment (TNA).** The CAA process for determining training requirements. This process will be used to identify all training requirements, including formal, management, general, and other training.

#### **1.2.18 Training Policy**

The declared objectives CAA about inspector training is should commit to provide all necessary training to all technical personnel in all areas, including initial training (e.g. induction and basic training), on-the-job training (OJT), recurrent training and specialized or advanced training. Furthermore, the training policy should require the establishment of a training programme for each technical staff position and training plans for each technical staff member.

#### **1.2.19 Training Program**

The CAA training programme should be developed for each technical staff position. The training programme should include all the training required for the incumbent of the position to acquire and maintain the necessary competencies for the position as well as to effectively perform the related safety oversight functions and activities. The required training includes initial training, OJT, recurrent training and all the specialized training necessary for that technical position, with the minimum content for each type of training, as applicable.

#### **1.2.20 Training Plan**

For each technical staff member, a periodic training plan should be developed based on the training programme established for the staff member's position. The training plan should detail the type of training to be provided during a specified timeframe as well as the training priorities. As a principle, a staff member can only be authorized to perform safety oversight duties in the area or subject where the staff member has satisfactorily completed the required training and maintains the required competence.

### **1.3 Abbreviations/acronyms**

Some common abbreviations/acronyms used in this document are as follows:

AGA: Aerodrome

AIG: Aircraft Investigation

AIR: Airworthiness

ANS: Air Navigation Services

AOC: Air operator certificate

APRAST: Asia Pacific Regional Aviation Safety Team

CMA: Continuous Monitoring Approach

CE: Critical Element

EI: Effective Implementation

ICAO: International Civil Aviation Organization

ICBF: Inspector Competency Building Framework

LEI: Lack of Effective Implementation

OPS: Operations

PEL: Personnel Licensing

RASG: Regional Aviation Safety Group

SMS: Safety management system

SSP: State Safety Programme

SOA: Safety Oversight Audit Section

USOAP: ICAO Universal Safety Oversight Audit Programme

## 1.4 International Obligation

1.4.1 All States who are members of the International Civil Aviation Organization (ICAO) and signatories to the Convention on International Civil Aviation (known as the *Chicago Convention*), are obligated to implement the aviation safety requirements of ICAO.

1.4.2 In order to fulfill its ICAO obligations, the government must create a national Civil Aviation Authority (CAA). The CAA is then granted the responsibility and authority to implement the ICAO requirements on behalf of the national government.

1.4.3 The ICAO requirements are contained in the Articles of the Chicago Convention and in the Standards and Recommended Practices (SARPS) found in the Annexes to the Convention. In addition to these, ICAO has published many guidance documents which contain *best practices* for the operation of a Civil Aviation Authority.

1.4.4 The reference documents affecting the Inspector Competency Building Framework (ICBF) for Civil Aviation Authority Inspector are as follows:

- U.S Inspector Training System (ITS)
- Chicago Convention (Doc. 7300)
- Annex 1 – Personnel Licensing
- Annex 4 – Aeronautical Chart
- Annex 6 – Operation of Aircraft
- Annex 8 – Airworthiness of Aircraft
- Annex 9 – Facilitation
- Annex 10 – Aeronautical Telecommunication
- Annex 11 – Air Traffic Services
- Annex 14 – Aerodrome
- Annex 15 – Aeronautical Information Services
- Annex 18 – The Safe Transport of Dangerous Goods by Air
- Annex 19 – Safety Management System
- Global Aviation Safety Plan (GASP)
- ICAO Doc. 9734 – Safety Oversight Manual
- ICAO Doc. 10070 - Manual on the Competencies of Civil Aviation Safety Inspectors
- ICAO Doc. 8335 – Manual of Procedures for Operations Inspection, Certification and Continued Surveillance
- ICAO Doc. 9760 – Airworthiness Manual
- ICAO Doc.9981 – PANS-AGA
- ICAO Doc. 4444 – PANS - ATM
- ICAO Doc. 9284 – Technical Instructions for the Safe Transport of Dangerous Goods by Air
- ICAO Doc. 9774 – Manual on Certification of Aerodromes
- ICAO Doc. 9859 – Safety Management Manual
- RASG APAC – Standardized Capacity Building Programme
- EASA Doc. Inspector’s competency profile
- Proposal for a Competency framework for Authorities' Inspectors
- Action item 56/9 and 56/33 from the 56th Conference of Directors General of Civil Aviation Asia and Pacific Regions.

1.4.5 The work of the CAA is accomplished by a group of highly skilled aviation professionals. Among these are the CAA Inspectors who accomplish many of the daily technical functions of the CAA as required

by ICAO. CAA Inspectors represent the national government and their role is critical to international aviation safety.

1.4.6 ICAO has provided a great deal of guidance on the staffing, training, and remuneration of CAA Inspectors. According to ICAO, the CAA must have an adequate number of personnel to do its job. In order to fulfill their responsibilities, CAA Inspectors require the continuous development of their knowledge and skills. This training must ensure that the inspectors are fully qualified to accomplish the duties of the CAA and the responsibilities of the national government as required by the Chicago Convention.

## II. TRAINING PROGRAM IMPLEMENTATION

### 2.1 Inside the program

2.1.1 The Inspector Competency Building Framework (ICBF) is a comprehensive national level training program for CAA Inspectors. It is a single integrated program which provides oversight and management of inspector development from new-hire status through retirement from the Civil Aviation Authority (CAA). The program is systematic and structured to provide for the delivery of an effective ICAO compliant program at minimum cost. It is intended to prepare experienced professionals from the aviation industry for their new role as Government Aviation Safety Inspectors.

2.1.2 The Inspector Competency Building Framework (ICBF) is composed of five principal components:

1. ICBF Program
2. ICBF OJT
3. ICBF Formal Course Standards
4. ICBF Job Task Analysis
5. ICBF Training Record

2.1.3 The **ICBF Program**, describes the requirements, objectives, and procedures for operation of the Inspector Competency Building Framework (ICBF). Policies and procedures have been designed to provide the maximum flexibility to accommodate individual and office preferences while fulfilling the obligations of ICAO and needs of the Civil Aviation Authority. This document also includes inspector Training Profiles and Position Descriptions.

2.1.4 The **ICBF OJT** describes the requirements and procedures used to conduct on-the-job training for the technical job tasks listed in the Training Profiles for each specialty.

2.1.5 The **ICBF Formal Course Standards** provides course descriptions and minimum requirements for each of the formal classroom style training courses referenced in the **ICBF**.

2.1.6 The **ICBF Job Task Analysis** document provides a detailed inventory of the requirements associated with each technical Job Task. A separate analysis is provided for:

1. Continuing Airworthiness Inspector
2. Airworthiness Engineering Inspector
3. Flight Operations Inspector
4. Aircraft Dispatcher Inspector
5. Cabin Safety Inspector

6. Dangerous Goods Inspector
7. Personnel Licensing Inspector
8. Aerodrome Inspector
9. ANS: ATS Inspector
10. ANS: AIS Inspector
11. ANS: SAR Inspector
12. ANS: MET Inspector
13. ANS: PANS-OPS Inspector
14. ANS: Cartography (CHART) Inspector
15. ANS: CNS Inspector
16. AIG: Aircraft Accident Investigator

2.1.7 Each Job Task Analysis provides a description of the task, required supporting documents, and a step-by-step listing of the subtasks that must be performed to accomplish the task.

2.1.8 The ICBF Training Record is an internet database or Inspector worksheet profile record that is used to record all training completed in the ICBF.

## **2.2 Training Policy**

2.2.1 To comply with the ICAO Critical Element 4 “Technical personnel qualification and training”. The establishment of minimum knowledge and experience requirements for the technical personnel performing safety oversight functions and the provision of appropriate training to maintain and enhance their competence at the desired level. The training should include initial and recurrent (periodic) training. The CAA is committed to the development of a highly skilled and qualified work force through a comprehensive training program. It is the intent that all employees will be fully trained in the essential Job Tasks, knowledge, and skills that are required to accomplish the CAA mission, fulfill ICAO requirements, obtain industry compliance, and safeguard the traveling public.

2.2.2 This training program skeleton is intended to address the development of CAA Inspectors from the time they are newly hired into the CAA, through the attainment of **PRINCIPAL INSPECTOR** or Journeyman status, and throughout their careers.

2.2.3 This document provides the training requirements for all type inspector in the CAA body. These requirements include formal classroom training courses and on-the-job training requirements. Training requirements have been specified for nine categories of training. All CAA Inspectors suggested to complete the training requirements specified in this document.

## **2.3 Roles and Responsibility of CAA**

The Director General and headquarters staffs have overall responsibility for the national Civil Aviation Authority and for the successful implementation of this inspector training program. These responsibilities include managing, coordinating, and developing training policies, procedures, plans, programs, and budgets for all aspects of the Inspector Training System. Roles and responsibilities are included in this section for **Six position:**

1. Director General
2. Training Manager
3. Area Manager

4. OJT Program Manager
5. Inspector
6. Training Administrator

2.3.1 The **Director General**, through Headquarters staff, is responsible for the following:

Staffing:

- Hire highly qualified individuals to serve as CAA Inspectors.
- Provide the inspectors with industry comparable remuneration.
- Provide enough qualified staff to ensure the fulfillment of national requirements and international obligations.

Budgeting:

- Ensure that the budget submitted by the CAA will fully support the requirements of the inspector training program.
- Ensure that adequate resources are provided to the CAA to fully implement the inspector training program.
- Approve and fund training activities identified in this document.

Training:

- Ensure the development of a highly skilled and qualified work force.
- Review the inspector training program to ensure it is meeting national objectives, ICAO requirements, and international obligations.
- Provide leadership and direction to support the CAA training program.
- Ensure that the inspector training program is effectively and efficiently managed and complies with all policy requirements.
- Hold supervisors and managers accountable for ensuring that employee work assignments and schedules allow for enough time for employees to fully participate in and complete training requirements.
- Negotiate and oversee national agreements and contracts with government and commercial training vendors.
- Provide for evaluation of any locally arranged and conducted training.
- Ensure the appropriate elements are included in job task analysis information and that the job task analysis drives training design, development, and evaluation.
- Provide periodic review of training courses to ensure that the content remains current with respect to job tasks, knowledge, skills and inspector performance requirements.

2.3.2 **Training Manager** is responsible for the management, standardization, implementation, and revision of the ICBF training program at the national level.

The Training Manager is responsible for the following:

- Standardized implementation of the ICBF in each regional office of the CAA.
- Allocation of resources required to fulfill ICBF requirements.
- Recommending policy or procedural changes to the ICBF.
- Accomplishing revisions to the ICBF as required.
- Coordination and communication with each regional office of the CAA to be sure they are aware of policies and changes to the ICBF.

2.3.3 **Area Managers** and Supervisors play a key role in assessing gaps between mission requirements and actual workforce skills, identifying developmental needs, prioritizing training needs, certifying the accomplishment of learning objectives, and fostering on-the-job development.

**Area Managers** and Supervisors are responsible for the following:

- Assign office resources: provide funds and people to support inspector training.
- Ensure that employee work assignments and schedules allow sufficient time for employees to fully participate in and complete training requirements.
- Notify headquarters regarding changes in training requirements, specify new training needs not previously identified, and relinquish training resources that no longer apply.
- Foster a work environment conducive to the success of the training program.
- Communicate regularly with employees regarding the status of training requirements and employee progress in meeting requirements.
- Evaluate the effectiveness of the training program on a continuous basis and providing feedback to Headquarters.
- Manage and administer an OJT program in each office, identify specific job tasks for which employees must complete OJT, designate qualified employees to serve as OJT instructors, ensure OJT instructors receive required training, and ensure performance of OJT instructors meets acceptable standards.

2.3.4 **OJT Program Managers** are responsible for the daily implementation of the ICBF training program in each office. They may conduct actual OJT training for inspectors or may delegate the conduct of training to OJT Instructors when necessary. Normally, an OJT Program Manager should be specified in each regional office. “In very small CAAs the Training Manager or Area Manager may also fill the role and responsibilities of OJT Program Manager”.

The **OJT Program Manager or delegated OJT Instructors** are responsible for the following:

- Arrange for formal training courses that are required for each inspector.
- Schedule On-the-Job-training events.
- Logistics associated with training events.
- Conduct On-the-Job-training events.
- Training recordkeeping.
- Advise the Area Manager when training has been completed.
- Annual review of the ICBF Training Record for each inspector in the office to determine ongoing training needs.

2.3.5 **Inspector.** The CAA depends upon the talent and dedication of its employees to accomplish its mission. To meet this challenge, inspectors must recognize and take advantage of opportunities, whether on the job, outside of work, or in formal training, to develop expertise required by changing job requirements.

Each **inspector** is responsible for the following:

- Collaborate with supervisor or Area manager to identify your training needs.
- Communicate with OJT Program Manager or instructors to plan training activities.
- Actively participate in training activities.
- Review personal training records and documentation as directed.
- Provide feedback and evaluation regarding the effectiveness of the training program

**2.3.6 Training Administrator.** This will be hold by administration staff to support the ICBF program. Each Training Administrator is responsible for the following:

- Preparation Training accommodation
- Organized Training accommodation
- Evaluating Training accommodation
- Assisting OJT Program manager on managing Training recordkeeping.

## **2.4 Inspector Qualifications – New Hire**

2.4.1 CAA Inspectors conduct highly technical work and occupy sensitive and authoritative positions as representatives of the Civil Aviation Authority. It is essential that new inspector candidates meet the highest standards of competence and integrity. The minimum ICAO requirements for new-hire CAA Inspectors who are selected from the aviation industry have been provided below.

