



FLIGHT SAFETY INSPECTOR TRAINING SYSTEM



GAMBIA CIVIL AVIATION AUTHORITY

GCAA Order No. 7

BY THE ORDER OF THE GAMBIA CIVIL AVIATION AUTHORITY

MANUAL #: C


Issued by:.....
DIRECTOR GENERAL



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1. FOREWORD

This Order No. 7 is one of the set Orders forming the Authority's internal standard policy and procedures documentation set. These Orders are produced to provide the information, policy and procedures needed to perform the tasks as required by the CAA Act and Civil Aviation Regulations (GCARs).

This Order No. 7 has been prepared for the use and guidance of all Aviation Safety Inspectors in the performance of their duties.

I require all staff to use this Order in conjunction with other general and subject specific orders (i.e. 2, 3, 4, 5, and 8) in the performance of their duties. It is however, emphasized that all matters pertaining to an Inspector's duties and responsibilities cannot be covered in this Order. Therefore, Inspectors are expected to use good judgment in matters where specific guidance has not been given.

These Orders are dynamic documents, as a result of changes in legislation, within the aviation industry, experience and new technology, there may be the need for amendments. I therefore, encourage the contribution of comments and recommendations for revision/amendment action to this publication for the improvement of its content.

The undersigned Director General is accountable for approving the contents and amendments of this Order.



.....
Abdoulie Ebrima Jammeh
DIRECTOR GENERAL



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2. INTRODUCTION

As an autonomous and apex statutory body, the Gambia Civil Aviation Authority is charged with the responsibility of monitoring, regulating, setting safety and economic standards for air navigation in The Gambia and ensuring compliance with the Standards and Recommended Practices of the ICAO Annexes by all Operators and Personnel.

ICAO encourages all contracting states to establish a Flight Standard Inspectorate to meet the requirements set forth in the convention on international Civil Aviation. The organizational structure of the inspectorate within the GCAA hereinafter referred to as Flight Safety Standards (FSS) has the following primary responsibilities:

- certification,
- licensing
- surveillance
- inspection,
- investigation,
- enforcement, and
- counseling of personnel, operators and service providers.

Amendments to this Order shall be issued from time to time as the need arises, so that all concerned will be adequately informed of acceptable policies and procedures applicable to the various duties and tasks to be performed.

By using this Order as a guide, there should be reasonable degree of uniformity and standardization within the FSS. If there is any need for a staff member to deviate substantially from the prescribed requirements of any instruction, the FSS Director must as soon as possible be notified. Full details of the matter with reasons why deviation became necessary, must be given. However, if possible, notification for obvious reasons should be made before any deviation is effected

3. CANCELLATION

This Order cancels and supersedes the following Orders and Directives:

1. None



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4. RECORD OF REVISIONS

This is Issue 1 or Order No. 5. Amendments shall be by page replacement or addition, or by re-issue of the complete manual. The table below shall be completed for effecting any amendments to this manual.

REVISION Nº	DATE OF REVISION	APPROVAL	CHAPTER AFFECTED	EFFECTIVITY DATE
ORIGINAL	MAY 2018		ALL	MAY 2018



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5. MASTER TABLE OF CONTENTS

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**6. LIST OF EFFECTIVE PAGES**

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0 - 1	0	June 2018	1 - 12	0	June 2018
0 - 2	0	June 2018	1 - 13	0	June 2018
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0 - 4	0	June 2018	1 - 15	0	June 2018
0 - 5	0	June 2018	1 - 16	0	June 2018
0 - 6	0	June 2018	1 - 17	0	June 2018
0 - 7	0	June 2018	1 - 18	0	June 2018
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7. DISTRIBUTION LIST

Name of Current Holder	Manual #
Director General	A
Flight Safety Standards Director	B
Technical Library	C
Aviation Safety Inspectors	Electronic



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8. ACRONYMS

- AAN – Aerodrome and Air Navigation
- AOC – Air Operator's Certificate
- ASI – Aviation Safety Inspector
- AWI – Airworthiness Inspector
- DG – DIRECTOR GENERAL
- FOM – Flight Operations Manager
- FOI – Flight Operations Inspector
- FSD – FLIGHT SAFETY DIRECTOR
- GCAA – Gambia Civil Aviation Authority
- GCAR – GAMBIA Civil Aviation REGULATIONS
- MAW – Airworthiness Manager
- OJT – On-The-Job Training
- OJT PM – On-The-Job Training Program Manager
- PEL – PERSONNEL LICENSING



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PART 1 – ITS PROGRAM GUIDE

CHAPTER 1 – GENERAL

1.1 BACKGROUND

1.1.1 The Inspector Training System (ITS) is a comprehensive national training program for Aviation Safety Inspectors. It is a single integrated program which provides oversight and management of inspector development from new-hire status through retirement from the Authority. The ITS program which is derived and adopted from the US FAA Flight Standards Unit by BAGASOO, is a systematic and structured programme 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.

1.1.2 BAGASOO adopted the ITS and expanded its scope to constitute what is referred to as the **Comprehensive Inspector Training System (CITS)**. The scope of CITS includes Flight Operations, Airworthiness, Personnel Licensing, Aerodromes and Air Navigation Services. The GCAA being a member of BAGASOO has also adopted this BAGASOO CITS with slight adaptations. The components of this newly modified CITS are as follows:

- (1) ITS Program Guide
- (2) ITS OJT Guide
- (3) ITS Training Profiles
- (4) ITS Job Task
- (5) ITS Job Task to Course Mapping
- (6) ITS Job Task Analysis
- (7) ITS Training Record (ITRAQS)

1.1.3 Additional information is provided for each of these components elsewhere in this document

1.1.4 This Manual is complemented by Operations, Personnel Licensing, Airworthiness, Aerodromes and and Air Navigation Service Inspector Manuals.



1.2 TERMINOLOGY AND ACRONYMS

1.2.1 **Terminology:** The following terms in this manual have the following meanings:

- (1) **Advanced Training.** Technical training after initial (indoctrination) required to perform specific and highly technical aviation safety job tasks.
- (2) **Approved Training Organisation (ATO).** An organization approved by and operating under the supervision of a Contracting State in accordance with the requirements of ICAO Annex 1 to perform approved training.
- (3) **Aviation Safety Inspector – Airworthiness.** A properly credentialed individual who bears the authority, under the CAA Act and GCARs, to certify, surveil, and investigate air operators and aviation maintenance and repair activities on behalf of the national aviation safety authority.
- (4) **Aviation Safety Inspector – Operations.** A properly credentialed individual who bears the authority, under the national laws and regulations, to certify, surveil, and investigate air operators on behalf of the national aviation safety authority.
- (5) **Aviation Safety Inspector – Personnel Licensing (PEL).** A properly credentialed individual who bears the authority, under the national laws and regulations, to certify, surveil, and investigate aviation personnel and approved training organisations involved in safety functions on behalf of the national aviation safety authority. The ASI PEL would be designated from the Airworthiness and Operations ASIs.
- (6) **Competency.** A combination of knowledge, skills and attitudes required to perform a task to the prescribed standard.
- (7) **Competency-based training and assessment.** Training and assessment that are characterized by a performance orientation, emphasis on standards of performance and their measurement, and the development of training to the specified performance standards.
- (8) **Continuation Training.** Any additional training for aviation safety inspectors beyond indoctrination (includes specialty, advanced and recurring training).
- (9) **Criterion-referenced test.** A test, the measurement of which is compared with an objective standard (and not against another measurement).
- (10) **Initial Training.** Also referred to as “new hire” or “indoctrination” training. Initial qualification training for the position assigned.
- (11) **Flight Safety Standards** The Directorate within the GCAA that sets the standards and implements the execution of safety oversight activities involving certification, surveillance and enforcement activities of



personnel, air operators, maintenance providers, training entities, aerodrome operators and air navigation services providers.

- (12) **Journeyman Inspector.** A properly credentialed individual who has completed initial training, and who bears the authority, under the CAA Act and GCARs, to perform a variety of technical administration, certification and surveillance duties and report findings to higher level inspectors. They do not have continuing program responsibility, although they have been delegated authority to make decisions as to the quality of individual activities inspected.
- (13) **Job Task Analysis.** The process of specifying, in detail, how a task is to be performed, including the subtasks and any task elements comprising each task and the identification and recording of the skills, knowledge and attitudes required to perform the task, and of the environment in which it is to be performed.
- (14) **Maintenance.** The performance of tasks required to ensure the continuing airworthiness of an aircraft, including any one or combination of overhaul, inspection, replacement, defect rectification, and the embodiment of a modification or repair.
- (15) **Material-dependent training.** A well-documented and repeatable training package that has been tested and proven to be effective.
- (16) **On-The-Job Training (OJT).** Structured employee training conducted at a work site by the supervisor or another employee as identified by the supervisor. This type of training provides direct experience in the work environment in which the employee is performing or will be performing on the job.
- (17) **Position Description (PD).** A position description is a document which lays out an employee's major duties, responsibilities, organizational relationships, scope of work, and amount of supervision when performing job tasks.
- (18) **Principal Inspector.** A properly credentialed individual who bears the authority, under the national laws and regulations as the responsible inspector with respect to their specialty area (operations, airworthiness, or personnel licensing) for the safety oversight of a certified aviation entity.
- (19) **Recurring Training.** Training taken by inspectors for the purpose of refreshing or updating materials previously provided in an earlier course.
- (20) **Qualification Standards.** A description of the minimum requirements necessary to perform work of a particular occupation successfully and safely. These minimum requirements may include specific job-related



work experience, education, medical or physical standards, training, security, and/or licensure. **Note:** They are not designed to rank candidates, identify the best qualified for a particular position, or substitute for an analysis of an applicant's knowledge, skills, and abilities/competencies.

- (21) **Specialty Training.** Training after indoctrination that is required to perform aviation safety oversight tasks as part of the inspector's defined specialty (e.g. air operator, airworthiness, personnel licensing, aerodrome, air navigation, etc.)
- (22) **Surveillance.** The monitoring of the behavior, activities, or other changing information, of certificate or licence holders, for the purpose of influencing, managing, directing, or protecting.
- (23) **Trainee Inspector.** A newly hired individual who is going through the CAA inspector initial or indoctrination training programme. Trainee inspectors perform assignments under direct supervision of higher level inspectors. A significant portion of the duties involve training for the next higher level of inspector work functions.
- (24) **Training Course.** A programme of instruction designed to allow the student to meet specified requirements or knowledge and/or skill.
- (25) **Training Profiles.** Lists of recommended courses based on common employee specialties and positions.



1.2.2 **Acronyms:** Some common acronyms used in this manual are as follows:

- (1) AMO – Approved Maintenance Organisations
- (2) ASI – Aviation Safety Inspector
- (3) AWI – Airworthiness Inspector
- (4) ATO – Approved Training Organisations
- (5) CAA – Civil Aviation Authority
- (6) CE – Critical Element
- (7) FOI – Flight Operations Inspector
- (8) FSD – Flight Safety Director
- (9) FSS – Flight Safety Standards
- (10) GCAA – Gambia Civil Aviation Authority
- (11) HRD – Human Resource Director
- (12) JTA – Job Task Analysis
- (13) ICAO – International Civil Aviation Organisation
- (14) OJT – On-the-Job Training
- (15) OPM – OJT Program Manager
- (16) PD – Position Description
- (17) PEL – Personnel Licensing
- (18) SARPs – Standards and Recommended Practices
- (19) SMS – Safety Management System



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CHAPTER 2 – FOUNDATION FOR GCAA TRAINING

2.1 INTERNATIONAL OBLIGATIONS

- 2.1.1 Gambia as a signatory to the Convention on International Civil Aviation (known as the *Chicago Convention*), is obligated to implement the aviation safety requirements of ICAO.
- 2.1.2 In order to fulfill its ICAO obligations the Government of the Republic of The Gambia created the Gambia Civil Aviation Authority (GCAA). The GCAA and its Flight Safety Standards in particular, is then granted the responsibility and authority to implement the ICAO requirements on behalf of the government through the CAA ACT 2018.
- 2.1.3 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 the GCAA.
- 2.1.4 The work of the FSS is accomplished by a group of highly skilled aviation professionals. Among these are the Aviation Safety Inspectors who accomplish many of the daily technical functions of the GCAA as required by ICAO. Aviation Safety Inspectors represent the Government of The Gambia and their role is critical to both local and international aviation safety.

2.2 NEED FOR TRAINING OF INSPECTORS

- 2.2.1 The periodic reporting of the results of the ICAO Universal Safety Oversight Audit Programme has shown that Critical Element 4 (CE-4), technical personnel qualifications and training, has been consistently difficult to implement. In the most recent USOAP report for the period ending December 2015, CE-4 is the least implemented of the eight CEs, with a 47.4 percent of lack of effective implementation (47.4% LEI) worldwide.
- 2.2.2 This Manual will therefore provide a means to promote a minimum level of technical capabilities of technical personnel providing safety oversight worldwide.

2.3 EIGHT CRITICAL ELEMENTS OF A SAFETY OVERSIGHT SYSTEM

2.3.1 In order for GCAA training of ASI's and other personnel to be successful, it must be built upon a sound CAA foundation. This means that of the eight ICAO critical elements (CE) of a safety oversight system, each of the first three critical elements that precede CE-4, Qualified Technical Personnel and Training, must also be fully implemented. A figure listing eight critical elements is shown below.





CHAPTER 3 – ROLES AND RESPONSIBILITIES

3.1 GENERAL

3.1.1 The Director General and certain designated staffs of the Authority have overall responsibility for the GCAA 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 five positions:

- (1) Director General;
- (2) Human Resource Director
- (3) Flight Safety Director (Office Manager)
- (4) OJT Program Manager (Section Managers)
- (5) Inspector.

3.2 DIRECTOR GENERAL (DG)

3.2.1 The Director General is responsible for the following:

(1) Staffing

- (a) Hire highly qualified individuals to serve as Aviation Safety Inspector.
- (b) Provide the inspectors with industry comparable remuneration.
- (c) Provide enough qualified staff to ensure the fulfillment of national requirements and international obligations.

(2) Budgeting

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

(3) Training



- (a) Ensure the development of a highly skilled and qualified work force.
- (b) Review the inspector training program to ensure it is meeting national objectives, ICAO requirements, and international obligations.
- (c) Provide leadership and direction to support FSS inspector training program.
- (d) Ensure that the inspector training program is effectively and efficiently managed, and complies with all policy requirements.
- (e) Hold directors, managers and supervisors accountable for ensuring that employee work assignments and schedules allow for sufficient time for employees to fully participate in and complete training requirements.

3.3 HUMAN RESOURCE DIRECTOR (HRD)

3.3.1 The Human Resource Director is responsible for the management, standardization, implementation, and revision of the ITS training program. The HRD is responsible for the following:

- (1) Standardized implementation of the ITS in FSS Directorate.
- (2) Ensuring allocation of resources required to fulfill ITS requirements.
- (3) Recommending policy or procedural changes to the ITS.
- (4) Accomplishing revisions to the ITS in coordination with the FSD as required.
- (5) Coordination and communication with other Directorates to be sure they are aware of policies and changes to the ITS.