All Inspectors

General Requirements for New Hires

ICAO guidance on entry level qualifications is;

1. Having had same or better privileges in the Industry than the people whom the Inspector is getting qualified to inspect.
2. At least same level of experience of the people whom are going to be Inspected.
3. Have extensive knowledge of civil air regulations and the regulatory responsibilities of a civil aviation authority.
4. Have a good knowledge of the Aviation Act, the process leading to the adoption and implementation of ICAO Annex Standards and Recommended Practices (SARPs), and of related ICAO documentation and guidance material, CAA Civil Aviation Safety Regulation (CASR), and of related Staff Instruction and Advisory Circular including knowledge of CAA functions, organization and activities.
5. Have recent experience working in an aviation industry environment (such as an airline, training organization, approved maintenance organization, aerodrome/airport management organization, air traffic management or similar body) which involves expertise in one of the following areas: Personnel licensing, aircraft operations, airworthiness of aircraft, aerodrome operations, air traffic management, aircraft accident and incident investigation, etc of five years or more.
6. Hold or must have held, where applicable, an appropriate license or certificate of competency commensurate with the level of qualification and experience (proof of current license/certificate held or of licenses and certificates previously held may be required).
7. Experience with the problems of operating or maintaining transport aircraft, air traffic management, aerodrome, etc.
8. Meteorological and climatological knowledge and experience.
9. Experience in technical training including visual aids, training devices and aircraft flight simulators.
10. Have command of the English language and local state language.
11. Have initiative, judgments, tact and the ability to maintain harmonious working relationships in a multicultural environment, and appreciation of and sensitivity to cultural differences or Reputation for possessing qualities of initiative, tact, tolerance and patience.
12. Demonstrate the ability to write clearly and concisely and have the ability to use office automation equipment and contemporary computer software.
13. Experience in instruction technique.

## 2.5 Training Profiles

2.5.1 This training program specifies the minimum *initial* training requirements that must be completed for all type CAA Inspectors. *Recurrent* training requirements are discussed later and are not specifically shown in the Training Profiles.

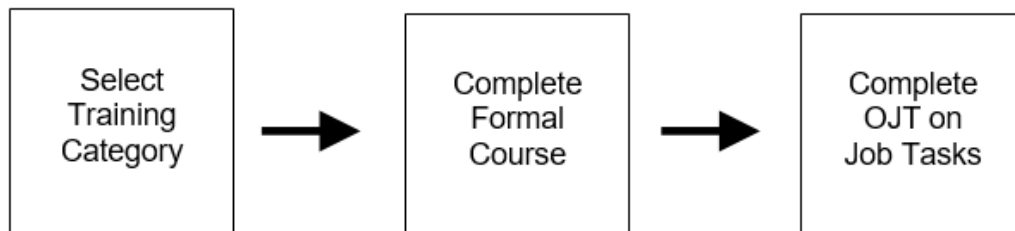
2.5.2 The training required for any individual inspector is based upon the specific Job Tasks that the inspector will be asked to perform. The specific Job Tasks are based on each Training Need Assessments on the CAA organization.

2.5.3 Within the Training Profiles the Job Tasks have been divided into nine training categories that represent the principal ICAO subject areas for CAA Inspectors. Each training category includes a listing of all possible Job Tasks. These same training categories are used consistently throughout the ICBF system. The training categories are as follows:

1. **Indoctrination**
  2. **Certification of Organization**
  3. **Surveillance of Organization**
  4. **Personnel Licensing**
  5. **Investigations**
  6. Job Skills
  7. Specialty Inspector → Aircraft Dispatcher (OPS), Avionics (AIR), Engineering (AIR), Manufacturing (AIR), Aerodrome Flight Information Services (ANS), Airport Design (AGA), Fire Fighting (AGA), Heliport (AGA)
  8. Other Specialist → Aeronautical Information Services (ANS), Airport Mechanical (AGA), Airport Electrical (AGA), Cabin Safety Inspector (OPS).
  9. Management
- CORE TRAINING

2.5.4 Training categories one through five are considered *core training* that is required for all inspectors. If more than one course is shown in the category, it is expected that, as a minimum, at least one course listed in the category will be provided to an inspector prior to being assigned as a Principal Inspector. Training categories six through nine are optional specialized training.

2.5.5 For each of these training categories a formal required classroom training course has been specified. In order to determine the training required for an inspector, simply consult the appropriate Training Profile, and locate the Job Task that the inspector will be asked to perform. The inspector must complete both the formal classroom training course associated with that Job Task, and On-the-Job training for that Job Task, before he can be given **authority to conduct** the task by himself. The process is illustrated as follows:





2.5.6 In order to achieve qualification for any particular Job Task, an Inspector must COMPLETE BOTH the **Formal Course** and the **OJT** for that **Job Task**. A detailed analysis of each Job Task is found in a separate Job Task Analysis document for Each Inspectors.

## **2.6. Training Categories**

2.6.1 This section provides a description of each training category used in CAA. In addition to the nine principal training categories used in the ICBF, several sub-categories are also discussed below in order to provide supporting details, policy, or ICAO requirements for that subject area. Sample formal classroom training course descriptions can be found for each of these subject areas in the ICBF Formal Course Standards.

2.6.2 It is important to note that the training categories used in the ICBF represent ICAO oriented job functions. Training requirements for these specialties are included under each of the nine training categories used in the ICBF. All of the following subject areas have been addressed in the ICBF Training Profiles under one of the nine principal training categories.

### **2.6.3 Indoctrination**

Training courses in this category are designed to provide a new employee with the history of the CAA, CAA obligations, normal office procedures, ethics standards, computer skills, use of software, information technologies, and administrative procedures related to such things as time and attendance, leave, pay, retirement, conduct and discipline, etc.

The CAA should have programs for induction of new personnel that includes training in organizational responsibilities, appropriate aviation background standards and policy, organizational working procedures, and the role of a regulator.

### **2.6.4 Certification**

Training courses in this category are designed to provide the knowledge and skill that are required to be successful in the performance of Job Tasks related to the certification of air operators and aircraft maintenance organizations or other aviation organizations.

### **2.6.5 Surveillance**

Training courses in this category are designed to provide the knowledge and skill that are required to be successful in the performance of Job Tasks related to the surveillance or Oversight inspection of the aviation industry.

### **2.6.6 Personnel Licensing**

Training courses in this category are designed to provide the knowledge and skill that are required to be successful in the performance of Job Tasks related to the licensing of flight and ground personnel as required by State regulations. These will normally include pilots, mechanics, flight engineers, dispatchers, air traffic controller, air traffic safety electronic personnel, aerodrome personnel, flight attendant, dangerous goods personnel, fire-fighting personnel, flight information services officer, AIS personnel, etc.

### **2.6.7 Investigation**

Training courses in this category are designed to provide the knowledge and skill that are required to be successful in the performance of Job Tasks related to the investigation of aircraft incidents, accidents, and violations. Courses of this type include Aircraft Accident Investigation, Human Factors, Compliance and Enforcement, etc.

### 2.6.8 **Job Skill**

Training courses in this category include many subjects that will enhance an Inspector's knowledge and skill in any work-related area. This will include such things as systems training, advanced techniques, new technologies, safety management, communications skills, computers, report writing, etc. The ongoing enhancement of Inspector skills is an ICAO requirement.

### 2.6.9 **Specialist**

Training courses in this category will prepare an Inspector for advanced responsibilities in the areas of aircraft dispatch, long range flight planning, load control, ground handling, meteorology, aircraft equipment, fire-fighting categories, and certification, approval, and inspection of airborne avionics systems, aerodrome flight information services, flight information services, aerodrome design and operations, heliport, etc.

### 2.6.10 **Other specialty**

Training courses in this category will prepare an Inspector for advanced responsibilities in the areas of cabin safety, cabin crew procedures, aeronautical information publication (AIP), NOTAM, AIRAC, AIC, pre-flight and post-flight information/data, telecommunication requirements, electronic terrain and obstacle data, airport mechanical and electrical.

### 2.6.11 **Management**

Training courses in this category will provide an Inspector with the knowledge and skill that is required to function effectively as a supervisor, manager, training manager, or instructor. Courses in this category include Basic Supervisory Skills, Advanced Management Techniques, Instructor Training, Labor Relations, Conduct and Discipline, Systems Thinking, Strategic Planning, etc.

### 2.6.12 **Recurrent**

Recurrent training requirements are not shown in the Inspector Training Profiles. Instead, a customized program of recurrent training should be created for each inspector at the time he is hired. This program should be reviewed and updated annually.

In addition to any required recurrent flight training, one or more formal classroom recurrent training courses must be provided for each inspector every 36 months, or more often if required to maintain proficiency in all assigned Inspector Job Tasks. The selection of the most appropriate recurrent training courses should be determined by the Inspector in collaboration with his Supervisor or Manager and reviewed annually.

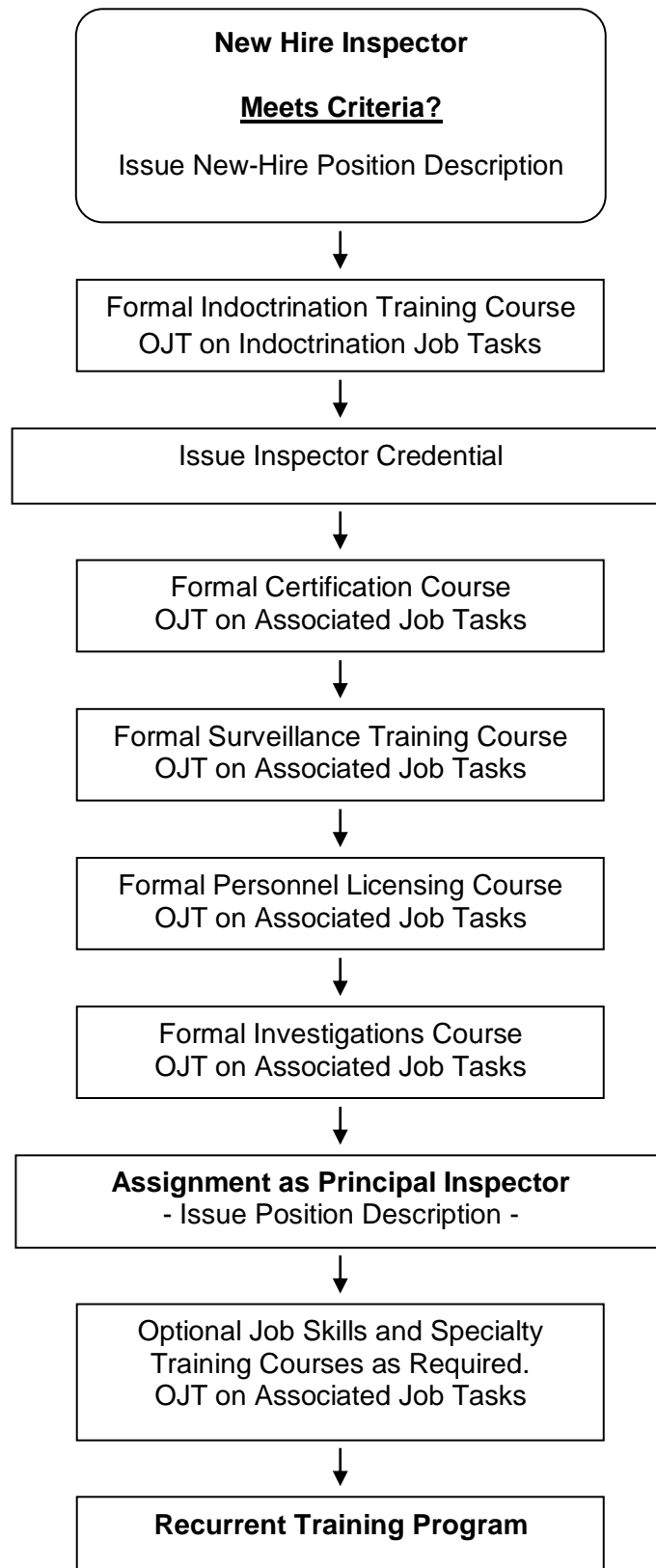
The ICBF does not specify the content to be included in recurrent training courses as this determination is left up to each CAA. Generally, a formal recurrent training course should contain a review of the elements found in the initial course, along with a discussion of any new requirements or procedures that have been established in the previous few years. The length of recurrent classroom training courses should typically be 30% - 50% of the length for the initial course. There are no additional Job Tasks associated with formal classroom recurrent training courses.

### **2.6.13 On the Job Training**

On-the-Job Training (OJT) must be completed during initial training for every Job Task that an Inspector will be authorized to conduct without assistance. An Inspector must complete three phases of OJT instruction for each Job Task. This training must be accomplished under the direct supervision of the OJT Program Manager or an authorized OJT Instructor. For the detail about OJT will be covered in the Chapter 3 OJT Program in this ICBF document.

## **2.7 Training Process**

- 2.7.1 When a new candidate is selected from the aviation industry or advanced program to become a CAA Inspector, he should be issued a Position Description for a New Hire/ Developmental Inspector. He must then complete the training requirements specified in this document before being given the authority to accomplish any inspector Job Task without direct supervision.
- 2.7.2 All new hire employees normally begin training with Indoctrination training. After completing this training requirement, a new inspector can then be issued a CAA credential, but at this point any Job Task accomplished for the CAA Inspector must still be under the direct supervision of another qualified inspector or OJT Instructor. All new-hire Inspectors must complete both the formal training course and On-the-Job training on the associated Job Tasks before being given authority to accomplish a Job Task by himself.
- 2.7.3 After receiving a CAA Credential, the new inspector normally continues training until he has completed training in all five subject areas that comprise the core of inspector job functions.
- 2.7.4 Core training refers to the essential training that should be provided to all Inspectors. Core training requirements are specified in the first five training categories of the Training Profiles. If more than one course is shown in a category, it is expected that, as a minimum, at least the first course listed in each category will be provided to an inspector prior to being assigned as a Principal Inspector.
- 2.7.5 The five essential Minimum Core Training courses are: New Employee Orientation, Operator Certification, Operator Surveillance, Personnel Licensing Procedures, Compliance and Enforcement. When these minimum core training requirements have been completed the inspector can be issued a Principal Inspector Position Description as described in this document. He should then continue training until all training courses found in the first five training categories have been completed.
- 2.7.6 The following flowchart depicts the typical training process for a new-hire employee all the way through final qualification and journeyman status. This process can be modified as necessary to accommodate special requirements.



## 2.8 Inspector Qualifications – Journeyman

Final inspector qualification is accomplished in three steps as shown in the table below.

<b>Final Inspector Qualification</b>		
<b>Step #</b>	<b>Civil Aviation Authority Granted:</b>	<b>Training Required:</b>
1.	Issuance of the CAA inspector credential.	Must meet new hire minimum requirements. Must complete the Indoctrination formal course and OJT on associated Job Tasks as specified in the Inspector training profiles.
2.	Signature authority for any particular job task.	Completion of the formal training course and OJT associated with that Job Task as specified in the Inspector training profiles.
3.	Assignment as Principal Inspector	Completion of at least the minimum five core training courses.

## 2.9 Formal Course Standards

### 2.9.1 Training Need Analysis

To determine CAA overall training needs, CAA shall develop and review its training requirements for ensuring each individual assigned to perform specific job tasks is capable of performing the job properly.

The training requirements shall be based on job tasks associated with their position's description; where overall training needs assessment is performed by respective departments to identify the knowledge and skills required to successfully fill positions that perform job function tasks.

Employee shall be assessed against the standards established for the job function assigned, in terms of Knowledge, Skills and Attitudes (KSA). If it is determined that an employee require certain capability to perform a task, appropriate training shall be provided.

The need for additional training shall be based on an analysis of the new task to be performed, the capability of employee, and the availability of in-house training. Appropriate changes shall be made to initial, recurrent, and specialized training areas of study, including existing courses or the addition of new courses, positions, and individuals requiring training, and when new training needs to be implemented.

The training needs assessment may be conducted by the area managers and recorded by using the specific Form of "Training Needs Assessment Form", where training needs requirement or other related concerns may be highlighted for further actions.

When the CAA office hires a new employee or transfers an employee to a new job function, the relevant line supervisor manager shall assess the individual's capability against the defined job requirements to determine the necessary training.

### **2.9.2 COURSE DEVELOPMENT UNIT**

In the CAA training division need to develop team that have responsibility to develop standard training package. This course development creates the specific training material as required by CAA office. Training development process are consisting of 3 major elements: Analysis, Design and Production and Evaluation. This section is to be use as comprehensive guidance for course developers for a systematic organization in the development of training programs. Also setting training development standards to be applied to ensure that all course meet the same level of quality.

2.9.2.1 Preliminary study is required on the initial of training development processes, this step is for identification what is the problem in the office and conduct training requirement analysis. The cause of performance problems are sometimes coming from:

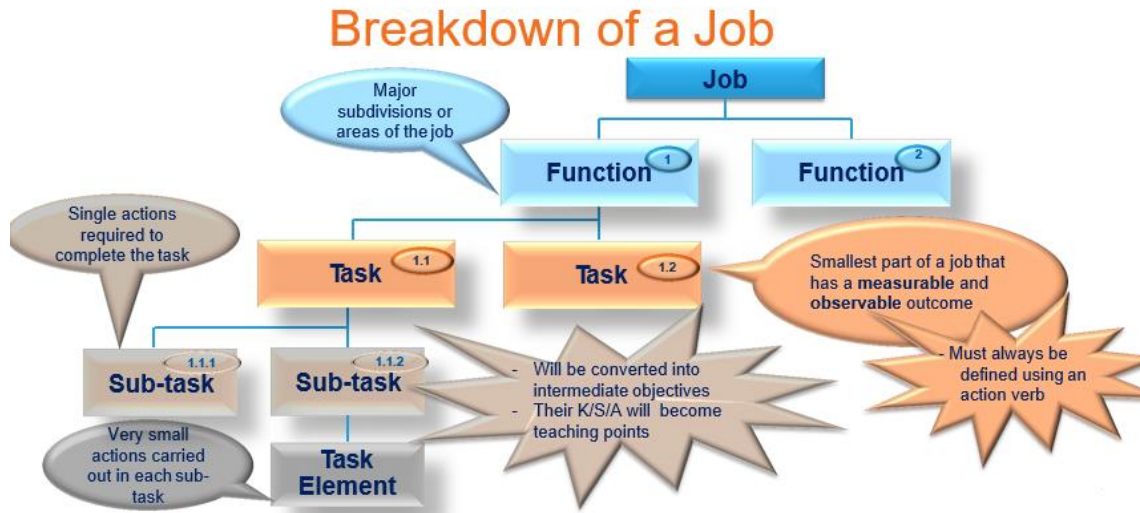
- Inadequate training
- Genuine Skill/ knowledge deficiencies
- Inadequate selection and recruitment procedures
- Mismatch between training and job assignment
- Poor environment, inadequate Tools, Job aid, etc.
- Lack of feedback and motivation
- Inadequate organizational structure
- Badly designed job procedures and standards.

This study can develop new competency – based training (Standard Training Package/STP), revise and upgrade /update existing training subject, organize on the job training, use training provided by external sources.

Resource requirement for course development are divided into two sources. First is Human Resources this will be included Course developer, Subject Matter Expert, Media specialist, Secretarial Support. Second is Funding resources included equipment, materials, services, travel.

Preliminary analysis need coordinated with operations, define the symptoms of the performance problem and described, identified and specified the performance problem, identified and described the causes of the performance problem, identified training and non-training solution, identified target population for the training solution, justification on required development of validated training material (STP).

2.9.2.2 Job Analysis is to establish how, where and with what a job is done. Define the knowledge, skills and attitude required to achieve acceptable levels of competency also determine the job performance objectives. This step is to breakdown of job into function, task, sub task and task element.



DACUM Process

Do DACUM session in Job analysis, this will prepare an overall description of the job, identifying functions, tasks and sub-tasks. In this step the training developer team will breakdown the JOB by interviewing the Subject Matter Expert. Completed the frequency, difficulty, importance and consequential priority has been defined.

### 2.9.2.3 Population Analysis

This step is required to gather information about the target population (future trainees) to: Identify acquired Knowledge / Skills/ Attitude, determine the preferred learning styles and the social and cultural background of prospective trainees. Training need are difference between what trainees should master and what they already master. This analysis is to collect information that will enable a common starting line to be set for the majority of the trainees. Method for collecting information about the population are using examine personal files, examine recruitment procedures/curriculum vitae, Interview and questionnaire. The course development team should write a report (Accurate, Clear, Complete and Concise).

### 2.9.2.4 Design of Curriculum

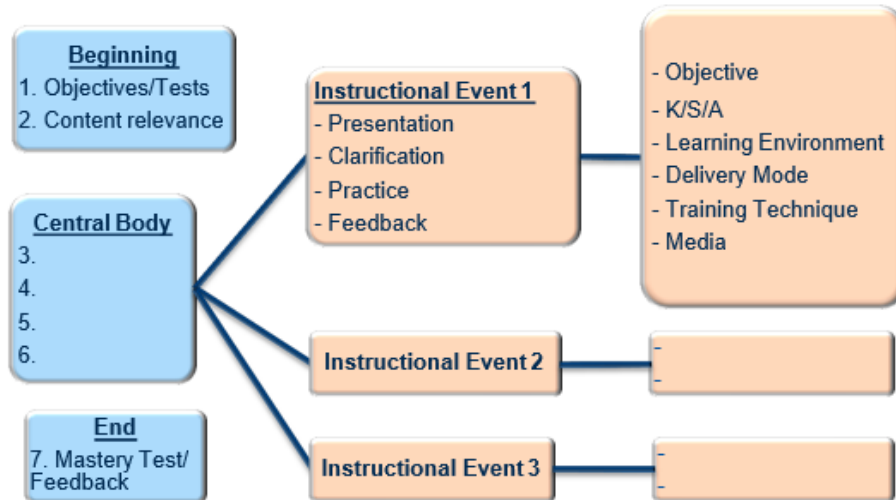
This step is to the purpose of sequence the intermediate objectives and group them into training modules to form a curriculum, draft the end of module objectives, design valid and reliable mastery tests for each of the end of module objectives, list all of the teaching point for each intermediate objective and identify their source of contents. Define the criteria for sequencing objectives in accordance with the logical sequence (from simple to complex) derived from the sequence of sub-tasks and / or the achieved level skills.

### 2.9.2.5 Design of Modules

The purpose of this step is to prepare a detailed guide for each module, specify the content required in each instructional event, prepare draft of the contents, prepare progress tests and finalize the mastery tests. Module structure must consist with flow from a beginning composed of presentation of the End-of-Module objective and the Mastery Test and indication of the relevance of the content. A central body made up of a series of instructional events, which each having presentation of the content, clarification of the main

points, provision for practices and testing progress, provision of feedback. An end composed of Mastery Test and Feedback.

## Structuring a Module



Job aid is any means made available on the job that is expressly designed to facilitate correct performance of the task, by increasing an employee's capacity to retain and utilize information. There will need a progress test and mastery test. The progress test is a test are based on the intermediate objectives to check trainee progress towards achieving the End of Module Objective. The number of progress test is decided based on the length and complexity of the module. Trainees should never move on to the mastery tests until they have received an evaluation of the Progress Test, feedback and review. Modul plan / Instructor Guide is to provide the instructor with sufficient guidance on how to deliver the various components of each module. Include references to all the necessary teaching material in the module including when and how to use it. Guarantee that any qualified instructor can deliver the module in the same way with the same standards, to any primary target population, wherever they are located.

### 2.9.3 SAMPLE OF FORMAL COURSE STANDARD

After the required training on each area has been established by Training Need Analysis then the formal course standard will define of the course descriptions specify the title, course number, minimum training hours, and minimum content that must be included for each course. All formal classroom training courses provided to CAA Inspectors must meet these minimum requirements in order to be creditable under this training program. Course descriptions are provided for both initial and recurrent training courses under the same nine standardized training categories used throughout the Inspector Competency Building Framework (ICBF).

1. **Indoctrination**
2. **Certification of Organization**
3. **Surveillance of Organization**
4. **Personnel Licensing**
5. **Investigations**
6. **Job Skills**



7. Specialty Inspector → Aircraft Dispatcher (OPS), Avionics (AIR), Engineering (AIR), Manufacturing (AIR), AFIS (ANS), Airport Design (AGA), Fire Fighting (AGA), Heliport (AGA)
8. Another Specialist → AIS Inspector (ANS), Airport Mechanical Inspector (AGA), Airport Electrical Inspector (AGA), Cabin Safety Inspector (OPS)
9. Management

2.9.3.1 A course that does not meet the minimum guidelines specified in the Formal Course Standards cannot be used for credit in the ICBF system. In this case you should normally choose a different course that does meet the standard. If you must use a deficient course and wish to use it for credit under the ICBF, you should first modify the course by adding additional time and material so that it will comply with the standard. Alternatively, you could take the first deficient course and then combine it with a second supplementary course. This combination of two courses to meet the requirements of one ICBF course would be acceptable. The most important thing is to ensure that high quality training is done, and to comply with the total hours and recommended subjects as specified in the Formal Course Standards.

2.9.3.2 List of minimum Formal Course for Airworthiness Inspector:

1. Indoctrination new employee
2. AOC Certification– Airworthiness
3. AMO Certification– Airworthiness
4. AOC Surveillance– Airworthiness
5. AMO Surveillance– Airworthiness
6. Personnel Licensing Procedures – Airworthiness
7. Designated Procedures – Airworthiness
8. Aviation Training Organizations – Airworthiness
9. Compliance & Enforcement – Airworthiness
10. Aircraft Accident Investigation– Airworthiness
11. Aircraft Certification – Airworthiness
12. Major Repair and Alteration – Airworthiness
13. State Safety Program
14. Safety Management System
15. Foreign Air Carriers – Airworthiness
16. Audit Process – Airworthiness
17. Non-Destructive Test – Airworthiness
18. Human Factor – Airworthiness
19. Aircraft Welding – Airworthiness
20. Aircraft Composite – Airworthiness
21. Emergency Equipment – Airworthiness
22. Hydrostatic Test - Airworthiness
23. PBN – Airworthiness
24. EDTO – Airworthiness
25. CAT I, II, III – Airworthiness
26. RVSM – Airworthiness
27. Management Training – Airworthiness
28. Aircraft Type Rating Training – Airworthiness

2.9.3.3 List of minimum formal course for Operation Inspector:

1. Indoctrination new employee
2. AOC Certification– Operations
3. AOC Surveillance– Operations
4. Personnel Licensing Procedures – Operations
5. Designated Examiner Procedures – Operations
6. Aviation Training Organizations – Operations
7. Flight Testing Procedures - Operations
8. Compliance & Enforcement – Operations
9. Aircraft Accident Investigation– Operations
10. Simulator Evaluation - Operations
11. Agricultural Air Operations
12. State Safety Program
13. Safety Management System
14. Foreign Air Carriers – Operations
15. Audit Process-Operations
16. Dangerous Goods – Operations
17. Crew Resource Management (CRM) – Operations
18. Aircraft Dispatcher Job Functions – Operations
19. Cabin Safety – Operations
20. Management Training - Operations

2.9.3.2 List of minimum Formal Course for PEL Inspector:

1. Indoctrination new employee
2. Personnel Licensing Procedures – Operations / Airworthiness / ANS
3. Designated Examiner Procedures – Operations / Airworthiness / ANS
4. Aviation Training Organizations – Operations / Airworthiness / ANS
5. Flight Testing Procedures – Operations
6. Compliance & Enforcement – Operations / Airworthiness / ANS
7. Aircraft Accident Investigation– Operations / Airworthiness / ANS

2.9.3.4 List of minimum Formal Course for ANS Inspector:

1. Indoctrination new employee
2. Certification design flight procedure
3. Surveillance Design flight procedure
4. Air Navigation Services AIS Inspector:
  - Develop ANS/AIS Regulations and Technical Guidance Materials
  - Conduct Audit/Inspections of ANS/AIS systems.
  - Write ANS/AIS Audit/Inspection reports.
  - Enforce ANS/AIS Standards and Regulations.
  - Manage ANS/AIS Documents and Records.
5. Air Navigation Services ATM Inspector:
  - Conduct ANS/ATM Audit/Inspection.
  - Write Audit/Inspection report.
  - Enforce ATM standards and procedures.
  - Evaluate and certify candidates for licensing as Air Traffic Controllers.
  - Manage Documents.
6. Air Navigation Services CNS Inspector:
  - Carry out Audit/Inspection of CNS systems
  - Write Audit/Inspection report.
  - Enforce CNS Regulations and Standards.