3.4 FLIGHT SAFETY DIRECTOR

3.4.1 The Flight Safety Director plays 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. The FSD is responsible for the following:

- (1) Assign office resources: provide funds and people to support inspector training.
- (2) Ensure that employee work assignments and schedules allow sufficient time for employees to fully participate in and complete training requirements.



- (3) Notify HRD regarding changes in training requirements, specify new training needs not previously identified, and relinquish training resources that no longer apply.
- (4) Foster a work environment conducive to the success of the training program.
- (5) Communicate regularly with employees regarding the status of training requirements and employee progress in meeting requirements.
- (6) Evaluate the effectiveness of the training program on a continuous basis and providing feedback to the HRD.
- (7) Negotiate and oversee national agreements and contracts with government and commercial training vendors.
- (8) Provide for evaluation of any locally arranged and conducted training.
- (9) Ensure the appropriate elements are included in job task analysis information and that the job task analysis drives training design, development, and evaluation.
- (10) Provide periodic review of training courses to ensure that the content remains current with respect to job tasks, knowledge, skills and inspector performance requirements.
- (11) Manage and administer an OJT program in each department, 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.

3.5 OJT PROGRAM MANAGER (OPM)

3.5.1 OJT Program Managers (i.e. Section Managers) are responsible for the daily implementation of the ITS training program within each FSS Section. They will conduct actual OJT training for inspectors, or may delegate the conduct of training to Senior Inspectors when necessary. The OPMs are responsible for the following:

- (1) Arrange for formal training courses that are required for each inspector.
- (2) Schedule On-the-Job-training events.
- (3) Logistics associated with training events.
- (4) Conduct On-the-Job-training events.
- (5) Training recordkeeping.
- (6) Advise the FSD when training has been completed.



(7) Annual review of the ITS Training Record for each inspector within their section to determine ongoing training needs.

3.6 INSPECTOR

3.6.1 Each inspector is responsible for the following:

- (1) Collaborate with FSD and OPM to identify training needs.
- (2) Communicate with OPM to plan training activities.
- (3) Actively participate in training activities.
- (4) Review personal training records and documentation as directed. ~
- (5) Provide feedback and evaluation regarding the effectiveness of the training program.

3.6.2 The FSS 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.



CHAPTER 4 – INSPECTOR QUALIFICATION – NEW HIRE

4.1 QUALIFICATION STANDARDS

- 4.1.1 Aviation Safety Inspectors conduct highly technical work and occupy sensitive and authoritative positions as representatives of the GCAA and Government of The Gambia. It is therefore essential that new inspector candidates meet the highest standards of competence and integrity.
- 4.1.2 The minimum requirements are called qualifications standards. They may include specific job-related work experience, education, medical or physical standards, training, security, and/or licensure. These qualification standards are the criteria that the GCAA will advertise in its hiring announcements for its employees.
- 4.1.3 Thus it is vitally important that the qualifications, previous experience and personal characteristics of each person employed, whether directly or on contract, to perform licensing, certification, inspection and surveillance duties be verified and carefully evaluated before selections are made .
- 4.1.4 FSS inspectors are initially classified based on the responsibilities of the job as operations, airworthiness, aerodrome or air navigation inspectors. As an inspector gains experience within the Authority he or she would then have personnel licensing responsibilities added.
- 4.1.5 Based on this, specific inspectors qualification standards are used for the hiring of inspectors and the applicable training identified and available for the inspector in the inspector's training profile once in the employ of the Authority. Examples of qualification standards for inspector hiring are presented below

4.2 AIRWORTHINESS INSPECTORS

- 4.2.1 Individuals seeking positions as Airworthiness Inspectors should have extensive academic and technical education and, preferably, should have progressed through positions of increased technical and supervisory responsibility in the aviation industry. At least three years of such comparable technical employment is normally required to obtain the minimum qualifications and experience needed to perform the duties of a basic starting position as an AWI.
- 4.2.2 Two profiles are considered for the selection of initial hire candidates:



- (1) Holder of an aircraft maintenance engineer's licence, with at least three years' experience working in an AMO or AOC maintenance system. Experience in continuing airworthiness management functions is a factor of preference.
- (2) Engineering degree in a technical discipline with at least three years' working experience;
- (3) Personnel selected for the academic background must undergo a comprehensive technical on-the-job training programme that provides the inspector with the necessary expertise, experience and skills necessary to perform the tasks required of an AWI. They must be teamed up with an experienced inspector who will ensure the on-the-job training is performed and documented. AWIs selected for holding academic credentials with no previous aircraft maintenance experience will be appointed in extraordinary circumstances. All efforts will be exercised to maintain a balance of at least two licensed holders per each non licensed AWI.

4.2.3 The following qualification and experience criteria are considered for initial hire candidates:

- (1) Have the relevant knowledge, background and appropriate experience related to aircraft continuing airworthiness management including:
 - (a) Aircraft maintenance programme development, approval and control, including applicable reliability programmes;
 - (b) Be able to make airworthiness compliance determinations with regard to the auditing of air operators, AMOs and approved aircraft maintenance training organizations;
 - (c) Evaluation and approval of modifications and repairs;
 - (d) Maintenance release;
 - (e) Correction or deferment of defects;
 - (f) Coordination of scheduled maintenance, the application of mandatory continuing airworthiness information, the replacement of life-limited parts and the inspection of components;
 - (g) Management of continuing airworthiness records;
 - (h) Airworthiness requirements of relevant parts of operations specifications; and
 - (i) Knowledge of quality systems;
- (2) Have a sound knowledge of aircraft inspection and airworthiness certification requirements.



- (3) Sound knowledge of ICAO standards and recommended practices and related documentation.
- (4) Proven ability in preparing inspection reports and similar documents.
- (5) Have good writing skills in order to communicate in writing any shortcomings detected during certification or surveillance ensuring that timely corrective action is taken;
- (6) Have good interpersonal skills to conduct meetings and audits in a fair and professional manner; and
- (7) Reputation for possessing qualities of initiative, tact, tolerance and patience.

4.2.4 The satisfactory or unsatisfactory execution of the various Airworthiness functions depends to a large extent on the qualifications, experience, competence and dedication of individual Inspectors. In addition to the vital importance of technical competency in performing airworthiness inspections and the surveillance of certificated operators and AMOs, it is likewise critical that Inspectors possess a high degree of integrity, be impartial in carrying out their tasks, be tactful, have a good understanding of human nature and possess the ability to get along well with people. Persons subject to surveillance by inspectors are often apprehensive and sensitive to perceived intrusions into what they consider their own domain. Such apprehension or resentment can usually be reduced or overcome when inspectors take care to explain that their objective is to assist rather than hinder, and that their inspection and surveillance activities are undertaken in the interest of enhancing safety. Considering the specialized and sensitive nature of the Inspector's mission the qualifications, experience and personal characteristics of each person employed to perform inspector's duties must be verified and carefully evaluated before selections are made.



4.3 FLIGHT OPERATIONS INSPECTORS

4.3.1 Individuals seeking positions as Flight Operations Inspectors (FOIs) should be, ideally, at least as qualified as the personnel to be inspected or supervised.

4.3.2 In general, the qualifications, background and experience requirements listed below should be applied when evaluating a prospective Flight Operations Inspector candidate for initial employment and/or assignment to the CAA technical staff:

- (1) An ATPL with a type endorsement on at least one of aircraft being operated;
- (2) A varied air transport or general aviation background of 5 years or more;
- (3) At least 4,000 flight hours of operational experience in air transport aircraft and or general aviation aircraft;
- (4) A well-established experience based knowledge of meteorological and climatological subject matter;
- (5) Experience in working with technical training systems including visual aids, training devices and aircraft flight simulation training devices;
- (6) A reputation in the aviation community for possessing qualities of tact, tolerance, patience and high level of integrity;
- (7) Experience in auditing techniques.

Note: The experience in auditing techniques, while required, will be provided by the Authority, using a suitable training course and subsequent supervised practical auditing experience.

4.3.3 Specifically, FOIs should have extensive operational experience. FOIs conducting line or flight crew licensing checks should hold a current airline transport pilot licence (ATPL). Persons seeking employment as FOI should have held previous verifiable appointments either operational management level, as an airline pilot or training instructor, or as a military pilot where equivalent experience in air transport operations would have been acquired.

4.4 SPECIFIC REQUIREMENTS FOR AIRCRAFT/SIMULATOR INSPECTIONS

4.4.1 To carry out en-route in-flight inspections, Flight Operations Inspectors should be, ideally, qualified on the type of aircraft concerned or on a type of aircraft with similar operational characteristics, and also possess appropriate route experience. However, it is recognised that the FOI may not possess, in all cases, the same level of flying experience that the personnel under inspection possess, or be qualified on all types in use. In the case of route inspections, an inspector



cannot be expected to possess actual flying experience on all of the routes on which inspections are conducted. The FOI should, however, at least be experienced on comparable routes and be adequately briefed on the particular route under inspection.

4.4.2 FOI inspectors may obtain aircraft type qualifications through courses conducted by ATOs, aircraft manufacturers or airline operators' training courses. The maintenance of an inspector's pilot qualifications may be carried out using approved flight simulation training devices.

4.4.3 Inspector Qualifications:

- (1) Before performing airmen certification and/or testing functions, an FOI must have completed either the air operator or general aviation indoctrination course, as appropriate to the certification task. The FOIs must hold valid and appropriate airmen licenses and type ratings corresponding to the job function.
- (2) An FOI conducting an airline transport pilot (ATP) practical test in a small rotorcraft need not have a type rating in that rotorcraft on his or her ATP certificate, but must possess full ATP privileges (i.e., without a visual flight rules (VFR) limitation) for rotorcraft and appropriate category and class ratings. An inspector holding an ATP with multiengine land or sea ratings may give ATP practical tests for single-engine land or sea ratings, as appropriate, provided the inspector holds the corresponding class rating (land or sea) at the commercial level.
- (3) All inspectors must have satisfactorily completed the applicable on-the-job training (OJT) and have a record of that training in his personal file.

4.4.4 Training Requirements

- (1) In order for a Flight Operations Inspector to perform job functions requiring the inspector to act as a required flight crewmember or safety pilot, the inspector must have met the following criteria as appropriate:
 - (a) The inspector must meet the requirements of GCAR Part 2 as applicable to the aircraft used. The flight training course requirements of this Part do not supersede or contradict the requirements of GCAR Part 2 with respect to aircraft certificated for more than one required pilot crewmember.
 - (b) If 12- or 24-month, as appropriate, flight/simulator training or proficiency checks are accomplished within the eligibility period as



specified in GCAR Part 8, they are considered to have been accomplished in the month they were due.

- (c) Inspectors assigned to flight crewmember, safety pilot, or airmen certification duties in a simulator or aircraft, other than those requiring type ratings by type design, must complete one flight or simulator training course each 24 months in each aircraft category used for the job function.
- (d) Inspectors assigned to flight crewmember, safety pilot, or airmen certification duties in a simulator, airplane, or rotorcraft requiring type ratings by type design, must complete at least one flight/simulator training course each 12 months in a type of aircraft for which that inspector is assigned. Flight/simulator training courses should be scheduled in rotation for those inspectors who are assigned to more than one aircraft requiring a type rating. However, these inspectors should not be scheduled for more than one course every 12 months in an aircraft category.
- (e) Inspectors assigned to airmen certification duties in gyroplanes, gliders, or lighter-than-air categories of aircraft may satisfy the 24-month flight training requirements by completing a pilot-in-command (PIC) proficiency check in the appropriate aircraft category.
- (f) Inspectors assigned to flight crewmember, safety pilot, or airmen certification job functions in turboprop airplanes must have completed the training course appropriate to the aeroplane within the last two years. This requirement does not apply to inspectors who hold a type rating in a turbopropeller powered airplane. The Flight Operations Manager may waive an inspector from above requirements if the inspector has logged at least 200 hours as a PIC in a turbopropeller-powered airplane within the last 5 years.

4.4.5 Letters of Authorisation (LOA)

- (1) If an application is received for a practical test in an aircraft for which a rated and current Flight Operations Inspector is not available, the FSS may issue a letter of authorization (LOA) in lieu of a type rating for an inspector who is deemed best qualified in an aircraft with similar characteristics. This provision is limited to those cases in which an appropriately rated inspector is not available.
- (2) The LOA must name the applicant to be checked. Blanket authorizations to individual inspectors will not be issued.



- (3) FOIs issued such an LOA shall conduct the practical test from an approved forward observer's seat. An LOA authorizing the conduct of a practical test from a required flight crewmember seat will only be issued to an inspector who meets the appropriate currency requirements of GCAR Part 2.

4.4.6 Inspector Status during Practical Tests

- (1) The inspector is not PIC of the aircraft during the practical test unless acting in that capacity for the flight, or a portion of the flight, or by prior arrangement with the applicant or other PIC. To administer a practical test for an ATP certificate or a class or type rating on that certificate, or to administer a GCAR Part 8 proficiency flight check, an inspector occupying a pilot seat must be fully qualified and current to act as PIC in that aircraft. If an inspector acts as a required flight crewmember during a practical test, that inspector must possess at least a valid third-class medical certificate.
- (2) The inspector may observe the applicant's performance of auto-rotations to touchdown from the ground during certification practical tests in rotorcraft if the applicant is the sole occupant in the aircraft. Similarly, the inspector may observe, from the ground or another aircraft, the performance of aerial manoeuvres by an applicant flying a single-control aircraft.
- (3) During practical tests given on aircraft requiring a flightcrew of two or more, the inspector should give the practical test from the designated jump seat or place in the cabin from which the flight, crew coordination, and cockpit resource management can be adequately observed.
- (4) If no jump seat is available, the inspector may exercise discretion in deciding which seat to occupy during the practical test. Aircraft seating configuration and the inspector's skills, limitations, recent experience, and qualifications should be considered. If the practical test is conducted at the ATP level, then the FOI must be qualified in accordance with GCAR Part 2.
- (5) Any disagreements over the qualifications or experience of pilots occupying a pilot seat should be referred to the Flight Safety Standard Director. Final decision shall be in accordance with pertinent regulation.
- (6) If the inspector conducting a practical test assists an applicant during the test, for reasons relating to maintaining the safety of the flight, such action would be disqualifying. Before beginning the practical test, the inspector should discuss these issues with the applicant as part of the overall practical test pre-flight briefing.



4.4.7 Waiver Authority

- (1) The Flight Operations Manager may request individual inspector waivers to the flight training requirements of this Manual from the Flight Safety Standard Director. The waiver will only be issued when the training has been requested but the courses were unavailable and a current and qualified inspector is not available. The waiver will be valid for a maximum of 6 months, and will not be reissued. Waivers are strongly discouraged, and will only be issued after all efforts to obtain the required training have been exhausted. If circumstances warrant the issuance of a waiver, the inspector must be granted sufficient official duty time, not to exceed 8 hours, to refresh himself on aircraft systems and procedures. All waivers shall expressly prohibit the inspector from occupying a required flight crewmember seat while performing duties under the authority of the waiver. The waiver provisions of this paragraph apply to ALL aircraft.
- (2) In cases where suitable inspectors fulfilling the above criteria are not available, the Flight Safety Standard Director may, at his or her discretion, relax the requirements, taking into consideration an individual's seniority, past performance, employment record, experience, progression towards a higher rating and utility of the Flight Operations Inspector.

4.5 PERSONNEL LICENSING INSPECTOR

- 4.5.1 The PEL inspector should be qualified as a pilot, maintenance engineer or air traffic controller from the various sections of the FSS. PEL Inspectors should have extensive academic and technical education as they would have already met the qualifications required to be an ASI.
- 4.5.2 Alternative, individuals with an academic degree in an engineering discipline (mechanical/electrical) with at least two years of experience and knowledge of licensing functions is accepted.
- 4.5.3 The PEL inspector should have thorough knowledge of the licensing regulations, licensing practices and procedures together with proven technical, administrative and leadership qualities and possess excellent communications, public relations skills and qualities to discharge his or her duties.
- 4.5.4 Initial training should generally be completed within the employee's first years on the job and may be administered in various ways, by attending ICAO Endorsed Government Aviation Safety Inspector PEL Course on other sources under an agreement between the Authority and the training provider followed by on the job training (OJT) administered by fully qualified inspector permitting him to



integrate his basic knowledge with actual practice. The PEL Inspector should also be provided with training on GCARs, inspector's duties and responsibilities, PEL procedures for the implementation and enforcement of regulations and resolution of safety concerns.

- 4.5.5 The PEL inspector should be programmed to attend courses, seminars and training symposia related to personnel licensing to maintain and enhance his competence.

4.6 MEDICAL AESSOR

- 4.6.1 The medical assessor shall be a physician who is qualified and experienced in the practice of aviation medicine and competent in evaluating and assessing medical conditions of significance in terms of flight safety.
- 4.6.2 The medical assessor should have advanced training in the specialty of aviation medicine and extensive experience in regulatory and clinical civil aviation medicine.
- 4.6.3 The medical assessor should have a thorough knowledge of medical requirements and medical best practice.
- 4.6.4 He or she should have leadership qualities, administrative skills and the ability to make autonomous decisions concerning medical fitness of applicants.

4.7 AERODROME & AIR NAVIGATION INSPECTOR (ANI)

- 4.7.1 The aerodrome and air navigation inspector qualification shall depend strictly on the specialty of the tasked to be performed (i.e. e.g. AIS, ATM, AEROMET, AEROTEL, ATS, AGA, etc). Therefore, inspectors who are recruited or redeployed to AAN shall possess minimum entry requirements and experience as applicable to the position assigned.

4.8 AERODROME INSPECTORS

- 4.8.1 Specific Technical Requirements for New Hires

(1) Civil or Electrical Engineer with adequate experience in aerodrome planning, operation or maintenance; or



- (2) Persons with airport management or air traffic control backgrounds with training in the appropriate elements of aerodrome engineering relevant to aerodrome inspection.
- (3) Flight training, airport management experience and knowledge of modern safety management systems are desirable

4.9 AIS/ATM INSPECTORS

4.9.1 Specific Technical Requirements for New Hires

- (1) University degree or equivalent qualifications in the field of Air Navigation
- (2) A minimum of 5 years' Experience in a modern, up-to-date environment in ANS and AIS/AIM in the aviation industry
- (3) Experience in the development of ATC procedures and aeronautical charts
- (4) Experience in organisation/management of AIS/AIM in an ATS provider or Airport
- (5) Experience in participating in ISO and AIS/AIM automation is desirable.

4.10 AEROMET INSPECTORS

4.10.1 Specific Technical Requirements for New Hires

- (1) Appropriate University Degree or satisfactory completion of course as Aeronautical Meteorologist
- (2) A minimum of 5 year practical experience as meteorologist in the analysis of weather information including experience in analysis of weather information for forecasting and experience in the interpretation of MET radar and satellite information, weather phenomena hazardous to aviation meteorology. Area of experience should be commensurate with intended duties.
- (3) Experience in the administration and operation of aeronautical meteorological services and in the procurement, provision, siting, maintenance and calibration requirement of met instrumentation.
- (4) Good working knowledge of relevant aeronautical telecommunication, ATS procedures World Area Forecast Centres (WAFC) and Met Watch Offices (MWO).



4.11 AEROTEL INSPECTORS

4.11.1 Specific Technical Requirements for New Hires

- (1) Electronics Engineer or equivalent academic qualification
- (2) Possess ATSEP licence with rating in Communication or Navaids or Surveillance or Power or Data Processing. Rating should be relevant to intended duties.
- (3) A minimum of 5 year experience in the planning design, installation, and evaluation and maintenance of aeronautical telecommunication (Aerocomm) systems or navigation aids or surveillance systems for aerodromes (HF, VHF, NDB, VOR, DVOR, DME, ILS, primary or secondary radar/ADS/SMR and ACAS). Area of specialization should be relevant to the intended duties. Experience in the site planning and configuration of COM /NAVAIDS/ SURVEILANCE facilities and equipment.
- (4) Knowledge of aircraft operational characteristics, ATC and related airport operations.

4.12 ATS INSPECTORS

4.12.1 Specific Technical Requirements for New Hires

- (1) Professional Qualification and Training as air traffic controller
- (2) ATC licence with rating in tower control or approach control or area/route radar control and ICAO English Language Proficiency Level 4.
- (3) At least five years' experience in tower control or approach control or area/route radar control at a mid-size airport
- (4) Rating obtained and area of experience should be commensurate with intended area of responsibilities
- (5) Experience in the OJT training of controllers



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CHAPTER 5 – COMPETENCY-BASED TRAINING AND ASSESSMENT

5.1 REQUIREMENT FOR INSPECTOR TRAINING

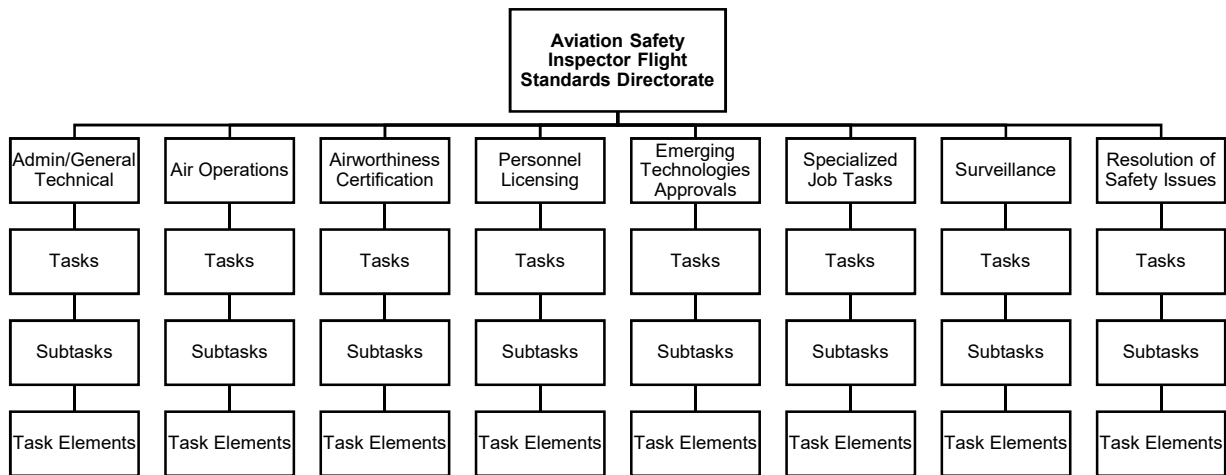
- 5.1.1 ICAO recommends for CAAs to be responsible for establishing and controlling the competencies of its safety inspectors and for this purpose, it should establish training or take other actions to reach the established level of competency, and evaluate the effectiveness of these actions. Furthermore the CAA should ensure safety inspectors are competent to carry out the tasks assigned to them and that they are aware of the consequence of their actions for aviation safety.
- 5.1.2 Inspector training shall therefore be based on a systematic approach whereby competencies and their standards are defined, training is based on the competencies identified, and assessments are developed to determine whether these competencies have been achieved.
- 5.1.3 Chapter 8 of Order No 1 gives contains the detailed FSS Competency Framework.

5.2 INSPECTOR JOB TASK ANALYSIS

- 5.2.1 Inspector training should directly support specific job functions to which the inspector has been assigned.
- 5.2.2 The use of a standardized list of inspector job functions and job-tasks provides a basis for developing a training system for inspectors. A comprehensive aviation safety oversight job function list and the inspector tasks within those job functions has been developed for use in OJT programmes and in the development of corresponding formal course training. These lists are numbered for each of reference and comparison.
- 5.2.3 The inspector job functions, for Flight Operations and Airworthiness, can be coded into the general areas as follows, with each duty further subdivided.
- (1) Admin/General Technical
 - (2) Air Operations
 - (3) Airworthiness Certification
 - (4) Personnel Licensing
 - (5) Emerging Technologies Approvals



- (6) Specialized Job Tasks
- (7) Surveillance
- (8) Resolution of Safety concerns



Breakdown of an Inspector’s Job

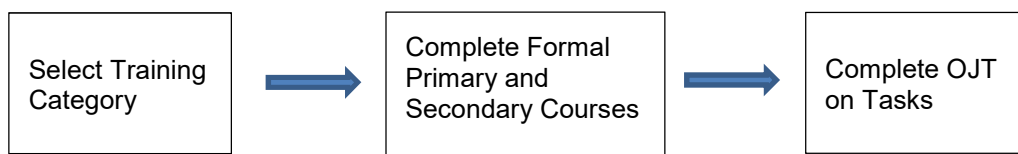
5.2.4 The task categories for Aerodromes and Air Navigation are an adaption from the above as follows:

- (1) Administrative and General Technical;
- (2) Service Provider and Authorizations;
- (3) Specialized Certification, Approvals and Authorizations;
- (4) Personnel Licensing/Competence Assessment;
- (5) Emerging Technologies Approval;
- (6) Specialized Job Tasks;
- (7) Surveillance;
- (8) Resolution of Safety concerns

5.2.5 A list of specific job tasks that comprise each of these eight job functions of an inspector is contained in Appendix 1-2. An Inspector OJT worksheet is contained in Appendix 1-5. Each job task is numbered so that formal inspector training can identify which specific job tasks are covered by a course, and the CAA will have a means to track the practical/OJT training of its inspectors.



5.2.6 For each of these job tasks categories a number of formal classroom training courses have been specified. In order to determine the training required for an inspector to be fully capable of performing a task, a Job Task to Training Course Mapping has been developed and is available at Appendix F and G for reference. Appendix F and G shows that an inspector may require more than one course to be sufficiently capable of accomplishing a task. The inspector must complete both the formal classroom and or CBT training course associated with that Job Task, and On-the-Job training for that Job Task, before he can be given authority to perform the task by himself. The process is illustrated in the following page:



5.3 JOB TASK ANALYSIS WORKSHEET

5.3.1 A job task analysis (JTA) is the process of specifying, in detail, how a task is to be performed, including the subtasks and any task elements comprising each task, and the identification and recording of the skills, knowledge and attitudes required to perform the task, and of the environment in which it is to be performed.

5.3.2 The results of the JTA are documented on a template referred to as a JTA worksheet. Each JTA worksheet is numbered with its corresponding task number. In addition to the specific task analysis data listed in 5.3.1 above, the JTA worksheet will contain pertinent information as to the sponsoring Department, the inspector specialty, the average time to perform the task, the person(s)/department(s) validating the accuracy of the task analysis and any formal courses that provide training on the particular task.

5.3.3 JTA helps define the content of required inspector training of both training courses and OJT by identifying the knowledge, skills, and abilities required to accomplish job task objectives and perform a particular job function or particular parts of a job function.

5.3.4 Each JTA worksheet will contain a reference listing of all GCAA documents identified in the JTA, with specific regulations, orders, and other controlling material, that describes how each task is to be performed in accordance with those documents.



- 5.3.5 Since the Authority does not have its own training academy, it relies on training courses developed by ATO's or other training providers. Thus the customized JTA worksheets become even more important in bridging the knowledge learned by inspectors in a training course to actual application of this knowledge in the Authority's own OJT program.
- 5.3.6 A JTA worksheet template with corresponding instructions is contained in Appendix 1-3.



CHAPTER 6 – INSPECTOR TRAINING COURSES

6.1 GENERAL TRAINING GUIDELINES

6.1.1 ASI training shall include both classroom (e.g. web-based, CBT, etc) and practical training. However, both trainings are classified or considered as OJT and they comprise of three levels:

- (1). OJT Level 1 training courses – demonstration of knowledge;
- (2) OJT Levels 2 and 3 practical training –demonstration of skill.

6.1.2 Training courses should address initial training for the newly hired inspector and continuation training for inspector throughout the inspector’s employment with the CAA. Continuation training covers specialization for specific job functions and refreshing or updating of training previously taken in an earlier course.

6.1.3 The Authority also ensures that inspectors who are required to hold personnel licences maintain their licence currency.

6.1.4 Through periodic practical and specialized theoretical training, both technical and supervisory the FSS inspectorate manpower can be developed effectively for inspectors to be able to maintain a high level of expertise. The net result of such training is better job performance and greater respect from the operator.

6.1.5 These trainings are divided into two:

- (1) Initial training; and
- (2) Continuation training.

6.2 INITIAL TRAINING

6.2.1 FUNCTIONS AND TASKS TO BE COVERED

- (1) The initial training of an inspector to reach a minimum level of competency usually takes 12 to 24 months. The initial training will comprise a series of standard, predetermined courses that address the basic functional areas of an inspector. Each new hire inspector will take the same series of new hire courses relevant to his or her specialty to ensure consistency and standardization of training within the FSS. This initial training period is commonly referred to as indoctrination training. A new hire inspector must



successfully complete the indoctrination training, which includes corresponding OJT, before receiving credentials as an inspector.

- (2) The initial training of inspector will consist of a competency-based instruction with respect to GCARs and procedures. Newly engaged inspectors shall accompany experienced staff on inspections for a practical introduction to the tasks.
- (3) There are a series of courses for newly hired inspectors that focus on local administrative procedures, general and specific inspector technical competencies and job tasks. In order to provide new hire inspectors with a sound foundation for the work of the FSS, tasks from at least the following inspector job function areas will be taught in the inspector initial training courses.
 - (a) Administrative/General Technical;
 - (b) Aircraft Operations;
 - (c) Personnel Licensing;
 - (d) Surveillance; and
 - (e) Resolution of Safety Concerns.