- Carry out ATSEPs Certification.
- Manage Documents.
- 7. Air Navigation Services MET Inspector:
  - Develop ANS MET technical guidance materials and regulations
  - Audit/inspect ANS MET systems
  - Write ANS MET audit/inspection reports.
  - Enforce Aeronautical met regulations and standards.
  - Manage ANS MET documents and records.
- 8. ATC Team Resource Management (TRM) And Safety
- 9. Aerodrome Control Initial Training.
- 10. Area Surveillance Control.
- 11. Flight Data Processing in ATC Surveillance Operations.
- 12. Aeronautical Information Officer Initial Training.
- 13. Advanced Test and Measuring Techniques for ATSEP.
- 14. Aeronautical Information Management (AIM) Specialist.
- 15. ATM Incident Investigation Techniques.
- 16. Performance-Based Navigation (PBN) for Air Traffic Services Officers (ATSOs)
- 17. NOTAM Specialist Course / Classroom Phase.
- 18. Unstable Approaches in Air Traffic Control.
- 19. Human Factors: The TEM and TRM Interface
- 20. Search Area Calculation for SAR Operation.

2.9.3.2 List of minimum Formal Course for AGA Inspector:

1. Indoctrination new employee
2. ICAO-ACI Aerodrome Certification
3. Basic Airside Operations
4. Aerodrome Inspection
5. Aerodrome Safety Management Incorporating PANS-Aerodromes
6. Establishment of an Aerodrome Manual.
7. Airport Emergency Procedures
8. Apron Markings Management
9. Conducting Apron Regulatory Safety Inspections
10. Runway Incursion Prevention
11. Airport Pavement Evaluation
12. ICAO-ACI Implementing Annex 14: Advanced Aerodrome Design and Operations (AADO)
13. operation of Airport Rescue & Firefighting Vehicle- Rosenbauer Panther

2.9.3.2 List of minimum Formal Course for AIG Inspector:

1. Indoctrination new employee
2. Accident investigation fundamentals
3. Accident site safety
4. Human factors
5. Flight recorders basics
6. Crisis management / handling the media
7. ECCAIRS user training
8. Workshops and exercises

## **2.10 Recordkeeping**

- 2.10.1 It is imperative that an accurate and permanent record be created to record the training completed by each Inspector. This record should be carefully maintained from the time the Inspector is hired into the CAA until the time he retires from the CAA. The CAA should have a policy about retention of training records. Normally these records are kept permanently, in case a question of an Inspector's qualification should ever come up at a future date.
- 2.10.2 Recordkeeping under the ICBF can be accomplished by any appropriate method, using either a hard-copy paper system or a computer software program or web based internet system. The ICBF provides the Training Profile Worksheet for Inspectors which can be used as a simple permanent hard-copy record keeping system for CAA.
- 2.10.3 Most organizations, however, will prefer to use the software provided with the Inspector Competency Building Framework (ICBF). The ICBF Training Record software is a computer database program that runs on Microsoft Access or other training record software. The software addresses training record-keeping requirements for all CAA inspectors and also includes automated report functions for managers. The software creates a comprehensive record of the formal classroom training and on-the-job training that has been completed by each Inspector during his career. A further description and complete instructions for the use of the ICBF Training Record are found in the ICBF Training Record section.

## **2.11 Position Descriptions**

- 2.11.1 Position Descriptions are used by the CAA for administrative control to assign an Inspector to a particular job function or specialty. They may contain administrative information such as pay grade, and descriptions of the employee's areas of responsibility.
- 2.11.2 Position Descriptions do not specify training requirements. Training requirements are specified in the Inspector Training Profiles and are based on the individual Job Tasks that an inspector will be asked to perform.
- 2.11.3 Position Descriptions (PDs) have been provided for ten inspector specialties in common use.

### **1. Aircraft Operations:**

- New Hire/ Developmental Inspector
- Flight Operations Inspector
- Aircraft Dispatcher Inspector
- Cabin Safety Inspector

### **2. Airworthiness:**

- New Hire/ Developmental Inspector
- Maintenance Inspector
- Avionics Inspector
- Engineering Inspector
- Aircraft Manufacturing Inspector

**3. Air Traffic Services:**

- New Hire/ Developmental Inspector
- Air Traffic Services Inspector
- AFIS Inspector
- Aeronautical Information Services (AIS) Inspector

**4. Communication, Navigation, Surveillance:**

- New Hire/ Developmental Inspector
- CNS Inspector

**5. Aerodrome:**

- New Hire/ Developmental Inspector
- Aerodrome Inspector
- Airport Design Inspector
- Fire-Fighting Inspector
- Heliport Inspector
- Airport Mechanical Inspector
- Airport Electrical Inspector

**6. Dangerous Goods:**

- New Hire/ Developmental Inspector
- Dangerous Goods Inspector

**7. Supervisory Personnel:**

- Aircraft Operations Unit Supervisor
- Airworthiness Unit Supervisor
- Air Traffic Services Unit Supervisor
- Communication, Navigation, Surveillance Unit Supervisor
- Aerodrome Unit Supervisor
- Dangerous Goods Unit supervisor
- Air Transport Unit Supervisor
- Area Manager

2.11.4 The New Hire/ Developmental PD should be issued to all inspector personnel at the time they are hired. The Principal Inspector PDs should be issued to an inspector only after he has completed the *Minimum Core Training* requirements specified in this guidance. The Aircraft Dispatcher, Cabin Safety, Avionic, Engineering, Aircraft Manufacturing, AFIS, Airport Design, Fire-Fighting, Heliport, AIS, Airport Mechanical, Airport Electrical, and Supervisory PDs should be issued only after completion of all core training as well as the additional specialized training shown in the Training Profiles. In this way issuance of a PD assigns inspector responsibilities, and also serves to indicate that the inspector has completed all training that is required for that assignment.

## Chapter 3 OJT PROGRAM

### 3.1 OJT system process

On-the-Job-Training (OJT) is:

*“OJT is planned training conducted at a work site by an authorized instructor. This type of training provides direct experience in the work environment in which the employee is performing or will be performing on the job.”*

On-the-Job-Training is required by ICAO and is discussed in ICAO document 9734, Safety Oversight Manual.

The goal of the Inspector Competency Building Framework (ICBF) is:

*To establish and maintain a training system that provides up-to-date, performance-based training to meet the evolving, real-time needs of the workforce and the aviation industry.*

Structured OJT is a critical component of the ICBF system. It is a core training process that is required in CAA training program. An effective OJT Program fulfills the international obligations required of ICAO member States and contributes to the vision and goals of the CAA.

Four goals have been established by the CAA to achieve this vision:

Goal 1: Provide a complete, effective training curriculum that helps employees perform their job responsibilities well and in accordance with the overall policies and direction of CAA.

Goal 2: Establish processes to ensure training is current and well-designed, can be tailored to the needs of individual employees, and is administered in a fast and flexible way in response to changing needs.

Goal 3: Build and maintain a training infrastructure – including technology, organization, and facilities – that efficiently provides the services and support that managers and employees need to get the most out of training.

Goal 4: Gain support from CAA management and employees for the commitments of money, time, and other resources necessary to ensure an effective training system.

This part of the OJT Guide discusses management implementation of the OJT *system* process. This process consists of three phases:

Phase 1. Planning

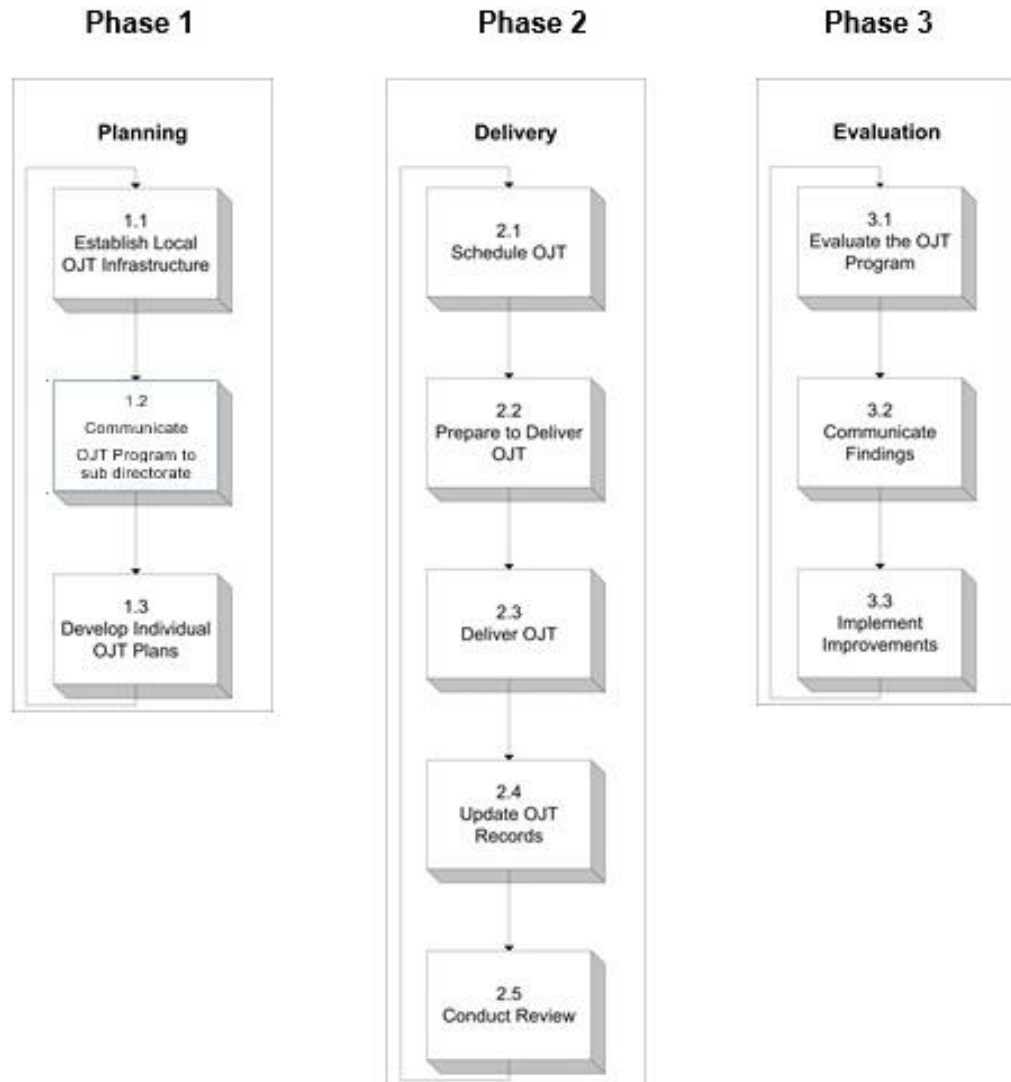
Phase 2. Delivery

Phase 3. Evaluation

These system management phases should not be confused with the three levels (steps) of the OJT *training* process that are utilized during the actual conduct of OJT for new inspectors. These three levels are discussed in Step 2.3, and detailed guidance for the actual conduct of OJT is provided in this chapter, Training Guidance, at the end of this chapter.

The three high level phases that are used to implement the OJT *system* within the CAA are shown in the three graphics below. Although these phases are separate and have distinct

actions and roles, they are also cyclical and continual in nature. The OJT program should be constantly re-evaluated and amended as the needs of the CAA or even of an office change.



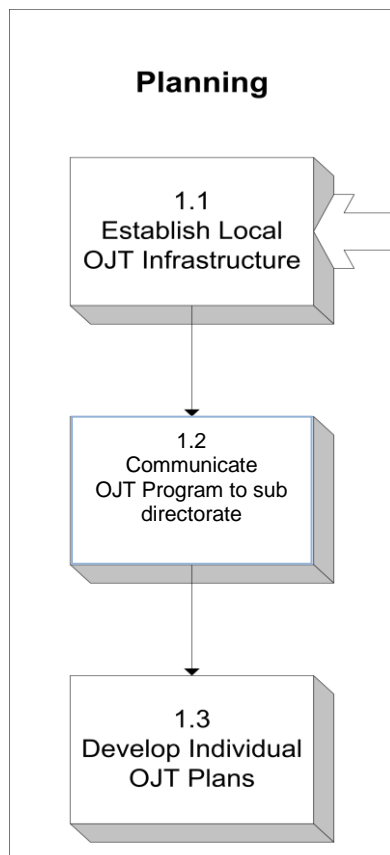
### 3.2 Phase 1 – Planning

#### Summary

The diagram below depicts the steps and key participants in the OJT Planning Phase. This phase consists of planning for all aspects of the program – from the overall office needs to final development of the individual trainee.

#### 3.2.1 Step 1.1 Establish local OJT Infrastructure

Step 1.1 – Key Participants		
Area Manager / Office Director	Deputy Director/ Head of Section/ CAA Training Manager	OJT PM



#### Overview

The first step in the planning phase is to establish the local OJT Infrastructure. This includes establishing the resources needed for the program and determining the tasks that the office needs as an initial profile. During this step of the planning phase, the designated OJT program manager (PM) will conduct activities to establish the OJT Program in the sub directorate or to implement change in the OJT Program.

#### Process

##### Select the OJT Program Manager

The Director should select an OJT program manager. This person should be someone who wants the job and meets the criteria. The program manager is very important to the success of the OJT program within the sub directorate. He/she has the responsibility to see that the program is implemented according to national policy and this guide. An example of a letter that can be used to designate the OJT Program Manager can be found in Appendix of this chapter.

The following criteria should be used when selecting an OJT Program Manager:

- Desire to be a program manager
- Ability to communicate with people at all levels
- Ability to make presentations to groups
- Ability to set up a program and to oversee its implementation
- Knowledge of OJT instruction
- Willingness to track OJT for each employee in the office
- Attention to detail
- Ability to complete a course of training on instructional techniques



### Review the Needs of the Sub Directorate

A review of the special needs of the sub directorate should be conducted and compared to the Job Tasks listed in the standardized Training Profiles for all type of Inspectors. Additional job tasks may be added to an inspector's training profile when required to fulfill a special need of the sub directorate.