6.2.2 ADMINISTRATIVE/GENERAL TECHNICAL COURSES

- (1) The human resource directorate has training courses designed to provide a new employee with orientation courses, such as the history of the Authority, ICAO obligations, normal office procedures, ethics standards, computer skills, use of software, information technologies, and administrative procedures related to such tasks as time and attendance, leave, salary, retirement, and employee conduct and discipline. Orientation covers many courses ranging from the administrative duties of an employee to an overview of the more technical aspects of inspector job functions.
- (2) Administrative courses cover the following topics, including use of Authority's equipment (i.e. computer systems, photocopiers, vehicle, etc) for basic administration:
 - (a) Overview of the Authority;
 - (b) Overview of the FSS;
 - (c) Employee benefits;
 - (d) Employee ethics
 - (e) Conduct and discipline;
 - (f) Time and attendance;



- (g) Security;
- (h) Employee training and development;
- (i) Managing Resources; and
- (j) Travel;

(3) The initial training will also cover the following general technical areas, which may be covered in individual courses, such as SMS, or included in the certification, surveillance and investigation courses:

- (a) auditing techniques and FSS auditing procedures;
- (b) safety management systems and quality systems;
- (c) human factors principles; and
- (d) training for the specific roles and tasks of the inspector.

6.2.3 AIRCRAFT OPERATIONS

- (1) Training courses 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.
- (2) Air operator certification course(s) that address the following areas consistent with the nature and extent of the operations specified below:
 - (a) an adequate organisation,
 - (b) method of control and supervision of flight operations or maintenance,
 - (c) training programmes,
 - (d) ground handling and maintenance arrangements.
- (3) The air operator certification courses for airworthiness inspectors, such as the ICAO Government Safety Inspector Course 18701 also includes the certification of AMOs hence no need to attend an AMO specific course.

6.2.4 PERSONNEL LICENSING

- (1) Training courses designed to provide the knowledge and skill required to be successful in the performance of job tasks related to the licensing of aviation personnel.



6.2.5 SURVEILLANCE

- (1) The continued validity of certificates, licences and approvals issued by the Authority is dependent upon the certificate or licence holder maintaining the terms of issuance under the continuing supervision of the Authority. This involves the timely inspection by qualified inspectors of all civil aviation activities, including an ongoing periodic surveillance for the duration of the certificate or licence.
- (2) Training courses designed to provide the knowledge and skill that are required to be successful in the performance of job tasks related to the surveillance of certificate and licence holders.
- (3) While it is impractical to attempt to detail the guidance necessary to cover every situation and problem that might confront the inspector, inspectors are expected to accomplish some or all of the following tasks as they relate to a particular specialty:
 - (a) conduct routine inspections such as the inspection of a station facility, apron, en-route operation and base and carry out oversight or checks considered necessary at prescribed intervals;
 - (b) assess the effectiveness of the operator's SMS and the level of resources allocated to it;
 - (c) conduct such inspections or oversight in accordance with an established work programme and applicable standard procedures and instructions;
 - (d) advise the operator, in writing, of any significant deficiency, requesting a proposal for remedial action;
 - (e) conduct follow-up on inspection reports to ensure that appropriate action has been taken in a timely manner;
 - (f) submit reports on each inspection in the manner prescribed, and complete and process the applicable inspection forms;
 - (g) continuously review the operator's pertinent documentation (e.g. GOM and MCMs), company policies, operating instructions and information to staff and system of amendments to determine whether they are accurate and made available in a timely manner to persons requiring their use;
 - (h) keep appropriate inspectorate staff informed on all aspects of the current operation and projected developments in the company including changes in executive personnel, in assigned responsibilities and in the certificate or licence holder organisation in general; and



- (i) conduct qualification, approval and supervisory activities with respect to personnel proposed as designated examiners by a certificate or licence holder.

(4) While all of these tasks may not be covered in initial training, at a minimum, the initial training should address the set up of the Authority's annual surveillance work programme and subsequent tracking of surveillance tasks performed.

6.2.6 RESOLUTION OF SAFETY CONCERNS

(1) Training courses designed to provide the knowledge and skill required to be successful in the performance of job tasks related to the investigation of certificate and licence holders, and to resolve any instances of noncompliance.

(2) Training may cover the following tasks:

- (a) Accident and incident investigation;
- (b) Human factors;
- (c) Investigation and documentation of possible violations of the CAA Act or GCARs; and
- (d) Resolution of safety concerns.

6.3 CONTINUATION TRAINING

6.3.1 Inspectors are the face of the Authority and therefore require the continuous development of their competencies related to their respective responsibilities.

6.3.2 Typically, inspectors will complete their initial training over a 12 to 24 months time period. After this initial training period, inspectors will continue to receive training throughout their employment as ASIs to keep abreast with industry developments especially new technologies and concepts. Continuation training will consist mostly of specialty training for inspectors required to implement an additional set of job task listed in their position description as well as more in-depth or advanced training. Some of these courses will be provided once but most them will include recurrent training.

6.3.3 An advanced course prepares an inspector for the responsibilities of a journeyman inspector or principle inspector. Such a course should aim to give the inspector an understanding of and some competence in the subject area. Some advanced training will be considered as recurrent training as it may build upon knowledge received in initial training.



6.3.4 The frequency of continuation training will be as follows:

- (1) Complete two specialty or advanced training courses every three years;
- (2) Recurrent training courses within three-five years after completion of a course requiring recurrent training;

6.3.5 Continuation training will also require the corresponding OJT until an inspector becomes completely proficient in a particular task or set of tasks.

6.3.6 In addition to the continuation training, inspectors required to have a current and valid personnel licence must maintain licence currency and proficiency. In so far as possible, the maintenance of licence qualifications and of an acceptable level of proficiency and knowledge of aircraft performance, limitations, equipment, systems, operations, etc. will permit inspectors to better assess the knowledge, techniques and over-all competence of the personnel of an operator. For example, flight operations inspectors should receive recurrent flight training on aircraft supplemented periodically by training in a flight simulation training device. However, where circumstances requires the inspector to supervise more than one operator, or where an operator uses several different types of aircraft, it becomes extremely difficult and costly for an inspector to maintain pilot proficiency and knowledge of aircraft systems and associated ground services for all types involved. In such cases it will be accepted that the inspector is not fully qualified on all aircraft types under their jurisdiction

6.4 INSPECTOR TRAINING PROFILES

6.4.1 Each inspector specialty (operations, airworthiness, personnel licensing, aerodomes or air navigation) will have its own set of advanced and recurrent training courses. As with initial training courses, each inspector specialty will take the same series of advanced and recurring courses relevant to his or her specialization to ensure consistency and standardization of training.

6.4.2 To ensure this uniformity of inspector training, the Authority has develop a list of training needed by inspector specialization called a Training Profile. A training profile is a list of recommended courses, with corresponding course numbers, based on common employee specialties and positions. Training profiles are designed to cover an entire inspector's career with the Authority. Therefore the profiles will contain recommended training for a period of some twenty years or more and will likely list over one hundred different training courses based on the level of specialization. As inspectors change specialties, his or her training profile will also change.



- 6.4.3 The Authority will periodically review each training profile series to ensure it is up to date with industry expectations. The Authority will also periodically review each inspector's training against his or her assigned training profile to ensure that inspector training remains current.
- 6.4.4 A matrix containing possible courses for inspector training profiles is contained in Appendix 1-4. These profiles cover training for an inspector throughout the inspector's career from initial training through continuation training. Sample profiles are provided for Operations, Airworthiness, Personnel Licensing, Aerodrome and Air Navigation inspectors.

6.5 INSPECTOR TRAINING FROM OUTSIDE SOURCES

- 6.5.1 As discussed earlier, the Authority does not own or operate an internal training facility to train inspectors. Training is obtained through courses offered by the manufacturers, ATOs, other States or under ICAO auspices.
- 6.5.2 In order to maintain good relationships and avoid possible embarrassment or controversy, inspectors all efforts will be made for inspectors not to acquire training from an operator or organisation under their inspectional jurisdiction.
- 6.5.3 Therefore, it is imperative that established relationships, agreements and/or contracts are in place so that inspectors will have access to timely, uniform and standardized training. Consequently, the inspector training profiles might sometimes indicate one or more course numbers and providers of courses.



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CHAPTER 7 – RECORDKEEPING

7.1 GENERAL

- 7.1.1 It is imperative that an accurate and permanent record be created to record the training completed by each Inspector. This record will be carefully maintained from the time the Inspector is hired by the Authority until the time he retires from the Authority. The Authority's policy about retention of training records is that normally these records are kept permanently, in case a question of an Inspector's qualification should ever come up at a future date.
- 7.1.2 Recordkeeping under the ITS is accomplished by appropriate method, using both a hard-copy paper system and a computer software program.

7.2 INSPECTOR TRAINING RECORDS AND QUALIFICATION SYSTEM, (ITRAQS)

- 7.2.1 The Authority as a member of BAGASOO is also enrolled on the BAGASOO ITS recording system known as the Inspector Training Records and Qualification System, (ITRAQS). ITRAQS is a web-based application designed for the tracking of the training records in an aviation regulatory organization modeled in conformance with the standards contained in the Inspector Training System (ITS) developed by the FAA and approved by ICAO as described earlier in this manual.
- 7.2.2 The ITRAQS system is browser based and this eliminates the process of complex installations and settings. Being a fully functional web-based application, the ITRAQS is not restricted by location or time of operation thereby ensuring that the system can be accessed 24/7 from anywhere in the world.
- 7.2.3 Data security is achieved via user login and a multi-tier based access level system. The ITRAQS also houses records in a Relational Database Management Platform, which ensures that unauthorized personnel do not directly tamper with data. Access to the application is assured from any modern computer device connected to the Internet, regardless of the operating system installed.
- 7.2.4 On user demand, the system can be expanded to include new functions and features like new specialties, courses, multi-lingual capabilities etc. Available access levels are designed to correspond to the different ITS roles and in-turn restrict the user to a number of allowed functions within the system. This feature ensures data integrity and security. Access levels include:



- (1) Registered Trainee;
- (2) OJT Instructor;
- (3) Supervisor;
- (4) Office Manager Global Read Only (for Directors);
- (5) Administrator

7.2.5 The Graphics User Interface is laid out in a neat fashion with features arranged in an easy to access order. Users can change their credentials seamlessly from within the system. Real-time Notifications on the state of the system and trainee accounts are sent to the system administrator and regular users also receive automated alert messages on training updates.

7.2.6 Automatically generated reports provide accurate and vital information on the status of Inspector Training. Some of the management reports include the following:

- (1) Formal Course Report;
- (2) OJT Task Training Report;
- (3) Recurrent Training Report;
- (4) Course Qualification Countdown;
- (5) Scope of Authorization;
- (6) Planned Courses;
- (7) Training Reviews Report.

7.2.7 Training records and management reports can be exported and used in other formats such as excel spreadsheet.

7.2.8 The ITRAQS application provides an avenue for access to standard ITS Guidance Materials, downloadable in PDF file formats. These guidance materials provide the basic concepts of the Inspector Training System and the process of effective implementation. Also provided is a vital stock of general information used by the ITRAQS software that could be used for reference.

7.2.9 The system incorporates OJT Job Task analysis detailing the scope of training for each OJT task in the system. A Feedback Center allows the application user send requests directly to the systems administrator. The systems administrator, in turn, responds to the request by resolving any pending issue brought up by the user. The Feedback Center also helps the system administrator record all raised issues in an email box for future referencing.



PART 2 – ITS ON–THE–JOB TRAINING GUIDE

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PART 2: ITS ON-THE-JOB TRAINING (OJT) GUIDE

SECTION 1. INTRODUCTION

1.1 PURPOSE

1.1.1 This OJT Guide describes the processes and tools for planning, delivering, and evaluating the Authority's Flight Safety Standards Department (FSSD) On-The-Job Training Program. The OJT Program outlined in this guide is a dynamic ongoing program that will change to meet the needs of the FSSD and its Aviation Safety Inspectors (ASIs). Any changes that affect the processes discussed in this guide should be accompanied by written revision of this guide as appropriate.

1.2 INTRODUCTION

1.2.1 On-the-Job-Training (OJT) is planned training conducted at a work site by an authorized OJT Training 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."

1.3 OJT IN THE INSPECTOR TRAINING SYSTEM

1.3.1 The goal of the Inspector Training System (ITS) 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.

1.3.2 Structured OJT is a critical component of an effective performance-based training program. It is a core training process that is used in the GCAA training program. An effective OJT Program fulfils the international obligations required of ICAO member States and contributes to the vision and goals of GCAA training program.

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

0) 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 GCAA.



- 1) **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.
- 2) **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.
- 3) **Goal 4:** Gain support from GCAA leaders, managers, and employees for the commitments of money, time, and other resources necessary to ensure an effective training system.

1.4 APPLICABILITY OF OJT

1.4.1 The OJT Program presented in this guide applies to Aviation Safety Inspectors and describes technical skills training, re-qualification training, and training in new programs and tasks. Any OJT conducted prior to the effective date of this revised program may be counted toward required inspector development training. However, all training conducted after the effective date of this document should be in accordance with this revised program.

1.5 VALUE OF OJT

1.5.1 The OJT Program is an essential part of inspector training and adds value to the overall GCAA training effort. Consider the following points:

- 1) **Skills Application.** By applying knowledge and skills learned, the trainee completes the learning process. At the same time, the office gains confidence in the trainee’s capabilities. With the completion of OJT the GCAA can certify the trainee as a qualified inspector.
- 2) **Flexibility.** The OJT Program is a process for implementation and management of a structured OJT system at GCAA using industry guidelines. The program can be tailored to the tasks in which an Inspector needs training and may also include training on tasks unique to a specialty.
- 3) **Timeliness.** OJT can be provided immediately when the need or opportunity arises.
- 4) **Cost Effectiveness.** OJT is relatively inexpensive compared to classroom training because there is little to no travel cost. Primarily, OJT requires an investment of time by the OJT training instructors, trainees, their Office Managers, and the designated OJT Program manager. As budget constraints



continue, OJT becomes an even more valuable component of a comprehensive training program.

- 5) **Locally Managed.** OJT empowers managers and employees to develop needed skills. When a training need exists, OJT can be provided at the local level when OJT has been identified as the best method for delivering the needed training, or if no other means to receive the training is available.
- 6) **Career Broadening.** Throughout an Inspector's career, OJT remains a valuable tool for continually broadening technical skills and capabilities. Cross-training in tasks of other disciplines may not be possible through other training means due to resource limitations but may be more easily attainable through a structured OJT Program.

1.6 DEFINITIONS

1.6.1 The following are definitions of terms related to the GCAA OJT Program:

- 1) **CERTIFICATION.** Certification work activities validate the competency of an air operator, air agency, or airman and their compliance with appropriate statutory and regulatory requirements prior to active performance in the aviation industry.
- 2) **GENERAL TECHNICAL.** Those functions performed by trainees that do not fit in Surveillance, Investigations, or Certification. For example: aviation education and promoting aviation safety to all segments of the aviation community.
- 3) **INVESTIGATIONS.** The means in which the GCAA determines causal factors of potential or actual problem areas, and are the vehicle to effect appropriate corrective action. These work activities are generated on an "as required" or "as discovered" basis.
- 4) **LEVEL I OJT.** Level I OJT is related to that body of knowledge associated with a specific job task. This knowledge is contained in orders, rules, guidance, and standards. Level I OJT typically involves a review of all reference materials applicable to the job tasks for which training has been identified. Level I OJT may be satisfied through classroom training or other delivery methods.
- 5) **LEVEL II OJT.** Level II OJT involves observation of the performance of specific job tasks. This training typically involves the trainee observing and/or assisting the OJT training instructors in the performance of those specific job tasks for which the trainee will be held accountable. Level II OJT may be satisfied through appropriate classroom training that provides the opportunity for the trainee to observe and/or assist the OJT Training instructor performing the task.



- 6) LEVEL III OJT. Level III OJT involves the application of knowledge and skills to the performance of specific job tasks. Typically, the trainee performs the job task under the observation of a qualified OJT training instructors. The OJT Training instructor assesses the performance of the task and indicates on the trainee's OJT plan when Level III performance is achieved.
- 7) OFFICE MANAGER. Provides first level supervision to subordinate employees and manages the activities of one operating unit, project, or program area. Office Managers report to senior managers.
- 8) ON-THE-JOB TRAINING. OJT is a planned, structured training event conducted at a work site by an authorized OJT training 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.
- 9) OJT TRAINING INSTRUCTOR. A trained employee designated to provide OJT instruction to trainees on specific tasks at Levels I, II, and III, in accordance with the procedures established in this document. OJT training instructors should be designated for each section and must complete a formal course of training on OJT techniques.
- 10)OJT PROGRAM MANAGER. The employee who is designated and trained to establish and maintain the OJT Program for each office. This is a key role in the implementation of the OJT Program.
- 11)OJT RECORD. An electronic tool that is used to record the trainee's OJT plan, progress, and completion. This is accomplished by using the Inspector Training Records and Qualification System, (ITRAQS).
- 12)OJT TASK. A unit of work that contains logical and necessary steps in the performance of a job duty, typically with a defined beginning and ending. The task must produce a meaningful result and is one that can best be taught and learned on the job.
- 13)SIMULATED TASK. When a task is simulated, the environment, conditions, equipment and performance of the task must be as near the "real life" situation as possible.
- 14)SURVEILLANCE. One of the most significant duties of the GCAA is to conduct surveillance in all areas of air transportation. The primary objective of surveillance activities is to provide the GCAA with accurate, real-time, comprehensive information for the evaluation of the safety status of the air transportation system.
- 15)TRAINEE. Any GCAA Inspector or employee receiving on-the-job training.



SECTION 2. ROLES AND RESPONSIBILITIES

2.1 PURPOSE

2.1.1 This section of the OJT Guide provides an expanded description of the roles and responsibilities of those specifically involved in the GCAA OJT Program. This information supplements information on roles and responsibilities provided in Part 1 - ITS Program Guide.

2.2 THE FSSD

2.2.1 The FSSD has responsibility for overall program development and management. This includes working with the Human Resources and Finance Departments as well as other stakeholders to develop an OJT policy and guidance. The FSSD must ensure that the OJT program is fully and effectively implemented. The FSSD should also coordinate and ensure the continued revision of this OJT Guide and OJT procedures as necessary to reflect new policies or guidance.

2.3 OFFICE MANAGER (FSD)

2.3.1 The Flight Safety Director (FSD) is the Office Manager responsible for the overall implementation of the OJT program. The responsibilities of the Office Manager listed in this section cannot be delegated. The duties and actions that are required to implement these responsibilities may be delegated, but the ultimate responsibility for successful implementation of the program is retained by the Office Manager.

2.3.2 The Office Manager is responsible for the items discussed below:

- 1) Ensuring that this OJT Program is implemented efficiently and effectively in the office.
- 2) Ensuring the designation of OJT Program Managers and OJT training instructors who meet the selection criteria outlined below.
- 3) Providing letters of authorization for qualified OJT Program Managers and OJT training instructors.
- 4) Planning and budgeting to ensure that the OJT Program continuously receives the resources necessary for the effective accomplishment of its goals.



- 5) Specifying the particular Job Tasks that apply to Inspectors in the office in accordance with local conditions.
- 6) Establishing a standardized method to ensure that trainees are provided adequate time and resources required for completing OJT training on specific tasks.
- 7) Obtaining assistance from an OJT training instructor when a training requirement cannot be fulfilled locally due to the lack of internal instructional expertise.
- 8) Ensuring that trainees begin their OJT Program as soon as possible after they come on board. (Completion of indoctrination training is not a prerequisite to OJT Instruction)
- 9) Authorizing and signing the Training Record for OJT levels of credit granted to an employee. Credit may be given for previous training or work experience
- 10) Reviewing with each OJT training instructors, on a regular basis, the progress of assigned inspector trainees and initiating any corrective action necessary to improve performance and/or training deficiencies
- 11) Final sign-off in the Training Record of an Inspector to certify completion of all OJT requirements for each Job Task. This sign-off is authorization for the Inspector to begin accomplishing that Job Task without further assistance.
- 12) Evaluating OJT training instructors performance annually with a mid-year review based on:
 - (a) feedback from trainees and the OJT PM;
 - (b) the OJT Training instructor's ability to meet training plans;
 - (c) the selection criteria.
- 13) Assuming the role of mediator and decision-maker when there are OJT problems and/or disagreements involving OJT training instructors and inspector trainees
- 14) Acting upon feedback from trainees concerning the OJT Program. Either resolve the situation at their level or ensure that the information is moved up the line to whomever can act on the feedback
- 15) Assisting the OJT PM in implementing program improvements

2.4 OJT PROGRAM MANAGER

- 2.4.1 OJT Program Managers shall be responsible for the implementation of the OJT program within the FSSD. The Section Managers shall be designated as the OJT PMs and their duties shall include the following:



- 1) Coordination among OJT training instructors;
- 2) Implementing and managing the OJT Program in the FSSD;
- 3) Ensuring that the local OJT Program is consistent with Authority's Training Policy and guidance;
- 4) Educating and keeping office management and employees current on the GCAA OJT Program;
- 5) Continually evaluating the effectiveness of the OJT program and recommending improvements to the FSD. Improvements will be implemented as authorized by the office manager to ensure the FSSD develops the skills and capabilities it needs;
- 6) Completing a course of training in Instructional Techniques;
- 7) Obtaining a letter of authorization from the office manager;
- 8) Facilitating the resolution of problems or issues that may impede the effective delivery of OJT;
- 9) Participating in regular meetings with other OJT PMs to discuss OJT best practices, suggested changes, and program issues
- 10) Interacting with the GCAA Human Resource Department, to implement GCAA's OJT policies, objectives and priorities;
- 11) Assisting the office manager and supervisors in identifying tasks performed in the office environment for which OJT should be required;
- 12) Facilitating and supporting the FSD and trainees in developing individual OJT training plans and schedules
- 13) Ensuring OJT instruction is provided to trainees in accordance with applicable directives, this OJT Guide, and the trainee's OJT plan
- 14) Conducting reviews of each trainees' OJT Training Record. Ensure that all entries are correct, and that the final sign-off of completed Job Tasks is accomplished by the Office Manager
- 15) Ensuring that OJT is provided for trainees as soon as they come on board. They should not have to wait until they have completed Indoctrination
- 16) Recommending OJT training instructors candidates to the Office Manager
- 17) Verifying that, prior to conducting OJT, selected OJT training instructor candidates have successfully completed required training courses and have a letter of authorization from the Office Manager
- 18) Monitoring OJT training instructor performance and coaching OJT training instructors on effective methods and techniques



- 2.4.2 The OJT programme manager for Flight Operations and Personnel Licensing profiles is the OPS/PEL Manager.
- 2.4.3 The OJT programme manager for airworthiness profile is the Airworthiness Manager.
- 2.4.4 The OJT programme manager for Aerodrome and Air Navigation profiles is the Aerodrome and Air navigation Manager.

2.5 OJT TRAINING INSTRUCTORS

- 2.5.1 An inspector may conduct OJT train as an OJT training instructor if he or she has :
 - 1) Completing a course of training in Instructional Techniques;
 - 2) Obtaining a Letter of Authorization from the Office Manager.
- 2.5.2 The OJT Training Instructor duties include the following:
 - 1) Conducting OJT with trainees
 - 2) Ensuring that OJT instruction is consistent with applicable regulations and practices
 - 3) Updating general entries in OJT trainee records
 - 4) Entering data in a trainee's Training Record after instruction when necessary to certify completion of levels 1, 2, or 3 for individual Job Tasks.
 - 5) Exhibiting objective, constructive, empathetic, and other behaviors conducive to supporting all OJT trainees
 - 6) Conducting OJT according to the trainee's individual training plan as developed by the trainee and Office Manager
 - 7) Assessing the trainee level of knowledge and skill on specific tasks
 - 8) Providing structured, well-planned, and documented OJT training with stated objectives and expected levels of performance
 - 9) Communicating with the OJT Program Manager about trainee progress
 - 10) Ensuring that the trainee has accomplished all elements of OJT instruction associated with a particular task in an acceptable manner before notifying the OJT Program manager that the trainee is able to perform the task without assistance and is ready for final sign-off.



2.6 TRAINEE

2.6.1 The Trainee is responsible for the following:

- 1) Participating with the Office Manager to identify developmental needs and to plan training activities
- 2) Requesting OJT credit from the Office Manager for prior training and/or experience
- 3) Fulfilling their OJT requirements as established within the office
- 4) Participating in the feedback process to help ensure continual improvement including feedback on the performance of the OJT Training instructor
- 5) Participating, in a constructive manner, in their own training progress reviews under this guide and checking the accuracy of completed tasks during the review meetings



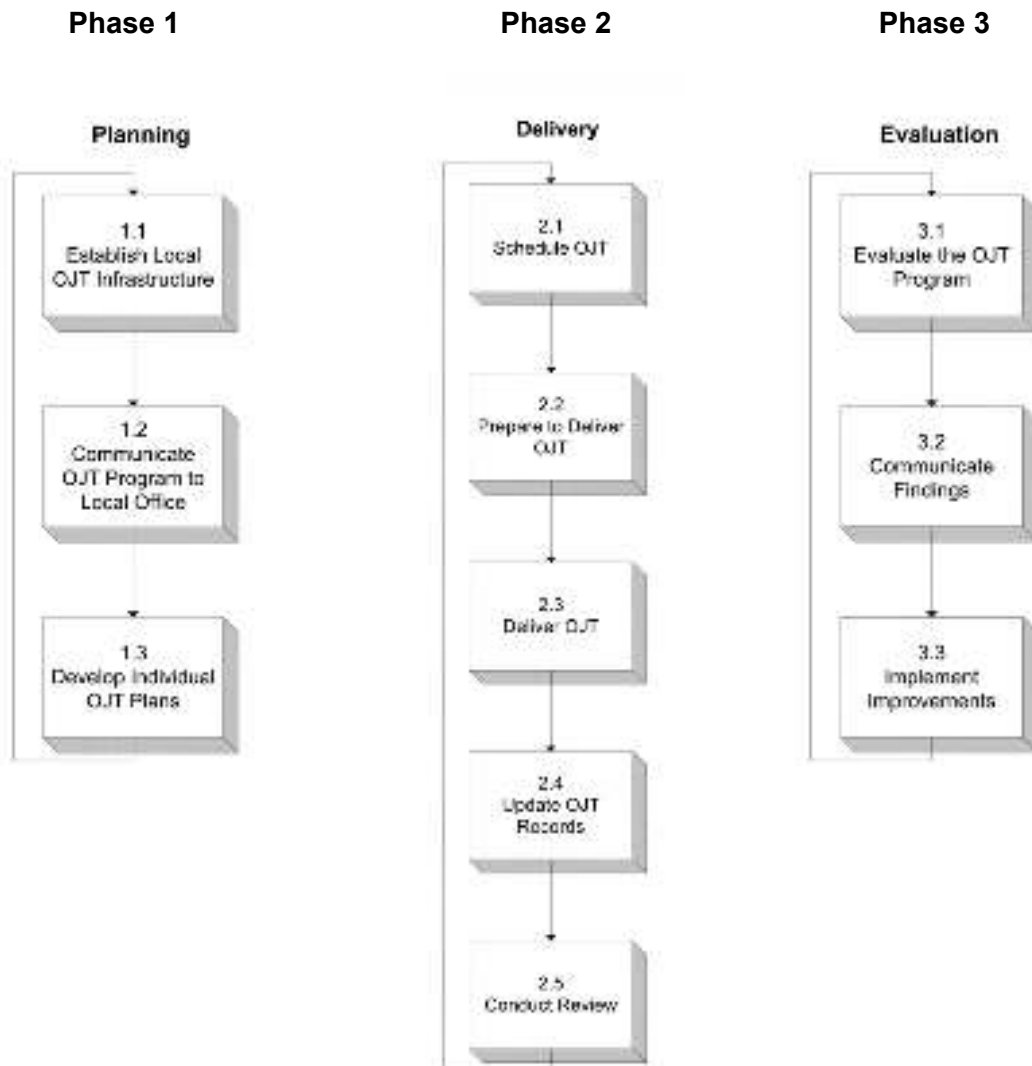
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SECTION 3. OJT SYSTEM IMPLEMENTATION

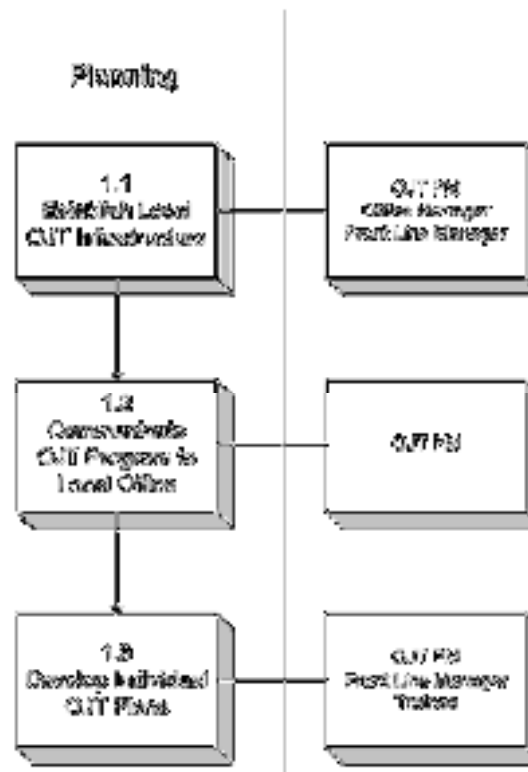
3.1 GENERAL

- 3.1.1 This part of the OJT Guide discusses management implementation of the OJT system process.
- 3.1.2 This process consists of three phases:
- 1) Phase 1. Planning;
 - 2) Phase 2. Delivery;
 - 3) Phase 3. Evaluation.
- 3.1.3 These system management phases should not be confused with the three levels of the OJT training process that are utilized during the actual conduct of OJT for new inspectors.
- 3.1.4 The three high level phases that are used to implement the OJT system within the FSSD 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 FSSD or even that of the GCAA change. For example, planning for the FSSD needs is continual as the FSSD dynamics change. An evaluation of the program may lead to a change in the office needs, thus requiring additional planning.