### Select OJT Instructors

The Director, CAA training manager and the OJT PM should estimate instructor requirements in planning the OJT program. At a minimum, there should be one instructor for each represented occupational specialty in the office. As a maximum, not more than 25% of all employees in each sub directorate should be OJT instructors. When selecting OJT instructors consider the following: How many employees, including new hires, are expected to need OJT for the planning period? What knowledge and skills will the OJT instructors require? What specialties are represented in the needed training? This should come from the profiles developed earlier. How can instructor resources be best utilized?

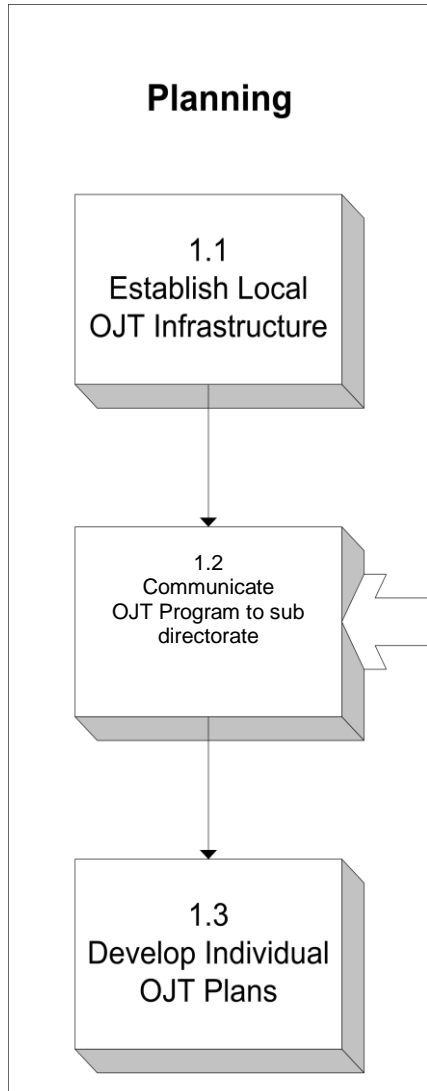
The following criteria should be used to identify OJT instructor candidates:

Qualification in the job specialty and job tasks they are intended to teach Advanced knowledge, skill, and experience that match the identified training needs along with the necessary skills to support and enhance training and create a learning environment Ability to demonstrate a task in a clear and logical order Willingness to prepare training, instruct and coach trainees on performance of tasks being trained. Ability to communicate technical information, concepts, and procedures clearly, concisely, and positively in a variety of ways.

Desire to be an instructor Compliance with the standards and definitions of professionalism. It is important for all instructors to attend a course of training on instructional techniques to ensure consistency in delivering OJT and in evaluating trainee progress. The OJT PM will work with the instructor to reinforce training concepts and the value of a structured, planned training activity for each trainee. Once individuals are appropriately trained to be OJT instructors, the Area manager will prepare and sign a letter stating that the individual meets the criteria to be an instructor, that he has completed the formal training course on instructional techniques and is authorized as an OJT instructor. An example of a letter that can be used to authorize an OJT instructor is in Appendix this chapter. The letter will list the specific roles and responsibilities assigned to the OJT instructor if different from those roles and responsibilities listed for OJT instructors in this guide. Only those OJT instructors who are so authorized are considered to be OJT instructors under the CAA training manager.

### 3.2.2 Step 1.2 – Communicate OJT Program to Sub Directorate

<b>Step 1.2 – Key Participants</b>
OJT PM



#### Overview

A successful implementation of OJT in the sub directorate depends to a great extent on communication between all of the people involved in the program.

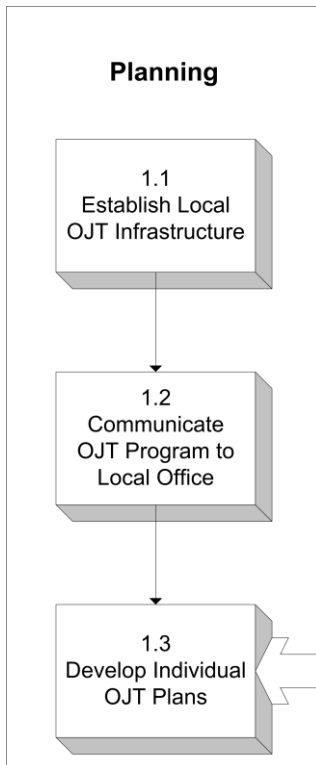
#### Process

The OJT PM will schedule and facilitate any communication regarding the OJT program in the sub directorate. There should be an annual meeting of all personnel to discuss changes, if any, in the OJT Program and to enlighten new employees about OJT. Ongoing communication may be individual or in small groups as needed. Topics to be discussed by the OJT PM are as follows:

- Describe the ICBF OJT Program
- Introduce key participants and describe their roles and responsibilities
- Provide the newest versions of all ICBF documents
- Discuss how OJT plans are developed
- Describe how OJT will be tracked and recorded using the ICBF Training Record
- Answer questions about the OJT Program
- Build a *Positive Safety Culture* in the sub directorate through communication, training, and information sharing.

### 3.2.3 Step 1.3 – Develop Individual OJT Plans

Step 1.3 – Key Participants		
OJT PM	Area Manager /Director/ Deputy Director/ Head of Section/ CAA Training Manager	Trainee



#### Overview

The OJT PM should arrange a meeting with the trainee and the Area Manager /Deputy Director/Head of Section/ CAA Training Manager. The purpose of this meeting is to develop the Trainee’s individual OJT plan. This requires the following six actions:

1. Review the OJT process
2. Agree on the Job Tasks for which OJT must be conducted
3. Assess the previous experience of the trainee
4. Agree on the formal classroom training courses that the trainee must complete
5. Provide resources
6. Set up the Training Record for the trainee

#### Process

##### Develop the Trainee’s Individual OJT Plan

#### 1. Review the OJT process.

The OJT PM should review training program expectations and responsibilities to be sure that the trainee understands the process. The following points should be discussed:

- Review the importance and goals of OJT
- Review the roles of the trainee, OJT instructors, Area Manager/Director/Deputy Director/Head of Section/CAA Training Manager, and OJT PM
- Review the OJT process
- Inform the trainee that OJT is a means of receiving individualized training but does not substitute for required formal classroom training.

#### 2. Agree on the Job Tasks for which OJT must be conducted.

The Deputy Director must consider the proposed work assignment for the trainee. He may decide that the trainee should become proficient in all the job functions performed in the sub directorate, or in only

some subset of the functions. The trainee must complete OJT and the formal classroom training associated with each Job Task that he will be asked to perform without assistance.

- Print out a blank copy of the ICBF Training Profile Worksheet for the trainee's specialty.
- The Deputy Director should review this Training Profile Worksheet and decide which tasks should be completed by the employee. An employee is not required to complete OJT on all Job Tasks in any given category. There may be some Job Tasks that an employee never has to complete because his work assignment does not include those tasks.
- Using a pen or pencil, the OJT PM should mark the trainee's Training Profile Worksheet as instructed by the Deputy Director. To accomplish this, enter a date in the column labeled "Planned Start Date" for each of those job tasks that are specified by the Area or Office Manager. Job Tasks that do not have to be completed can be left blank. The trainee will be expected to complete OJT for those tasks that have a planned start date entered.

### 3. Assess the previous experience of the trainee.

The OJT PM should assist the deputy director to assess the trainee's previous experience. The following points should be discussed:

- Ask questions about the employee's previous work experience and formal training. This may include work in another department of the CAA, formal CAA classes, courses conducted by a foreign training center, computer-based instruction (CBI), Internet or Web based training, etc.
- In cases where the trainee has substantial prior experience or has received prior formal training directly related to his present work assignment, the employee may be granted credit up to the first two levels of OJT for certain tasks. The deputy director will make the final decision on granting this credit after assessing that the trainee's knowledge is satisfactory on those specific tasks.

### 4. Agree on the formal classroom training courses that the trainee must complete.

Review the mark-up copy of the Training Profile Worksheet to locate those Job Tasks that have a Planned Start Date entered. Circle the formal classroom training course that is associated with each of these Job Tasks. These are the formal courses that will have to be completed by the trainee. Before completing Level III OJT on any Job Task, the trainee should normally complete the formal training course associated with that Job Task. In any case trainees must complete both the formal course and all OJT before being signed-off by the deputy director, and before being assigned to accomplish any particular job task without supervision.

### 5. Provide Resources.

In order for the trainee to complete the required training the deputy director must arrange for and provide the necessary resources. The following items should be considered:

- Schedule the trainee for required formal classroom training courses.
- Provide required manuals, handbooks, access codes, hardware, and tools.
- Assign an instructor to begin the OJT training. The trainee may have several instructors during OJT, but each should follow the training plan and work on the tasks that have been identified in the Training Record.
- Coordinate with additional personnel and arrange for travel and funding as necessary to provide sufficient opportunities for the trainee to participate in the specified CAA job functions.
- Discuss the proposed completion date for the OJT program and mark those tasks in the Training Record that should be completed by the next review meeting (see Step 2.5).
- At the end of the meeting the trainee should know which OJT tasks he needs to complete and a timeframe for getting them accomplished.

6. Set up the Training Record for the trainee.

After the meeting the OJT PM should establish a permanent Training Record for the trainee.

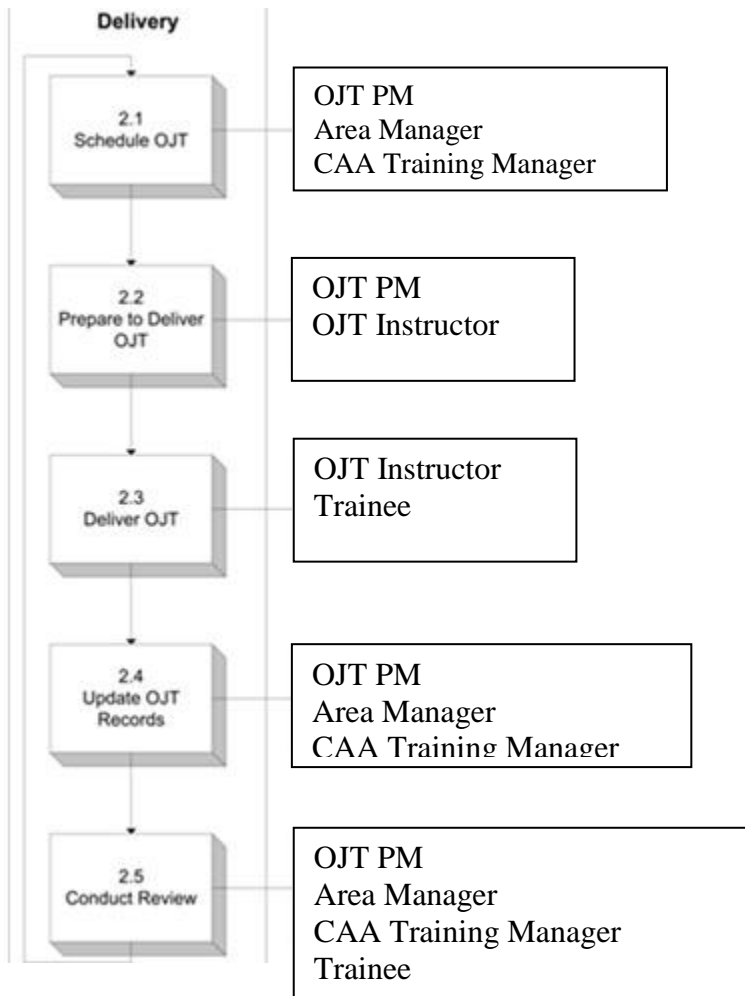
The ICBF Training Record software is an integral part of the Inspector Competency Building Framework (ICBF). When setting up the Training Record software, refer to the hard copy of the Training Profile Worksheet that you marked-up in the steps above.

- Enter the new employee into the ICBF software database.
- Transfer the Planned Start Date for each Job Task from the Training Profile Worksheet mark-up copy into the ICBF Training Record software. Job Tasks that do not have to be completed should be left blank.
- Make appropriate entries to show any OJT training that has already been completed. Enter “CR” for the OJT Instructor initials for any Job Tasks that will be granted Level 1 or 2 credit for prior experience and training.
- If the employee has already completed any of the formal classroom training courses, enter the formal course completion date in the appropriate formal course box.
- After all the entries have been made, use the software to automatically print out a hard copy of the Training Summary Report. Review this report with the trainee to be certain that it is correct and that all points have been agreed upon. Explain that the report will be reviewed quarterly, and the trainee’s progress will be appropriately recorded and updated at that time.
- Provide the trainee with a hard copy print out of his Training Summary Report.

### 3.3 Phase 2 – Delivery

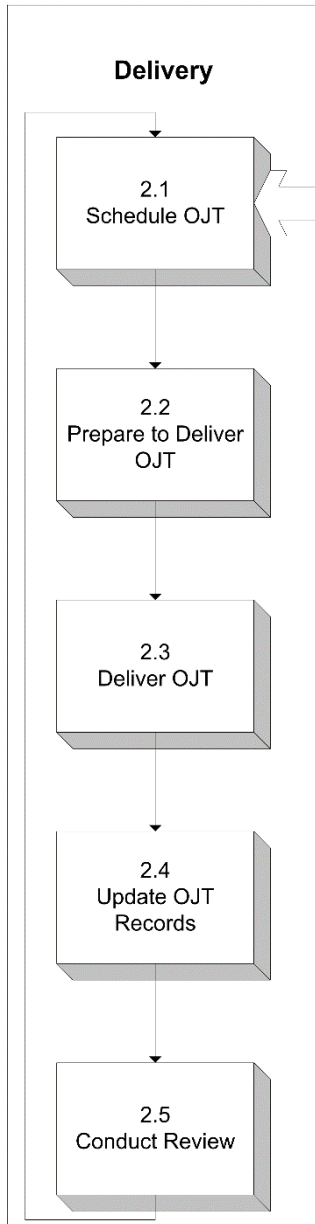
#### Summary

The diagram below depicts the steps and key participants in the OJT Delivery Phase. This phase consists of the actual conduct of the training from initial scheduling through final progress review. Steps 2.4 and 2.5 may be completed simultaneously. “Front Line Manager” may refer to the trainee’s Area Manager or Supervisor as appropriate.



### 3.3.1 Schedule OJT

Step 2.1 – Key Participants			
OJT PM	Deputy Director	OJT Instructor	Trainee



#### Overview

An important part of scheduling OJT is to ensure that sufficient time is allowed the OJT to take place. It is also important to review the scheduling during Step 2.5 to ensure that the plan established in Step 1.3 is still reasonable.

#### Process

The trainee and OJT instructor will jointly develop a proposed schedule for providing training according to the trainee’s individual OJT training plan developed in Step 1.3.

The Deputy Director will ensure that sufficient time is allotted to allow the OJT to take place. When practical, the trainee’s work program should be adjusted to accommodate the instructor’s schedule. When allocating work time to accomplish OJT, consideration should be given to the specific level of the OJT training to be accomplished (Level I, II, or III) and the complexity of the task. The following should be considered for the different levels of training:

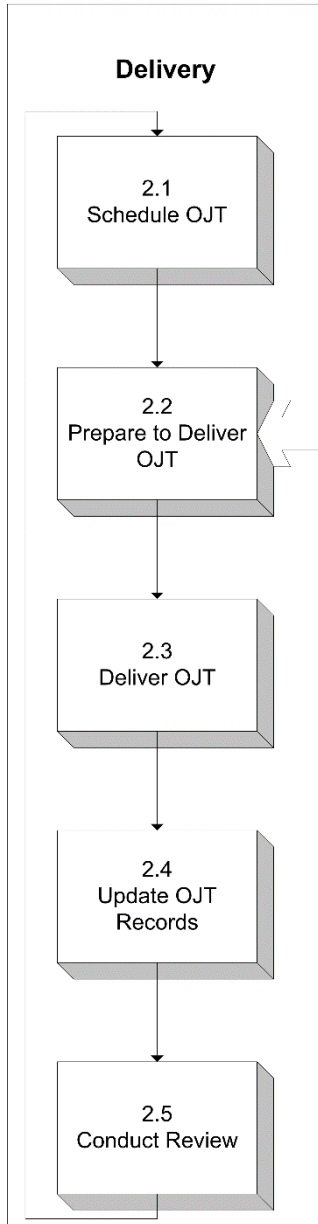
Level I training is typically a self-study effort on the part of the trainee with guided discussion and validation conducted by the OJT instructor afterwards. The time allowed for this should be appropriate to the complexity of the task and the amount of material to be studied.

Levels II and III involve the actual performance of the task. A good general guideline is to take the normal amount of time to conduct the task and add an additional 50% of that time to allow for instruction and questions. For example, a task that normally takes 1.0 hour should be allowed 1.5 hours for OJT.

As the process of scheduling OJT is continuous in nature, the schedule for delivering OJT should be updated as opportunities for OJT arise.

### 3.3.2 Prepare to Deliver OJT

Step 2.2 – Key Participants	
OJT PM	OJT Instructor



#### Overview

OJT instructors need to be experienced in the tasks they are assigned to teach. Having this experience, however, is not a substitute for proper planning of a training exercise. It is important for the instructor to prepare for the lesson to ensure that all relevant information is included and presented in a logical order. In order to achieve efficient and effective results, instructors need to plan each lesson carefully.

#### Process

When preparing for the delivery of OJT, instructors should review the Job Task Analysis, associated technical guidance materials, and OJT Training Guidance (Appendix 3 this chapter).

##### 1. Job Task Analysis

Review the Job Task Analysis for the task to be presented.

Gather all needed equipment, hardware, and software.

Determine if assistance from other sources is needed regarding the task and how it should be performed. If personnel other than an authorized OJT Instructor are used as informational resources, the training should be observed by an authorized OJT instructor to ensure compliance with the training plan and other objectives contained in this Guide.

Create a specific lesson plan for the training event when necessary to properly organize the training.

Finalize logistical arrangements for training in the office or off-site as appropriate to the training event.

##### 2. Guidance Materials

Review all technical guidance material to ensure that the training will be conducted in accordance with current approved procedures. These guidance materials may include such things as orders, handbooks, CAA regulations, ICAO publications and other documents that are relevant to the task.

##### 3. OJT Training Guidance

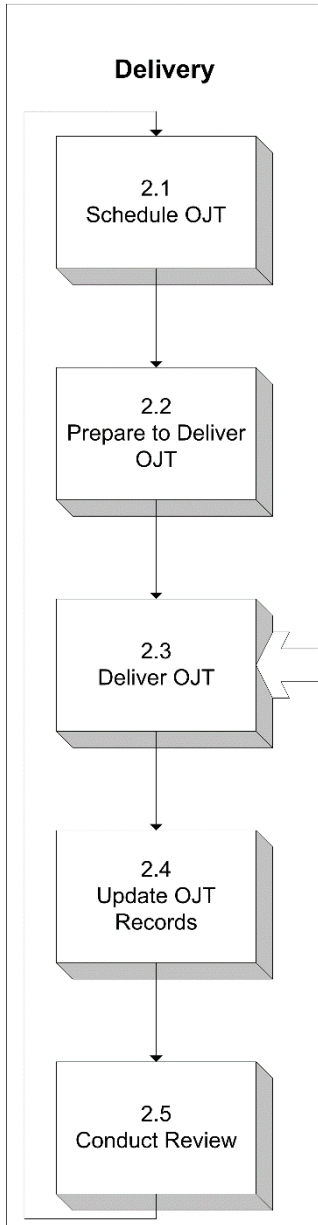
The OJT Training Guidance provides specific information about each level of training including objectives, delivery techniques, and the validation process. It serves as a concise review and reminder of the OJT process. It can be used as a

checklist or Job Aid during the conduct of OJT to ensure that each important point is addressed.



### 3.3.3 Deliver OJT

Step 2.3 – Key Participants	
OJT Instructor	Trainee



#### Overview

Instructors should deliver OJT in accordance with the processes and policies specified in the Inspector Training Method and with the technical guidance provided by the CAA Office. Delivery of OJT includes teaching the task and validating the success of the training.

#### Process

##### The OJT Instructor Process

The OJT training process follows a logical progression of three levels as shown in the table below.

Level	Trainee	Instructor
Level I Knowledge	Study	Discuss
Level II Understanding	Observe	Demonstrate
Level III Performance	Perform	Evaluate

Level I training is typically a self-study effort on the part of the trainee with guided discussion and validation conducted by the OJT instructor afterwards. Levels II and III involve the actual performance of the task.

Each task assigned to a trainee requires certification at all three levels. Normally, this certification is achieved by conducting training for each of the three levels. Levels I and II may be waived, however, as discussed in Step 1.3 above. This means that OJT training may be credited when the trainee has taken acceptable forms of training elsewhere, such as classroom training or computer-based training. Both formal training and OJT are integral parts of a well-developed training program and should be scheduled to complement each other.

#### Teach the Task

The content of each training session must be appropriate to the task and to the level of training that is being presented. The conduct and content of training events will be different for OJT Level I, II, or III.

A typical OJT training event will include some or all of the following activities:

- Establish a training environment
- Develop a rapport with the trainee

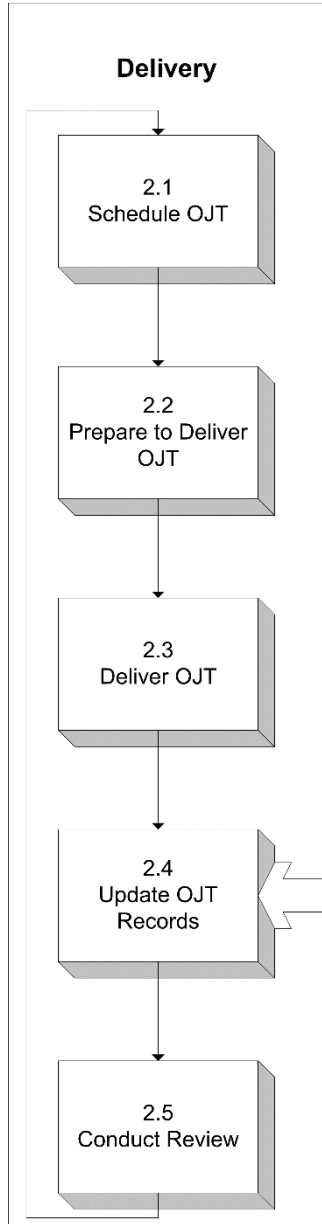
- State learning objectives and expected performance outcomes
- Review technical requirements
- Assess the trainee's existing knowledge and skill in performing the task
- Demonstrate tasks
- Motivate the trainee
- Observe the trainee perform the task
- Allow sufficient time for the trainee to practice task
- Ask questions to check for understanding
- Provide explanations
- Review and summarize information
- Provide feedback and evaluate the trainee's performance
- Provide additional training when necessary

*Validate Trainee Achievement of Objectives*

At the end of each training session the instructor will validate that the trainee has successfully completed that session before notifying the OJT PM that training is complete. The OJT Training Guidance document in Appendix this chapter has a standard assessment process for each OJT Level.

### 3.3.4 Update OJT Records

Step 2.4 – Key Participants		
OJT PM	Director	OJT Instructor



#### Overview

Permanent training records must be maintained for each employee. This can be accomplished using a computer software program.

The ICBF Training Record software is a database is used to track each trainee’s progress through the ICBF training program. The ICBF Training Record documents training status and serves as a permanent record of all training completed by the employee during his entire career.

The OJT PM is responsible to maintain and update Training Records. This responsibility may be delegated to the OJT instructors when necessary. Entries should be updated as training is delivered. OJT PMs, Director, and OJT instructors have written access to the Training Records. Trainee’s have read-only access to their own records.

#### Process

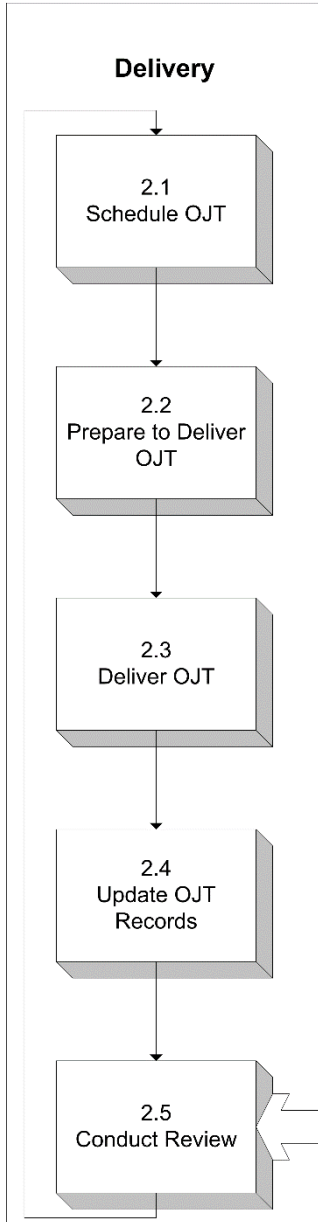
When a training event is successfully completed the OJT instructor should notify the OJT program manager and the Area Manager/Office Director. This can be done via e-mail or another locally implemented procedure that will provide a record that a trainee has completed training on a task. The notification should include:

- The task trained
- The level of training completed
- The date that training was completed
- Confirmation that the trainee successfully achieved the objectives

With the Area manager/ Office Director’s approval the OJT PM or OJT instructor will then update the trainee’s records with the new information.

### 3.3.5 Conduct Review

Step 2.5 – Key Participants		
OJT PM	Director	Trainee



#### Overview

A simple review of the trainee’s OJT performance should be conducted at the end of each OJT training session.

More in-depth reviews of the trainee’s progress in the OJT training program should be conducted quarterly, or as needed. The frequency of these reviews will depend on various factors such as the amount of OJT assigned, problems encountered, and the changing needs of the office. This meeting should be attended by the Director, OJT PM, and trainee.

#### Process

The OJT program manager should schedule a meeting with the trainee and the Director. The following areas should be discussed:

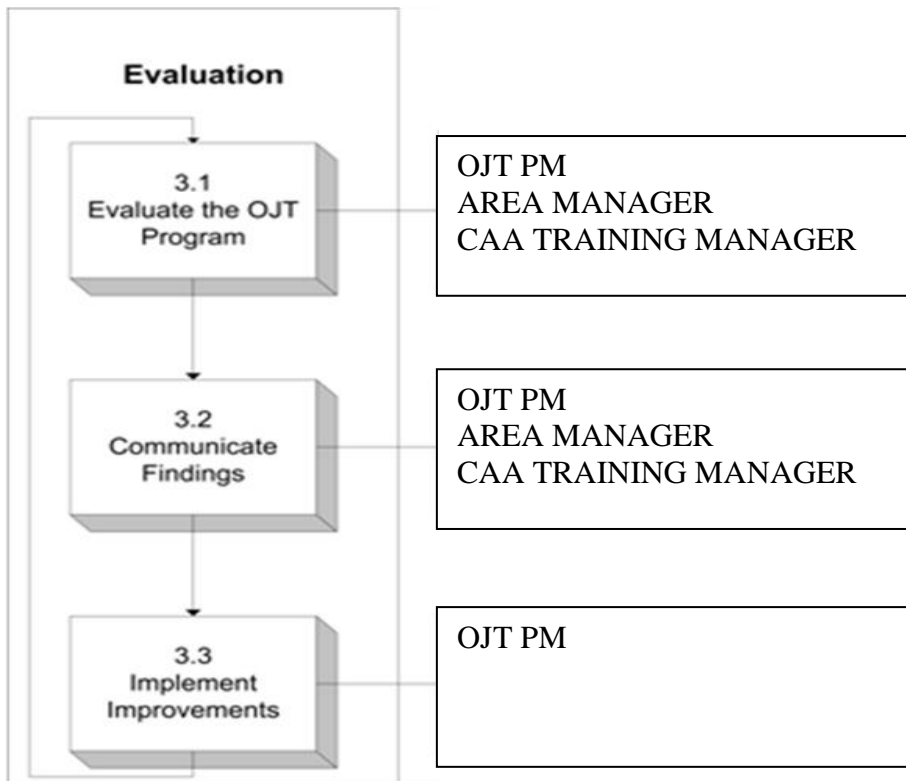
- Review of OJT since the last meeting
- Present training status
- Accuracy of completed tasks
- Trainee feedback on the OJT process
- Problems encountered
- Modification of trainee’s OJT plan as needed
- Identification of next tasks to be presented
- Identification of opportunities for OJT

If problems are encountered between the trainee and his instructor, the OJT PM or Area Manager / Office Director should meet with the instructor to discuss the issues and provide coaching as needed. Assignment of OJT instructors is the responsibility of the Director. The OJT PM should record the date of the review meeting in the training record along with any comments if necessary.