3.2 PHASE 1 – PLANNING

3.2.1 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 the individual trainee.



3.2.2 OVERVIEW

- 1) The first step in the planning phase is to establish the OJT infrastructure. This includes establishing the resources needed for the program and determining the tasks that the FSSD needs as an initial profile. During this step of the planning phase, the officer manager will designate an OJT program manager (PM) for each FSSD Section who will then conduct activities to establish the OJT Program for that section and implement any required changes in the OJT Program.
- 2) All program participants are encouraged to provide feedback in the form of questions and comments through the individual OJT PMs who can, when required, escalate those concerns to the Office Manager. Questions, concerns, or comments about the OJT Program can be submitted via email.

3.2.3 PROCESS: Select and designate the OJT Program Manager.



- 1) The office manager should designate the Section managers as OJT program managers for each section. The OJT program manager is very important to the success of the OJT program within the office. He/she has the responsibility of implementing the programme according to GCAA Training Policy and this guide. An example of a letter that can be used to designate the OJT Program Manager can be found in Appendixes to this Order.
- 2) When selecting an OJT Program Manager, the office manager should consider the following demonstrated criteria:
 - (a) Desire to be a program manager
 - (b) Effective level of communication and interpersonal skills with people at all levels.
 - (c) Ability to make presentations to groups
 - (d) Ability to set up a program and to oversee its implementation
 - (e) Knowledge of OJT instruction
 - (f) Willingness to track OJT for each employee in the office
 - (g) Attention to detail

3.2.4 Unless previously trained, the OJT PM must complete the OJT Techniques and the OJT PM training courses. In writing the office manager will state that the individual meets the criteria to be an OJT PM. An example of a PM designation in Appendixes to this Order. The letter lists the specific roles and responsibilities assigned to the OJT PM.

3.2.5 Develop the OJT Office Task Profile

- 1) The OJT framework in this manual is directly applicable to positions that have established job tasks in the ITRAQS. This same framework may also be used for those positions that do not have currently established job tasks in the ITRAQS.
- 2) As part of establishing the OJT Program in the office, a profile for each specialty in that office (e.g., Flight Operations, Personnel Licensing, Airworthiness, etc) must be developed. This profile includes a list of common tasks that management determines most employees should be able to perform, driven by the level of local industry.
- 3) The OJT PM ensures the currency of the profile against the ITRAQS job task list. The Office Manager and OJT PMs must be involved in establishing the profiles. Once developed, any changes must be coordinated with the office manager, and OJT PM in accordance with the FSSD office procedures.



- 3.2.6 ITRAQS. Inspectors assigned OJT tasks must use the associated guidance, accessible on the ITRAQS. There is no requirement to recapture tasks already accomplished in the previous OJT tracking systems.
- 3.2.7 **Review the Needs of the Department.** A review of the special needs of the FSSD should be conducted and compared to the Job Tasks listed in the standardized Training Profiles for Flight Operations, Airworthiness and Aerodrome & Air Navigation Inspectors. Additional job tasks may be added to an inspector's training profile when required to fulfil a special need of the local office.
- 3.2.8 **Select OJT training instructors:** The Office Manager and the OJT PM should estimate their training instructor requirements in planning the OJT Program. At a minimum, there should be one OJT Training instructor for each represented occupational specialty in the FSSD. Use the Training Needs Assessment process to plan for additional requirements or unusual circumstances. To determine the appropriate resources, consider the following:
- 1) How many employees, including new hires, are predicted to need OJT for the planning period?
 - 2) What knowledge and skills are required for the OJT training instructors? What specialties are represented in the needed training? This should come from the profiles developed earlier.
 - 3) How can the training instructor resources be best utilized?
 - 4) Will it be necessary to adjust an employee's workload to ensure the quality of the OJT instruction?
 - 5) Does the OJT training instructor candidate meet the following criteria?
 - (a) Have qualification in the job specialty and job tasks they intend to teach
 - (b) Have advanced knowledge, skill, and experience that match the identified training needs along with the necessary skills to support and enhance training and create an effective learning environment
 - (c) Possess the ability to demonstrate a task in a clear and logical order
 - (d) Willing to prepare training, and instruct and coach trainees on performance of tasks being trained
 - (e) Possess the ability to communicate technical information, concepts, and procedures clearly, concisely, and positively in a variety of ways
 - (f) Desire to be a training instructor
 - (g) Have effective level of communication and interpersonal skills with people at all levels.



- 3.2.9 It is important for all OJT Training 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 OJT Training instructor to reinforce training concepts and the value of a structured, planned training activity for each trainee.
- 3.2.10 Once individuals are appropriately trained to be OJT training instructors, the Office Manager will prepare and sign a letter stating that the individual meets the criteria to be an OJT Training instructor, that he or she has completed the formal training course on instructional techniques and is authorized as an OJT training instructor. An example of a letter that can be used to authorize an OJT training instructor can be found in in Appendixes to this Order The letter will list the specific roles and responsibilities assigned to the OJT training instructor if different from those roles and responsibilities listed for OJT training instructors in this guide. Only those OJT training instructors who hold such authorized will be recognized as OJT training instructors under this Program.
- 3.2.11 OJT training instructors must attend an OJT Techniques course or some other approved training to ensure consistency in delivering OJT and in evaluating the trainee's progress. The OJT PM working with the training instructor will reinforce concepts taught in the course by conveying the value of providing a structured, planned training activity for each trainee.
- 3.2.12 Once individuals are appropriately trained to be OJT training instructors, the office manager will state, in writing, that the individual attended the GCAA OJT Techniques training, and meets the criteria to be a training instructor. An example of an OJT training instructor designation letter is found in Appendixes to this Order. The letter will list the specific roles and responsibilities assigned to the OJT training instructor from among those roles and responsibilities of OJT training instructors listed in this manual. Only those OJT training instructors who are so designated are considered to be OJT training instructors under the GCAA OJT Program. In assigning training instructors to trainees, the supervisor may choose to designate a primary training instructor for each trainee; any other qualified training instructor may also contribute to fulfilling the OJT Profile.
- 3.2.13 **ITRAQS.** Inspectors and employee's assigned OJT tasks must use ITRAQS and its associated guidance. There is no requirement to recapture tasks already accomplished in the previous OJT.
- 3.2.14 **Designation of Technical Resources.** In unique circumstance where an OJT training instructor lacks the experience or mastery of a specific job task, the office manager may designate, in writing by task(s), a technical resource to conduct the training of that particular job function. Adjustment/balancing of employee workload may be necessary to ensure the quality of the OJT instruction.



3.2.15 Use the following criteria to identify and nominate technical resources:

- 1) Knowledge and skill required to be a technical resource.
- 2) Ability to adjust workload to ensure the quality of the OJT instruction.
- 3) Qualification in the job specialty and job tasks he or she is intended to teach.
- 4) Advanced knowledge, skill, and experience that matches the identified training needs along with the necessary skills to support and enhance training and create an effective learning environment.
- 5) Ability to demonstrate a task in a clear and logical order.
- 6) Willingness to prepare training and instruct trainees on performance of tasks in which trainees are being trained.
- 7) Ability to communicate technical information, concepts, and procedures clearly, concisely, and positively in a variety of ways.
- 8) Compliance with the standards and definitions of professionalism.

Notes:

- *There are both technical and instructional criteria requirements in the designation of a technical resource. The technical resource must have a mastery of technical skill and experience in giving instruction, (e.g., certificated flight instructor (CFI), instructor, demonstration of instructional skill set observed by management.)*
- *When technical resources are used to accomplish OJT training by other than a designated OJT training instructor, a designated OJT training instructor must validate the training to ensure compliance with the training plan and other OJT objectives.*
- *If a resource possesses the technical requirements but lacks the instructional experience, an OJT training instructor must observe the training.*

3.2.16 **Overview.** A successful implementation of OJT in the office depends on communication between all of the people involved in the program.

3.2.17 **Process.** In coordination with office management, the OJT PM will schedule and facilitate any communication regarding the OJT program in the office, as deemed appropriate by the office management. The OJT PM will conduct an initial meeting with trainees. The OJT PM will communicate with individuals, or small groups, as needed. Annually, there should be a meeting to discuss changes/status in the OJT Program. The OJT PM will:

- 1) Describe the ITS OJT Program
- 2) Introduce key participants and describe their roles and responsibilities
- 3) Discuss how OJT profiles are developed



- 4) Describe how OJT will be tracked and recorded as part of each employee's training record.
- 5) Answer questions about the OJT Program

3.3 Develop Individual OJT Profiles

3.3.1 **Overview.** The OJT PM coordinates and facilitates a meeting between the trainee and the Office 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

3.3.2 Process

- 1) Assess Needs to Develop the OJT Plan. The meeting should begin with the FLM/OJT PM reviewing the information from Step 1.2 such as:
 - (a) The importance and goals of OJT.
 - (b) The roles of the trainee, OJT training instructors, FLM, office manager, and OJT PM.
 - (c) The OJT process.
- 2) Inform the trainee that OJT is a means of receiving training but does not substitute for required classroom training. The OJT PM should aid the FLM and trainee/employee in assessing the employee's training needs. This leads to the development of the individual's OJT Plan.
 - (a) Ask and/or answer questions related to the employee's experience and needed OJT.
 - (b) Starting with the office profile established in Step 1.1, the FLM will decide which tasks should be completed by the employees they supervise. There may be some tasks that an employee does not have to complete because his or her work assignments do not include those tasks.



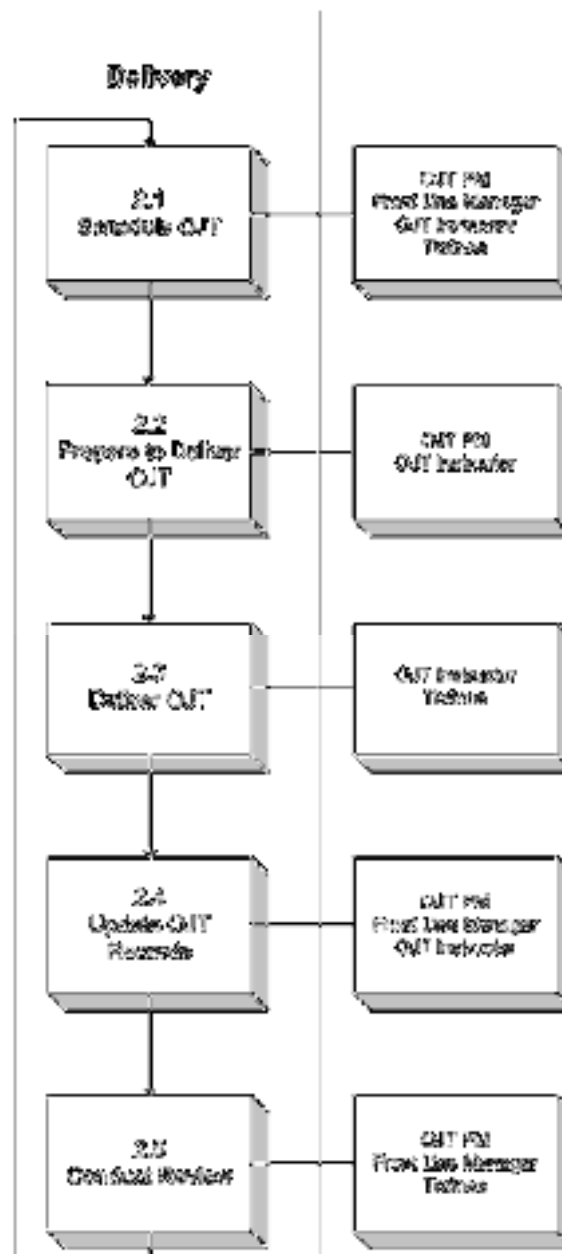
- (c) Determine if any credit for classroom training (such as indoctrination) and/or prior experience can be applied in any tasks. In cases where the trainee has received formal training on specific tasks, or has previous directly related experience, the employee should request OJT credit for this prior training/experience. The trainee's OJT PM may decide to credit up to the first two levels of OJT for certain tasks after assessing that the trainee's knowledge is satisfactory and appropriately validated on those specific tasks. Level III can never be attained from formal training and/or prior experience; it must be trained, demonstrated, and validated through the OJT task training process.
 - (d) Establish a timeframe for when the OJT training tasks should be accomplished. This should list the tasks that should be accomplished by the next review meeting.
 - (e) At the end of the meeting, the trainee should know which tasks he or she needs to accomplish as OJT and a timeframe for getting them accomplished. If meeting participants are not able to reach agreement on the tasks to be trained, the OJT PM will make the decision. Either during the meeting or soon after, the trainee should be assigned a training instructor to begin the OJT training. The trainee may have several training instructors during OJT, but each should follow the training plan and work on the identified tasks to be accomplished.
- 3.3.3 **Recording the OJT Plan.** The OJT PM will finalize the list of tasks and provide the list to the trainee. The trainee will create an ITRAQS record for each OJT task. The OJT PM will explain to the trainee that there will be a quarterly review of the OJT record for accuracy.

Note: IRAQS/ITRAQS is used for tracking OJT. Upon the effective date of this order, employees assigned OJT tasks must use ISATS and the associated guidance, accessible on the INTRANET. There is no requirement to recapture tasks already accomplished in previous OJT tracking systems.



3.4 PHASE 2 – DELIVERY

3.4.1 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 Office Manager or Supervisor as appropriate.



3.4.2 **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 to ensure that the plan established is still reasonable.



3.4.3 Process

- 1) The trainee and OJT training instructors will jointly develop a proposed schedule for providing training according to the trainee's individual OJT training plan.
- 2) The Office Manager 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 OJT Training 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:
 - (a) Level I training is typically a self-study effort on the part of the trainee with guided discussion and validation conducted by the OJT training instructors afterwards. The time allowed for this should be appropriate to the complexity of the task and the amount of material to be studied.
 - (b) 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.
 - (c) As the process of scheduling OJT is continuous in nature, the schedule for delivering OJT should be updated as opportunities for OJT arise.

3.5 Prepare to Deliver OJT

- 3.5.1 **Overview.** OJT training 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 OJT Training 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, OJT Training instructors need to plan each lesson carefully.
- 3.5.2 **Process.** When preparing for the delivery of OJT, OJT Training instructors should review the Job Task Analysis, associated technical guidance materials, and OJT Training Guidance.
 - 1) Job Task Analysis
 - (a) Review the Job Task Analysis for the task to be presented.
 - (b) Gather all needed equipment, hardware, and software.



- (c) Determine if assistance from other sources is needed regarding the task and how it should be performed. If personnel other than an authorized OJT training instructor are used as informational resources, the training should be observed by an authorized OJT training instructor to ensure compliance with the training plan and other objectives contained in this Guide.
 - (d) Create a specific lesson plan for the training event when necessary to properly organize the training.
 - (e) 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, regulations, ICAO publications and other documents that are relevant to the task.
- 3) **OJT Training Guidance.** The OJT Training Guidance in this Part 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 crucial point is addressed.

3.6 Deliver OJT

3.6.1 **Overview.** OJT Training instructors should deliver OJT in accordance with the processes and policies specified in the Inspector Training System and with the technical guidance provided by the GCAA. Delivery of OJT includes teaching the task and validating the success of the training.

3.6.2 Process

1) The OJT training instructors Process

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

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



- (b) Level I training is typically a self-study effort on the part of the trainee with guided discussion and validation conducted by the OJT training instructor afterwards. Levels II and III involve the actual performance of the task.
 - (c) 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. 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.
- 2) **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. The OJT training process is presented in detail at the end of this chapter. A typical OJT training event will include some or all of the following activities:
- (a) Establish a training environment
 - (b) Develop a rapport with the trainee
 - (c) State learning objectives and expected performance outcomes
 - (d) Review technical requirements
 - (e) Assess the trainee's existing knowledge and skill in performing the task
 - (f) Demonstrate tasks
 - (g) Motivate the trainee
 - (h) Observe the trainee perform the task
 - (i) Allow sufficient time for the trainee to practice task
 - (j) Ask questions to check for understanding
 - (k) Provide explanations
 - (l) Review and summarize information
 - (m) Provide feedback and evaluate the trainee's performance
 - (n) Provide additional training when necessary
- 3) Validate Trainee Achievement of Objectives. At the end of each training session the OJT Training 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 Section 7 has a standard assessment process for each OJT Level.



3.7 Update OJT Records (ITRAQS)

3.7.1 Overview

- 1) Permanent training records must be maintained for each employee. This can be accomplished using a hard-copy paper system, or a computer software program. The ITS Training Profile Worksheet forms may be utilized as a simple hard-copy system in addition to the automated ITRAQS.
- 2) The ITRAQS software is a web-based application designed for the tracking of the training records. This database is used to track each trainee's progress through the ITS training program. The ITRAQS documents training status and serves as a permanent record of all training completed by the Inspectors during his entire career.
- 3) The OJT PM is responsible for maintaining and updating Training Records. This responsibility may be delegated to the OJT training instructors when necessary. Entries should be updated as training is delivered. OJT PMs, Office Managers, and OJT training instructors have WRITE access to the Training Records. Trainee's shall have READ-ONLY access to their own records.

3.7.2 Process

- 1) When a training event is successfully completed the OJT training instructors should notify the OJT program manager and the Office Manager. 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:
 - (a) The task trained
 - (b) The level of training completed
 - (c) The date that training was completed
 - (d) Confirmation that the trainee successfully achieved the objectives
 - (e) SRS Record ID.
- 2) With the Office Manager's approval the OJT PM or OJT training instructors will then update the trainee's records with the new information.



3.8 Conduct Review

3.8.1 Overview

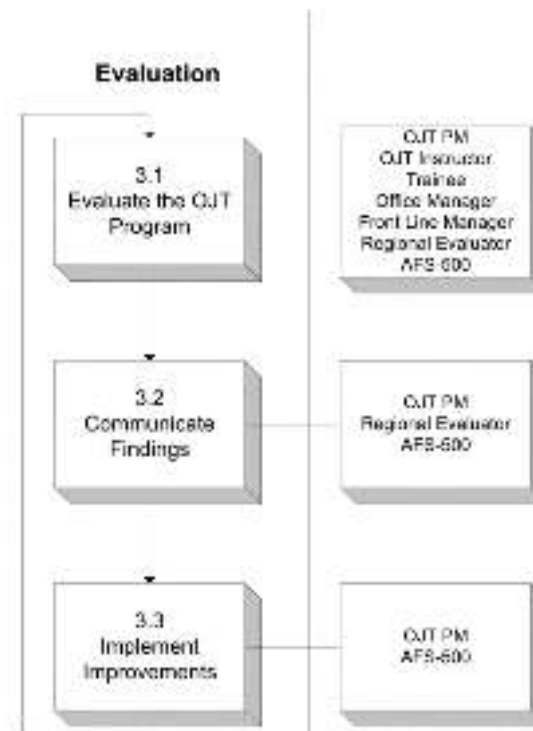
- 1) A simple review of the trainee's OJT performance should be conducted at the end of each OJT training session.
- 2) More in-depth reviews of the trainee's progress in the OJT training program should be conducted quarterly, or as needed. The frequency of these reviews will depend on various factors such as the amount of OJT assigned, problems encountered, and the changing needs of the office. This meeting should be attended by the Office Manager, OJT PM, and trainee.

3.8.2 Process

- 1) The OJT program manager should schedule a meeting with the trainee and the Office Manager. The following areas should be discussed:
 - (a) Review of OJT since the last meeting
 - (b) Present training status
 - (c) Accuracy of completed tasks
 - (d) Trainee feedback on the OJT process
 - (e) Problems encountered
 - (f) Modification of trainee's OJT plan as needed
 - (g) Identification of next tasks to be presented
 - (h) Identification of opportunities for OJT
- 2) If problems are encountered between the trainee and his OJT Training Instructor the OJT PM or Office Manager should meet with the OJT Training instructor to discuss the issues and provide coaching as needed. Assignment of OJT training instructors is the responsibility of the Office Manager. The OJT PM should record the date of the review meeting in the training record along with any comments if necessary.

3.9 PHASE 3 – EVALUATION

- 3.9.1 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 within the FSSD and GCAA as a whole. This phase is cyclical in nature and operates as a continuous process of evaluation, communication, and improvement.



3.10 Evaluate the OJT Program

3.10.1 Overview. The evaluation phase is a continuous process of analyzing information in order to improve the effectiveness of the training program. An appendix at the end of this guide presents some sample questions that can be used to conduct evaluations of the OJT program.

3.10.2 Process

- 1) **OJT PM.** The program should be evaluated by the OJT PM with the input of OJT training instructors and trainees. 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 is one way of determining if the OJT program is working properly. The feedback should be analyzed and suggested changes discussed with the office manager.
- 2) **Office Manager.** The Office Manager will also evaluate the program at least once a year by conduct interviews. These evaluations should be conducted even if there are no new hires in the office. On-site visits may be conducted on an as-needed basis.



3.11 Communicate Findings

3.11.1 **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.

3.11.2 Process

- 1) The OJT PM is responsible for communicating program suggestions and changes to the FSD. This can include any recommendations arising from the evaluation.
- 2) A meeting should be scheduled annually, or as necessary, to discuss the OJT program. The meeting should be attended by the Office Manager and OJT Program Managers from each section of the FSSD. The OJT PMs will discuss the status of the program, problems encountered, and suggestions for improvement. The results of these meeting will be provided to the Director General.

3.12 Implement Improvements

3.12.1 **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 GCAA Training Policy. Any changes that affect the processes discussed in this guide should be accompanied by written revision of this guide as appropriate.

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

- 1) What improvements are needed to the OJT Program?
- 2) What are the benefits of these improvements?
- 3) What are the competing needs?
- 4) Do these improvements affect established standards and policies?
- 5) What approvals are needed?
- 6) What funding is needed? Who will provide this funding?
- 7) What is the plan for implementing improvements?



- 8) Who is responsible for carrying out the improvements?
- 9) What is the estimated timeline?



SECTION 4. HOW PEOPLE LEARN

4.1 PURPOSE

4.1.1 This section of the OJT Guide provides a brief discussion of how people learn. A basic understanding of learning theory is essential to the instructional process. In order to produce an efficient and cost-effective training program, OJT Program Managers and OJT Training Instructors must incorporate this information into the training process.

4.2 WHAT IS LEARNING?

4.2.1 There are several leading theories of how people learn. Each of them provides different definitions for what learning is.

4.3 Behaviourist theory

4.3.1 Behaviorism focuses on observable behavior rather than non-observable mental events. It suggests learning is a relatively permanent change in behavior due to experience. The learner must be engaged in the behavior in order to learn.

4.3.2 Behaviorism defines learning as: "A change in human disposition or capability that persists over a period of time and is not simply ascribable to processes of growth." Under Behaviorist theory, learning is seen as a change in behavior.

4.4 Cognitivist theory

4.4.1 Cognitivism focuses on the internal mental events. Cognitivism considers how people perceive, interpret, remember and think about the environmental events they experience. It suggests learning occurs when information is mentally processed and the structure of learner's knowledge changes.

4.4.2 Under Cognitivist theory learning is defined as: "A relatively permanent change in a person's knowledge or behavior due to experience. This definition has three components: (1) the duration of the change is long-term rather than short-term; (2) the locus of the change is the content and structure of knowledge in memory or the behavior of the learner; (3) the cause of the change is the learner's experience in the environment rather than fatigue, motivation, drugs, physical condition, or physiological intervention."



- 4.4.3 Under Cognitivism *learning* is a process that takes place inside a person's head. This process enables organisms to modify their behavior fairly rapidly in a more or less permanent way.
- 4.4.4 Technology fields generally favour the behaviourist theory. Particularly in aviation where learning is expected to produce a persisting change in human performance. Learning is the pathway to **doing**. If an instructor teaches something and nothing changes, no learning took place.
- 4.4.5 Both the behaviourist and the cognitive approaches are useful learning theories. A reasonable way to plan, manage, and conduct aviation training is to include the best features of each major theory. This provides a way to measure behavioural outcomes and promote cognitive learning. Another interesting aspect of learning is that it is also learnable. People can improve their ability to learn.

4.5 THE LEARNING PROCESS

4.6 Principles of learning

- 1) Today we realize that learning isn't pouring facts into heads. Rather, learning is an interaction between what's incoming and what's already there. Learning is rewiring the brain by sculpting new pigeonholes and adding connections.
- 2) "Knowledge is constructed, not transferred. It's built out of known chunks. It's always linked to the situation, thus 'situated.' Skills and knowledge do not exist outside of context. Everything is connected, in mental, physical, or social space." Peter Senge, *Schools That Learn*.
- 3) There are four important principles that affect the learning process. For training to be effective, we must recognize and incorporate these four principles:
 - (a) **Learning occurs in context.** Learning must happen within certain context. Without an appropriate setting, learning is unlikely to succeed.
 - (b) **Learning is active.** "Tell me, I forget. Show me, I remember. Involve me, I understand." This Chinese proverb suggests that learners have to be mentally active during learning activities, make connections between the new knowledge and existing knowledge, and construct meaning from their own experiences.
 - (c) **Learning is social.** Learners benefit from working collaboratively in groups so that they can hear different perspectives and accomplish the learning tasks with the help of their peers and experts.



(d) **Learning is reflective.** Learning is facilitated when learners are given chances to express and evaluate their own thinking.

4.7 Learning styles

4.7.1 Learning styles refers to the ways that learners perceive and process information. There are three generally recognized learning styles:

- 1) **Visual:** Visual learners learn by seeing and looking.
- 2) **Auditory:** Auditory learners learn by hearing and listening.
- 3) **Kinesthetic:** Kinesthetic learners learn by touching and doing.

4.7.2 Learning results from stimulation of the senses. In some people, one sense is used more than others to learn or recall information. Different instructional strategies should be utilized to take advantage of different learning styles. Instructors should present materials that stimulate as many senses as possible in order to increase their chances of teaching success.

4.8 Learning structure

4.8.1 The modern learning process for adult learners can be stated as follows:

Attention makes us receptive to information, which we process together with prior experience, until we arrive at conclusions and understanding, which we then apply and test for confirmation.

4.8.2 As you can see this process has five parts:

- 1) **Attention.** The first thing an instructor should do is get the learner's attention. You could tell a joke, which is a proven attention-getter. But more importantly, instructors must help the learner understand why today's training is important to them. Why should the learner work hard to master the training? When you can answer that, you are well on your way.
- 2) **Information.** Since most groups of adults have a variety of learning styles, the training information needs to be presented in a variety of ways. Use written words, visuals, audio, live action, practice, etc. There needs to be a mixture within every session. If that were not the case, if everyone learned the same way, we could just give everyone a book and be done with it.



- 3) **Process with Prior Experience.** All adults compare new information with their previous knowledge and experience. As a training instructor you need to give learners the chance to reflect, question, and compare. Perhaps you could use small group discussions to give learners the chance to draw from their past and link it to the information. A smart instructor builds this step into the program, because the learners are going to do it anyway. How many times have you heard learners say things like: "This isn't the way we did it before." "When I worked at Freddie's Fish House we did it this way." "I just wasn't raised to see things this way." It makes common sense that an instructor will allow the learners to discuss these thoughts in an open and supportive way.
- 4) **Conclusions and Understanding.** It is the learner's job to draw conclusions for themselves about how the training will be used. All learners have their own unique perspective, experience, and learning style, and that will affect how they finally understand the training. The instructor's job is to help the learners move through the material in an orderly and effective way, giving them time to practice new skills, and draw their own conclusions.
- 5) **Application and Testing.** After training is over, the trainees will go back to work and try to decide if the information they received in training is worthwhile or not. They will accomplish this by themselves, with no instructor looking over their shoulder, no flip charts, no videos, no prizes, and no doughnuts. The trainee will experiment, test, and ultimately accept or reject the training. There is nothing the instructor can do to stop them. So, the effective instructor builds this into the program. Encourage learners to experiment. During the follow-up phase of the program, the instructor can check on the experimentation and the eventual application of the training.

4.9 Instructor techniques

- 4.9.1 There are four important techniques that can enhance our ability as instructors. These critical elements of learning must be incorporated into our teaching methods to ensure that participants learn effectively. These elements are:
 - 1) Motivation;
 - 2) Reinforcement;
 - 3) Retention; and
 - 4) transference



4.10 Motivation.

4.10.1 If the student does not recognize the need for the information (or has been offended or intimidated), all of the instructor's effort to assist the participant to learn will be in vain. The instructor must establish rapport with participants and prepare them for learning in order to properly motivate them.

4.10.2 What motivates adult learners? Typical motivations include a requirement for competence or licensing, a new promotion, job enrichment, a need to maintain old skills or learn new ones, a need to adapt to job changes, or the need to learn in order to comply with company directives.

4.10.3 The following factors serve as sources of motivation for adult learning:

- 1) **Social relationships:** to make new friends, to meet a need for associations and friendships.
- 2) **External expectations:** to comply with instructions from someone else; to fulfill the expectations or recommendations of someone with formal authority.
- 3) **Social welfare:** to improve ability to serve mankind, prepare for service to the community, and improve ability to participate in community work.
- 4) **Personal advancement:** to achieve higher status in a job, secure professional advancement, and stay abreast of competitors.
- 5) **Escape/Stimulation:** to relieve boredom, provide a break in the routine of home or work, and provide a contrast to other exacting details of life.
- 6) **Cognitive interest:** to learn for the sake of learning, seek knowledge for its own sake, and to satisfy an inquiring mind.