### 3.4 Phase 3 – Evaluation

#### 3.4.1 Summary

The diagram below depicts the steps and key participants in the OJT Evaluation Phase. This phase consists of evaluating the effectiveness of the OJT Program at the sub directorate. This phase is cyclical in nature and operates as a continuous process of evaluation, communication, and improvement.

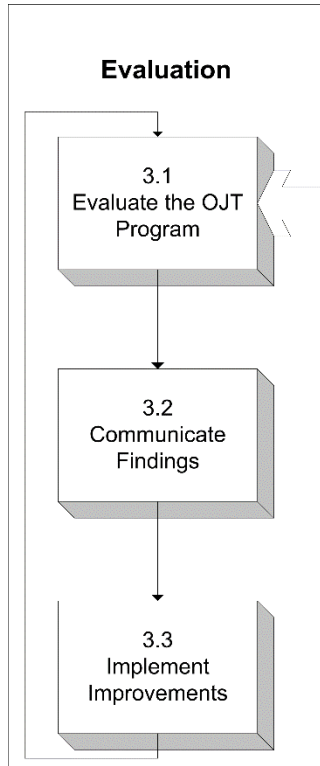


### 3.4.2 Step 3.1 – Evaluate the OJT Program

Step 3.1 – Key Participants			
OJT PM	Director	Trainee	OJT Instructor
Deputy Director	Head of Section		CAA Training Manager

#### Overview

The evaluation phase is a continuous process of analyzing information in order to improve the effectiveness of the training program. Appendix 5 & 6 at the end of this chapter present some sample questions that can be used to conduct evaluations of the OJT program at the sub directorate.



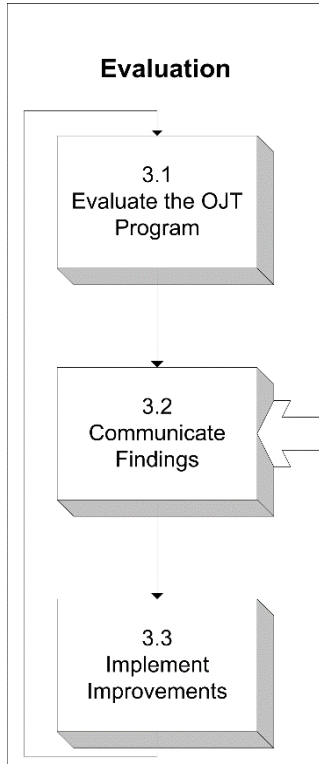
#### Process

##### Sub Directorate

The program should be evaluated by the sub directorate OJT PM with the input of OJT instructors, trainees, CAA Training Manager, Head of Section, Deputy Director and Director / Area Manager. This evaluation should be done at least once a year. The OJT PM will evaluate the OJT program through meetings and observation. The review meeting (See Step 2.5) is one way of determining if the OJT program is working properly. The feedback should be analyzed, and suggested changes discussed with the office Director/ Area Manager.

### 3.4.3 Step 3.2 – Communicate Findings

Step 3.2 – Key Participants	
OJT PM	CAA Training Manager



#### Overview

Evaluation findings should be communicated clearly, and information shared with all stakeholders. Findings from an evaluation may indicate a localized issue to be addressed individually or may indicate a systemic issue that needs to be communicated at a higher level.

#### Process

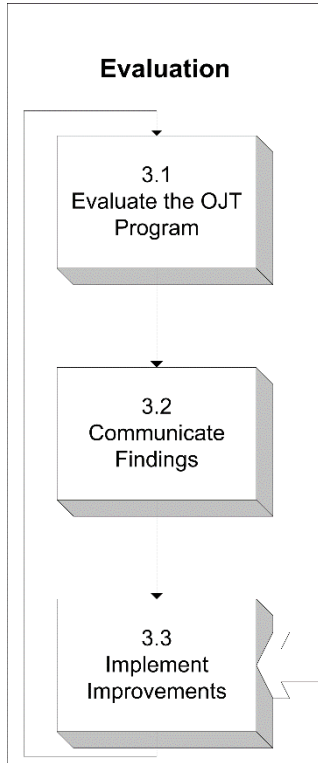
##### Sub Directorate

The OJT PM is responsible for communicating program suggestions and changes to each local office as described in Step 1.2. This can include any recommendations arising from the evaluation.

The OJT PMs will discuss the status of the program, problems encountered, and suggestions for improvement. The results of these evaluation will be provided to CAA management.

### 3.4.4 Step 3.3 – Implement Improvements

<b>Step 3.3 – Key Participants</b>	
<b>OJT PM</b>	



#### Overview

The goal of the evaluation phase is to identify problem areas and to implement improvements. These improvements may include anything from simple changes in local office procedure to systemic changes in national policy. Any changes that affect the processes discussed in this guide should be accompanied by written revision of this guide as appropriate.

#### Process

The OJT PM is critical in implementing changes as needed to ensure the sub directorate develops the skills and capabilities it needs. The OJT PM will develop an implementation plan for needed improvements, answering the following types of questions:

- What improvements are needed to the OJT Program?
- What are the benefits of these improvements?
- What are the competing needs?
- Do these improvements affect national standards and policies?
- What approvals are needed?
- What funding is needed? Who will provide this funding?
- What is the plan for implementing improvements?
- Who is responsible for carrying out the improvements?
- What is the estimated timeline?



### 3.5 SAMPLE OF JOB TASK ANALYSIS FOR OJT

**ICBF Job Task #:** AIR 2.001

**Title:** Certification Phase I: Pre-Application Phase - (Gate I)

**Approval Date:** 1 October 2019

**Comments:** Not Operator Specific

**Inspector Type:** Airworthiness/Avionics

**Training Category:** Air Operator Certification

**Frequency:** On Demand

**Associated Job Task #s:** 3.3.196, 3.3.214

**Regulation References:** CAR 135.033

**CAA Forms:** CAA FORM 120-01

**Guidance Material References:** ICAO Doc. 8335

**Job Task Description:**

To certificate an Air Operator or Air Agency in accordance with the appropriate Regulations for Preapplication Phase I – (Gate I)

**Job Performance Subtasks:**

1. Receive initial inquiry.
  - 1.1 Refer applicant to correct CAA Office.
2. Conduct applicant orientation meeting.
  - 2.1 Perform preliminary discussions.
3. Receive Pre-Application Statement of Intent (PASI).
  - 3.1 Open work tracking records.
  - 3.2 Review and acceptance of PASI.
4. Assign certification team.
5. Assign certificate number.
  - 5.1 Initiate certification file.
6. Conduct pre-application meeting.
7. Provide package of pre-certification information.
8. Brief the applicant on certification process, pertinent regulations, and economic authority requirements.
9. Verify information on the PASI.
10. Explain the requirements of the formal application.

- 10.1 Explain the formal application letter.
- 10.2 Describe formal application attachments.
- 11. Conclude pre-application meeting.
  - 11.1 Termination of the pre-application phase.
  - 11.2 Terminate the certification file.
  - 11.3 Close work tracking records.
  - 11.4 Proceed to formal application phase of certification process.

**ICBF Job Task #:** AIR 3.001

**Title:** Plan a Surveillance Work Program

**Approval Date:** 1 October 2019

**Comments:** Operator Specific

**Inspector Type:** Airworthiness

**Training Category:** Surveillance

**Frequency:** On Demand, Scheduled

**Associated CAA Job Task #s:** 2.5.021

**Regulation References:** CAR 121.38

**CAA Forms:** CAA FORM 120-88

**Guidance Material References:** ICAO Document 9760

**Task Description:**

To develop a surveillance plan by determining types of inspections and frequency and IAW national program guidelines.

**Job Performance Subtasks:**

1. Receive annual National Flight Standards Work Program Guidelines (NPG) from Headquarters and/or recognize a new inspection requirement.
  - 1.1 Open Work Tracking Record.
2. Develop surveillance plan.
  - 2.1 NPG data.
  - 2.2 Previous inspection results.
  - 2.3 Accident/incident information.
  - 2.4 Compliance history.
  - 2.5 Complaints.
  - 2.6 Other related information.
3. Submit for management review/approval.
  - 3.1 Make corrections if required and resubmit.
4. Print final approved plan.
5. Close Work Tracking Record.

**ICBF Job Task #:** AIR 4.001

**Title:** Conduct Written Test for Personnel Licensing

**Approval Date:** 1 October 1019

**Comments:** Not Operator Specific

**Inspector Type:** Airworthiness

**Training Category:** Personnel Licensing

**Frequency:** On Demand

**Associated CAA Job Task #s:** NONE

**Regulation References:** CAR 65.26

**CAA Forms:** CAA FORM 65-001

**Guidance Material References:** ICAO ANNEX 1

**Task Description:**

**To Determine Eligibility and Conduct Written Test for Personnel Licensing**

**Job Performance Subtasks:**

1. Request from Airman to take written test.
  - 1.1 Open work tracking record.
2. Have applicant sign in with date and time. Verify positive identity of applicant through State issued Identification.
3. Review Airman's Application for testing, and all documents to insure completion of approve course, and that all prerequisites have been met.
4. Verify the applicant has only the required material needed to take the written test.
5. The applicant should be briefed on any time requirements and procedures to be taken if applicant must leave the secure testing room for any reason.
6. The written test should only be administered in a secure room by an authorized CAA Inspector where the applicant can be monitored.
7. Once the test is completed insure all test materials are collected. If the test will not be graded at that time, have the applicant sign out and brief when the test will be graded and how the applicant will be made aware of the results.
8. If the test will be corrected upon completion debrief the applicant in all the areas of missed questions.
9. If a passing grade was achieved issue the appropriate certificate. If a passing grade was not achieved inform the applicant when they can return to retest and any requirements or additional sign offs required by training personnel or by the CAA.
10. Close work tracking record.

**ITS Job Task #:** OPS 1.001

**Title:** Employee Benefits

**Approval Date:** 1 October 2019

**Comments:** Not Operator Specific

**Inspector Type:** Operations / Airworthiness

**Training Category:** Indoctrination

**Frequency:** On Demand

**Associated CAA Job Task #s:** None

**Regulation References:** HRD 01

**CAA Forms:** CAA FORM 01-99

**Guidance Material References:** ICAO Doc. 9734

**Task Description:**

Accomplish initial and routine tasks associated with CAA employment benefits, including all necessary functions to manage employee pay checks, leave, health, and retirement.

**Job Performance Subtasks:**

1. Completion of forms, paperwork, banking, and Internet functions as required to receive pay check.
2. Obtain information on CAA benefits, registration, and tracking procedures.
3. Obtain information on annual and sick leave allowances, use of leave, and tracking procedures.
4. Obtain information on health care options, completion of required paperwork, and use of the health care system.
5. Obtain information on the CAA retirement program, employee options, and tracking procedures.

**ICBF Job Task #:** OPS 4.712

**Title:** Conduct a Pilot Proficiency Check for Business Aircraft

**Approval Date:** 1 October 2019

**Comments:** Not Operator Specific

**Inspector Type:** Operations

**Training Category:** Personnel Licensing

**Frequency:** On Demand

**Associated CAA Job Task #s:** 3.1.007

**Regulation References:** CAR 121.34

**CAA Forms:** CAA FORM 121-045

**Guidance Material References:** ICAO Doc. 8335

**Task Description:**

To evaluate an applicant's performance during a pilot-in-command proficiency check conducted in accordance with Civil Aviation Regulations (CARs).

**Job Performance Subtasks:**

1. Receive request from applicant for a pilot proficiency check in accordance with CARs.
  - 1.1 Schedule appointment with applicant.
2. Review applicant's documents.
3. Determine if aircraft to be used in check is airworthy.
  - 3.1 If aircraft is not airworthy, brief applicant.
4. Determine applicant's eligibility.
  - 4.1 If applicant is not eligible, issue Notice of Disapproval.
5. Conduct practical test.
  - 5.1 Determine if practical test is satisfactory.
6. If applicant's performance is unsatisfactory, issue Notice of Disapproval.  
If applicant's performance is satisfactory, complete proficiency check documentation.

**ICBF Job Task #:** OPS 5.501

**Title:** Investigate an Aircraft Accident

**Approval Date:** 1 October 2019

**Comments:** Not Operator Specific

**Inspector Type:** Operations

**Training Category:** Investigations

**Frequency:** On Demand

**Associated CAA Job Task #s:** 1.1.001

**Regulation References:**

**CAA Forms:**

**Guidance Material References:** ICAO Doc. 8335

**Task Description:**

Understand the Guidance and Policy contained in ICAO Annex 13. Conduct and/or participate in an air carrier accident investigation.

**Job Performance Subtasks:**

1. Review accident notification details and initially determine CAA's participation. Review the accident notification and determine participant requirements.
2. Address the CAA's responsibilities (ICAO Annex 13) and coordinate CAA participation. Assign participant responsibilities.
3. Conduct and/or participate in the on-site investigation. Conduct and/or participate in the accident investigation and ensure CAA's areas of responsibility are addressed.
4. Evaluate and document results of investigation.
5. Complete accident investigation reports.

## APPENDIX

1. Training Need Assessment Form
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1. Training Need Assessment Form

**TRAINING NEED ASSESMENT FORM**

**STAFF NAME:**

**STAFF ID NO:**

Training needs assessment (TNA) is done annually or as necessary, when:

- a. New employment / New assignment;
- b. Changes are made to approval authorization;
- c. Additional training needs are required;
- d. Performance deficiencies are identified.

**Part 1. Training Needs Assessment**

Does the staff possess the following with regard to Job Function?

No	Description	COMPLIANCE STATUS		
		YES	NO	N/A
1	Relevant working experience?			
2	Related Skill and Knowlegde?			
3	Understanding of National Civil Aviation Safety Regulation?			
4	Computer Software application?			
5	Indoctrination Training?			
6	Certification Training?			
7	Surveillance Training?			
8	Personnel Licensing (PEL) Training?			
9	Investigation Training?			
10	Job Skill Training?			
11	Specialist Training?			
12	Management Training?			
13	Other:			

**Part 2. Staff Remarks**

Acknowledged

Others (Please specify)

Name:

Sign:

Date:

**Part 3. Supervisor Recommendation**

Formal Training Class

OJT

Others (Please specify):

Name:

Sign:

Date:

**Part 4. CAA Training Manager**

Name:

Sign:

Date:

2. OJT Instructor letter Authorization



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## LETTER OF AUTHORIZATION

Date: <Date>  
From: AREA Director  
To: <Inspector Name>, <Office Name>  
Subject: Assignment as OJT Instructor

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You are hereby designated as an On-the-Job Training (OJT) Instructor for the Directorate of....., effective <Date>.

Your duties and responsibilities are as follows:

- All training is to be accomplished in accordance with CAA regulations and the requirements and procedures specified in the ICBF.
- Create an objective, constructive, and patient learning environment to support the training process.
- Provide structured and well-planned OJT training with clearly stated objectives and expected standards of performance.
- Make fair and accurate assessments of trainee knowledge and skill on specific tasks.
- Communicate regularly with the Area Director, Deputy Director, Head of Section, Area Training Manager, and OJT Program Manager about trainee progress and problems.
- Notify management when a trainee has successfully accomplished all elements of OJT on a particular Job Task and is now ready to accomplish that task without further assistance.
- Offer constructive suggestions and recommendations to improve the OJT process.

**On behalf of the DIRECTOR GENERAL OF CIVIL AVIATION**

**Director of .....**

3. OJT Program Manager Letter Authorization



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## LETTER OF AUTHORIZATION

Date: <Date>  
From: Director of .....  
To: <Inspector Name>, <Office Name>  
Subject: Assignment as OJT Program Manager

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You are hereby designated as an On-the-Job Training (OJT) Program Manager for the Directorate of ....., effective <Date>.

Your duties and responsibilities are as follows:

- Ensure that OJT program implementation is consistent with CAA policies and the requirements and procedures specified in the Inspector Training System.
- Effectively manage the OJT program in the Sub Directorate <name of sub directorate>.
- Facilitate the resolution of problems or issues that may impede the effective delivery of OJT.
- Make fair and accurate assessments of trainee knowledge and skill on specific tasks.
- Participate in quarterly meeting with other OJT managers to discuss the status of the OJT program and make recommendations for improvement.
- Assist the Director to identify additional tasks in the office that should be included in the OJT process.
- Set-up and maintain individual Training Records to certify training status and completion.
- Recommend OJT Instructor candidates to the Director.
- Monitor OJT instructor performance and provide coaching on effective methods and techniques.

**On behalf of the DIRECTOR GENERAL OF CIVIL AVIATION**

**Director of .....**

4. OJT Validation Level 1



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**OJT LEVEL 1 VALIDATION**

**NAME** :  
**ID NUMBER** :  
**DATE** :  
**PLACE** :  
**INSPECTOR TYPE** : AIR/OPS/PEL/AGA/ANS/AIG

**JTA** :

NO	DESCRIPTION	N/A	UNACCEPTABLE	ACCEPTABLE
1	Trainee can identify appropriate materials associated with the task (Rules, SI, Form, Equipment, etc)			
2	Trainee can define key terms and definitions associated with the task.			
3	Trainee can explain the task outcome (eg certificate and /or Ops Spec issuance, approval /disapproval)			
4.	Trainee can describe how the task is closed and documented in the work tracking record, operator file etc..			

Remarks:

**OJT LEVEL I RESULT:**  
 PASS / FAIL

**OJT INSTRUCTOR**

**OJT PROGRAM MANAGER**

SIGN/NAME

SIGN/NAME

5. OJT Validation Level 2



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**OJT LEVEL 2 VALIDATION**

**NAME** :  
**ID NUMBER** :  
**DATE** :  
**PLACE** :  
**INSPECTOR TYPE** : AIR/OPS/PEL/AGA/ANS/AIG

**JTA** :

NO	DESCRIPTION	N/A	UNACCEPTABLE	ACCEPTABLE
1	Trainee can describe the sequence of steps to accomplish the task.			
2	Trainee can describe how appropriate materials such as form and used to accomplish the task.			
3	Trainee can describe interactions with other CAA personnel required to accomplish task.			
4.	Trainee can describe coordination with operator that is required to accomplish the task.			

Remarks:

**OJT LEVEL II RESULT:**  
 PASS / FAIL

**OJT INSTRUCTOR**

**OJT PROGRAM MANAGER**

SIGN/NAME

SIGN/NAME

6. OJT Validation Level 3



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**OJT LEVEL 3 VALIDATION**

NAME :  
 ID NUMBER :  
 DATE :  
 PLACE :  
 INSPECTOR TYPE : AIR/OPS/PEL/AGA/ANS/AIG

JTA :

NO	DESCRIPTION	N/A	NO	YES
1	Did the trainee demonstrate sufficient knowledge to accurately complete the task?			
2	Did the trainee demonstrate all steps necessary to proficiently complete the task?			
3	Where the steps completed in proper order?			
4.	Did the trainee perform the task in a timely manner and without assistance?			
5.	Did the trainee properly judge the outcome of the task, and close it out in the correct manner?			

Remarks:

**OJT LEVEL III RESULT:**  
 PASS / FAIL

**OJT INSTRUCTOR**

**OJT PROGRAM MANAGER**

SIGN/NAME

SIGN/NAME

7. OJT Lesson plan



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OJT LESSON PLAN

<b>Task Name:</b>	
<b>Task Number:</b>	
<b>Occupational Specialty:</b>	
<b>Date Prepared:</b>	
<b>Estimated Time:</b>	

**Training Aids:**

References:

Required Forms:

Available Job Aids:

Audio-Visual Presentations:

Other Aids: (e.g., chart paper, simulator, etc.)

**Equipment and supplies required for the OJT task:**

**Computer File Names:**

Lesson Plan

PowerPoint Presentation

External Handouts

Other

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8. ICBF Training Record Worksheet

## AIR/OPS/AGA/ANS/AIG Inspector Training Profile Worksheet

Inspector Name:

**1.0 Indoctrination**

**1.000**

**Formal Course Name: New Employee Orientation (sample)**

**Formal Course Number: 1001**

**Date Completed:**

Task	Description	Planned Date	Level 1		Level 2		Level 3	
			Date	Initials	Date	Initials	Date	Initials
1.001	Employee benefits							
1.002	Time and Attendance							
1.003	Employee Training and Development							
1.004	Office Communications							
1.005	Computer Systems							
1.006	Managing Resources							
1.007	Employee Ethics							
1.008	Labor Unions							
1.009	Conduct and Discipline							
1.010	Travel							
1.011	Security							

**2.0 Certification**

**2.000**

**Formal Course Name: Aviation Organization Certification (sample)**

**Formal Course Number: 2003**

**Date Completed:**

Task	Description	Planned Date	Level 1		Level 2		Level 3	
			Date	Initials	Date	Initials	Date	Initials
2.001	Cert Phase I: Pre-application Phase – (Gate I)							
2.002	Cert Phase II: Formal Application Phase – (Gate II)							
2.003	Cert Phase III : Document Compliance Phase							
2.004	Cert Phase IV: Demonstration and Inspection Phase – (Gate III)							
2.005	Cert Phase V: Certification Phase							



<b>3.0 Surveillance</b>		<b>3.000</b>						
<b>Formal Course Name: Aviation Organization Surveillance (sample)</b>								
<b>Formal Course Number: 3003</b>								
<b>Date Completed:</b>								
Task	Description	Planned Date	Level 1		Level 2		Level 3	
			Date	Initials	Date	Initials	Date	Initials
3.001	Plan a Surveillance Work Program							
3.003	Conduct Ramp Inspection							
3.007	Inspect Records							

<b>4.0 Personnel Licensing</b>		<b>4.000</b>						
<b>Formal Course Name: Personnel Licensing Procedures (sample)</b>								
<b>Formal Course Number: 4003</b>								
<b>Date Completed:</b>								
Task	Description	Planned Date	Level 1		Level 2		Level 3	
			Date	Initials	Date	Initials	Date	Initials
4.001	Conduct Written Test for Personnel Licensing							
4.002	Certificate an Airframe or Powerplant Mechanic							
4.003	Issue a License Certificate to a Foreign Applicant							
4.004	Issue an Inspection Authorization							
4.007	Conduct a Reexamination Test of an Inspection Authorization							

<b>4.5 Personnel Licensing</b>		<b>4.500</b>						
<b>Formal Course Name: Aviation Training Organizations (sample)</b>								
<b>Formal Course Number: 4503</b>								
<b>Date Completed:</b>								
Task	Description	Planned Date	Level 1		Level 2		Level 3	
			Date	Initials	Date	Initials	Date	Initials
4.501	Conduct Certification or Renewal of a Training Center							

4.502	Inspect Training Personnel, Facilities, Equipment, and Records of an Aviation School							
4.503	Inspect Training Center Personnel and Qualifications							
4.504-4.511	Blank							
4.512	Approve a Training Center Training Program Curriculum							
4.513	Blank							
4.514	Evaluate a Training Center Lease or Contract							
4.515-4.516	Blank							
4.517	Evaluate Aircraft Used by Pilot Schools							
4.518	Conduct Training Center Aircraft Ramp Inspection							

<b>5.0 Investigations</b>		<b>5.000</b>						
<b>Formal Course Name: Compliance &amp; Enforcement (or Resolution of Safety Concerns) (sample)</b>								
<b>Formal Course Number: 5001</b>								
<b>Date Completed:</b>								
Task	Description	Planned Date	Level 1		Level 2		Level 3	
			Date	Initials	Date	Initials	Date	Initials
5.001	Conduct an Enforcement Investigation							
5.002	Investigate Non-Compliance in Accordance with Self-Disclosure							
5.003	Provide Technical Assistance to Legal Counsel							
5.004	Investigate a Complaint							
5.005	Ground an Operator's Aircraft							
5.006	Withdrawal, Suspension, Revocation, Denial, or Amendment of Operations Specifications							

<b>5.5 Investigations</b>			<b>5.500</b>					
<b>Formal Course Name: Aircraft Accident Investigation (sample)</b>								
<b>Formal Course Number: 5501</b>								
<b>Date Completed:</b>								
Task	Description	Planned Date	Level 1		Level 2		Level 3	
			Date	Initials	Date	Initials	Date	Initials
5.501	Investigate an Aircraft Accident							
5.502	Investigate an Aircraft Incident							
5.503	Investigate an Aircraft Occurrence							
5.504	Investigate a Foreign Air Carrier Incident							
5.505	Investigate a Parachute Jumping Incident							

<b>6.7 Job Skills</b>			<b>6.700</b>					
<b>Formal Course Name: Safety Management Systems (sample)</b>								
<b>Formal Course Number: 6701</b>								
<b>Date Completed:</b>								
Task	Description	Planned Date	Level 1		Level 2		Level 3	
			Date	Initials	Date	Initials	Date	Initials
6.701	Approve a Safety Management System							
6.702	Inspect a Safety Management System							

<b>7.0 Avionics</b>			<b>7.000</b>					
<b>Formal Course Name: Avionics Job Functions (sample)</b>								
<b>Formal Course Number: 7050</b>								
<b>Date Completed:</b>								
Task	Description	Planned Date	Level 1		Level 2		Level 3	
			Date	Initials	Date	Initials	Date	Initials
7.001	Evaluate an Extended Range Operations With Two-Engine Airplanes (ETOPS)							

7.002	Evaluate a Reduced Vertical Separation Minimums (RVSM) Program							
7.003	Evaluate a Category II and Category III Program							
7.004	Evaluate an Avionics Equipment Approval							
7.005	Conduct a Validation Test							

<b>8.0 Cabin Safety</b>		<b>8.000</b>						
<b>Formal Course Name: Cabin Safety (sample)</b>								
<b>Formal Course Number: 8001</b>								
<b>Date Completed:</b>								
Task	Description	Planned Date	Level 1		Level 2		Level 3	
			Date	Initials	Date	Initials	Date	Initials
8.001	Evaluate a Flight Attendant Manual							
8.002	Evaluate a Flight Attendant Training Program							
8.003	Inspect a Cabin Crew Training Program							
8.004	Conduct a Cabin En Route Inspection							

<b>9.0 Management</b>		<b>9.000</b>						
<b>Formal Course Name: Supervisory Job Skills (sample)</b>								
<b>Formal Course Number: 9001</b>								
<b>Date Completed:</b>								
Task	Description	Planned Date	Level 1		Level 2		Level 3	
			Date	Initials	Date	Initials	Date	Initials
9.001	Employee benefits							
9.002	Time and Attendance							
9.003	Employee Training and Development							
9.004	Office Communications							
9.005	Computer Systems							
9.006	Managing Resources							
9.007	Employee Ethics							
9.008	Labor Unions							
9.009	Conduct and Discipline							
9.010	Travel							
9.011	Security							
9.012	Recruitment							

**VERIFICATION AND RECORD KEEPING:**

**DATE IMPLEMENTED:** \_\_\_\_\_ **BY:** \_\_\_\_\_

**DATE REVIEWED:** \_\_\_\_\_ **BY:** \_\_\_\_\_