4.10.4 The best way to motivate adult learners is simply to *enhance* their reasons for taking the training and *decrease* any barriers. Instructors must learn why their students are enrolled and use this information to plan their motivating strategies. A successful strategy includes showing adult learners the relationship between training and job success.

4.10.5 Without proper motivation learning cannot take place. Instructors can motivate students via several means:

4.10.6 Set a feeling or tone for the lesson. Instructors should try to establish a friendly, open atmosphere that shows the participants they will help them learn.

4.10.7 Set an appropriate level of concern. The level of tension must be adjusted to meet the level of importance of the objective. If the material has a high level of importance, a higher level of tension/stress should be established in the class.



However, people learn best under low to moderate stress; if the stress is too high, it becomes a barrier to learning.

4.10.8 Set an appropriate level of difficulty. The degree of difficulty should be set high enough to challenge participants but not so high that they become frustrated by information overload. The instruction should predict and reward participation, culminating in success.

4.10.9 In addition, participants need specific knowledge of their learning results (*feedback*). Feedback must be specific, not general. Participants must also see a *reward* for learning. The reward does not necessarily have to be monetary; it can be simply a demonstration of benefits to be realized from learning the material. Finally, the participant must be interested in the subject. Interest is directly related to reward. Adults must see the benefit of learning in order to motivate themselves to learn the subject.

4.11 Reinforcement.

4.11.1 Reinforcement is a very necessary part of the teaching/learning process; through it, instructors encourage correct modes of behavior and performance.

4.11.2 *Positive reinforcement* is normally used by instructors who are teaching participants new skills. As the name implies, positive reinforcement is "good" and reinforces "good" (or positive) behavior.

4.11.3 *Negative reinforcement* is normally used by instructors teaching a new skill or new information. It is useful in trying to change modes of behavior. The result of negative reinforcement is *extinction* -- that is, the instructor uses negative reinforcement until the "bad" behavior disappears, or it becomes extinct.

4.11.4 When instructors are trying to change behaviors (old practices), they should apply both positive and negative reinforcement.

4.11.5 Reinforcement should be part of the teaching-learning process to ensure correct behavior. Instructors need to use it on a frequent and regular basis early in the process to help the students retain what they have learned. Then, they should use reinforcement only to maintain consistent, positive behavior.

4.11.6 Instructors must remember that learning occurs within each individual as a continual process throughout life. People learn at different speeds and in different ways, so it is natural for them to be anxious or nervous when faced with a learning situation. Positive reinforcement by the instructor can enhance learning, as can proper timing of the instruction.



4.12 Retention.

4.12.1 Students must retain information from classes in order to benefit from the learning. The instructors' jobs are not finished until they have assisted the learner in retaining the information. In order for participants to retain the information taught, they must see a meaning or purpose for that information. They must also understand and be able to interpret and apply the information. This understanding includes their ability to assign the correct degree of importance to the material.

4.12.2 The amount of retention will be directly affected by the degree of original learning. Simply stated, if the participants did not learn the material well initially, they will not retain it well either.

4.12.3 Retention by the participants is directly affected by their amount of practice during the learning. Instructors should emphasize retention and application. After the students demonstrate correct (desired) performance, they should be urged to practice to maintain the desired performance. Distributed practice is similar in effect to intermittent reinforcement.

4.13 Transference.

4.13.1 Transfer of learning is the result of training -- it is the ability to use the information taught in the course but in a new setting. As with reinforcement, there are two types of transfer: *positive* and *negative*.

4.13.2 Positive transference, like positive reinforcement, occurs when the students use the behavior taught in the course.

4.13.3 Negative transference, again like negative reinforcement, occurs when the participants do not do what they are told not to do. This results in a positive (desired) outcome.

4.13.4 Transference is most likely to occur in the following situations:

- 1) *Association* -- participants can associate the new information with something that they already know.
- 2) *Similarity* -- the information is similar to material that participants already know; that is, it revisits a logical framework or pattern.
- 3) *Degree of original learning* -- participant's degree of original learning was high.
- 4) *Critical attribute element* -- the information learned contains elements that are extremely beneficial (critical) on the job.



4.14 ADULT LEARNING

- 4.14.1 Part of being an effective instructor involves understanding how adults learn best. Compared to children and teens, adults have special needs and requirements as learners. Despite the apparent truth, adult learning is a relatively new area of study. The following seven characteristics of adult learners have been identified:
- 4.14.2 Adults are *autonomous* and *self-directed*. They need to be free to direct themselves. Their teachers must actively involve adult participants in the learning process and serve as facilitators for them. Specifically, they must get participants' perspectives about what topics to cover and let them work on projects that reflect their interests. They should allow the participants to assume responsibility for presentations and group leadership. They have to be sure to act as facilitators, guiding participants to their own knowledge rather than supplying them with facts. Finally, they must show participants how the class will help them reach their goals (e.g., via a personal goals sheet).
- 4.14.3 Adults have accumulated a foundation of *life experiences* and *knowledge* that may include work-related activities, family responsibilities, and previous education. They need to connect learning to this knowledge/experience base. To help them do so, they should draw out participants' experience and knowledge which is relevant to the topic. They must relate theories and concepts to the participants and recognize the value of experience in learning.
- 4.14.4 Adults are *goal-oriented*. Upon enrolling in a course, they usually know what goal they want to attain. They, therefore, appreciate an educational program that is organized and has clearly defined elements. Instructors must show participants how this class will help them attain their goals. This classification of goals and course objectives must be done early in the course.
- 4.14.5 Adults are *relevancy-oriented*. They must see a reason for learning something. Learning has to be applicable to their work or other responsibilities to be of value to them. Therefore, instructors must identify objectives for adult participants before the course begins. This means, also, that theories and concepts must be related to a setting familiar to participants. This need can be fulfilled by letting participants choose projects that reflect their own interests.
- 4.14.6 Adults are *practical*, focusing on the aspects of a lesson most useful to them in their work. They may not be interested in knowledge for its own sake. Instructors must tell participants explicitly how the lesson will be useful to them on the job.
- 4.14.7 As do all learners, adults need to be shown *respect*. Instructors must acknowledge the wealth of experiences that adult participants bring to the classroom. These



adults should be treated as equals in experience and knowledge and allowed to voice their opinions freely in class.

4.14.8 Adults have *feelings*. Adults usually manage to look calm and rational, especially at work, but the prospect of training can stir deep feelings. When dealing with adult learners it is important to address the feelings the learners may have. These could include anger, anxiety, depression, embarrassment, excitement, fear, frustration, happiness, and resentment. If these emotions are not considered they may become barriers to the learning process. It makes sense, then, that a good instructor will plan for the emotions that accompany learning, and create an environment that encourages, welcomes, and rewards the sharing of feelings.



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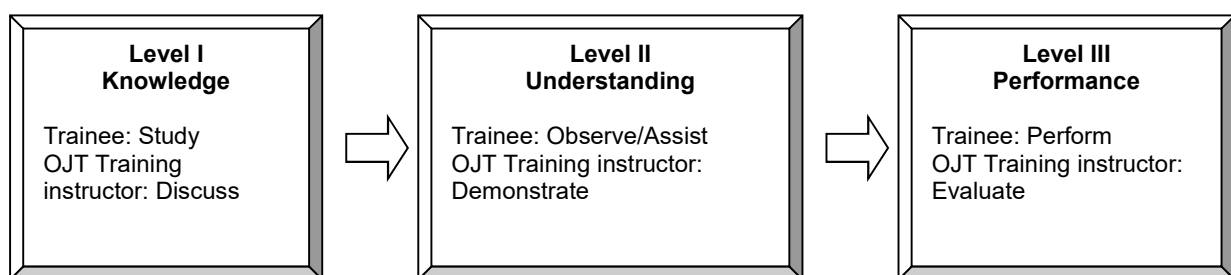
SECTION 5. GUIDANCE ON CONDUCTING AND EVALUATING ON-THE-JOB TRAINING (OJT)

5.1 GENERAL

- 5.1.1 OJT is structured employee training conducted at a work site by the supervisor or another employee as identified by the supervisor. This type of training provides direct experience in the work environment in which the employee is performing or will be performing on the job.
- 5.1.2 Prior to conducting training for any level of OJT, the instructor should obtain the associated Job Task Analysis (JTA) document to use along with this Training Guidance. The JTAs provide the references, steps, and standards for performing the task.

5.2 LEVEL OF OJT

- 5.2.1 **OJT is presented in three stages or Levels of learning.** Level I OJT is the basic background and knowledge of a task, Level II is a further understanding of the function and conduct of the task, including observation or assistance of the task being performed, and Level III is where trainees actually perform the task themselves. These three levels provide for a progressive and structured field training experience for anyone who has a need to learn a new job task.



- 5.2.2 This Training Guidance Document (TGD) should be used by OJT training instructors to conduct OJT in a consistent manner from task to task, and from trainee to trainee. It provides guidance on the delivery of training for all three levels. It also presents a standardized way to validate learning and competency at all three levels so that the task can be signed off by the Office Manager when completed.
- 5.2.3 The following are some general tips in planning for training of any given task:



- 1) OJT training levels I and II may be covered in the same session.
- 2) OJT Training instructors should allow sufficient time between Levels II and III for the trainee(s) to practice the task, since they will be required to perform it on their own for Level III.
- 3) Prior experience and completion of other GCAA approved training may be credited for the first two levels of OJT, with the consent of the Office Manager and OJT PM.

5.3 CONDUCTING AND EVALUATING OJT LEVEL I

5.3.1 **Purpose of level I training.** Level I training focus on the knowledge required for the task. The knowledge is contained in orders, rules, guidance, standards and definitions.

5.3.2 **Level I performance objectives.** Following Level I training the trainee will be able to:

- 1) Identify appropriate materials associated with the task
- 2) Define key terms and definitions associated with the task
- 3) Describe how the task is documented
- 4) Explain how the task is initiated
- 5) Explain the task outcome(s)

5.3.3 Conducting level I:

- 1) Begin by:
 - (a) Putting trainees(s) at ease and establishing rapport;
 - (b) Reviewing the prerequisites (if any) to determine what the trainee already knows about the task;
 - (c) Reviewing the performance objectives for the task and the purpose for Level I training.
- 2) The accomplishment of Level I should include a review of appropriate regulations, guidance, and forms required for the task as found in the job task documents (JTA). This may be done in any of the following (or others similar) methods:
 - (a) Have the trainee read through the materials on their own. Then you (the training instructor) review and discuss the material with the trainee prior to validating Level I completion.



- (b) Give the trainee the JTA documentation for the given task and have him/her gather and research the resources from the JTA and any additional more current guidance and discuss with the training instructor.
- (c) Review the guidance with the trainee and/or present to the trainee (allowing for questions), then validate Level I completion.
- (d) For two or more trainees at a time with the same task, have the trainees research and review the guidance together. Then the training should review and discuss the material with the trainees prior to validating Level I completion.

5.3.4 **Validating level I.** To validate Level I OJT, the trainee must have an acceptable response to the following measurements (unless any item is not applicable to the task).

Task	n/a	Unacceptable	Unacceptable	Acceptable	Acceptable
Trainee can identify appropriate materials associated with the task (rules, orders, forms, equipment, etc.)		Cannot identify materials	Identifies some materials	Identifies most materials	Identifies all materials
Trainee can define key terms and definitions associated with the task		Cannot define terms	Defines some terms	Defines most terms	Defines all terms
Trainee can describe how the task is documented (in GCAA forms, reports, computer systems, etc.)		Cannot explain task documentation	Explains some task documentation	Describes most methods or forms for documentation	Describes all methods and forms for documentation
Trainee can explain how the task is initiated		Cannot explain sources for initiating the task	Explains some sources for initiating the task	Explains most sources for initiating the task	Explains all sources for initiating the task
Trainee can explain the task outcome(s); (E.g.; certificate and/or operations specifications issuance, approval/disapproval)		Cannot explain task outcomes	Explains some possible task outcomes	Explains most possible task outcomes	Explains all possible task outcomes



5.4 CONDUCTING AND EVALUATING OJT LEVEL II

5.4.1 **Purpose of level II training.** Level II training usually includes a demonstration, by the training instructor or designee, of the specific job task steps and procedures with trainee observation and/or assistance to achieve a level of understanding.

5.4.2 **Level II performance objectives.** Following Level II training the trainee will be able to:

- 1) Describe the sequence of steps to accomplish the task (as applicable)
- 2) Describe how appropriate guidance materials (e.g forms and equipment) are used to accomplish the task
- 3) Describe interactions among other GCAA personnel required to accomplish the task
- 4) Describe coordination with operator required to accomplish the task

5.4.3 Conducting level II:

- 1) Begin by:
 - (a) Gathering any materials needed to perform the task. (The trainee may also do this)
 - (b) Reviewing the performance objectives for the task and the purpose for Level II training
 - (c) Reviewing what was covered in Level I training
- 2) The accomplishment of Level II should include a demonstration of the task itself. The training instructor should do the following as he conducts this training:
 - (a) Explain what you will be doing by briefly reviewing the task steps;
 - (b) Solicit any questions about the task before you begin
 - (c) Based upon the task and the comfort level of the trainee, determine whether or not it is appropriate for the trainee to assist in the task or simply observe you doing the task;
 - (d) You may also simply ask the trainee their preference — assist or observe;
 - (e) Be sure that the environment is conducive to learning. For example, if you are performing the task in the field, can the trainee sufficiently see and hear you?
 - (f) Explain what you are doing as you accomplish each step of the task



- (g) Ask the trainee for the next steps as you demonstrate the task
 - (h) Ask questions about how the step is performed
- 3) For tasks that are largely document based, actual demonstration may not be applicable. Therefore, Level II may be based on the review and discussion of sample completed documentation. For example, Level II training for reviewing a manual could include the trainee reviewing a manual for which an experienced ASI, inspector has already completed a review, and then comparing the trainee’s review to the inspector’s completed review.

5.4.4 **Validating level II.** To validate Level II OJT, the trainee must have an acceptable response to the following measurements (unless any item is not applicable to the task).

Task	n/a	Unacceptable	Unacceptable	Acceptable	Acceptable
Trainee can describe the sequence of steps to accomplish the task (as applicable)		Cannot describe the sequence of steps	Describes some step sequence	Describes most step sequence	Describes all step sequence accurately
Trainee can describe how appropriate materials (e.g.; forms, equipment) are used to accomplish the task		Cannot describe use of materials	Describes some use of materials	Describes most use of materials	Describes all proper material use accurately
Trainee can describe interactions among other GCAA personnel required to accomplish the tasks		Cannot describe interactions among GCAA personnel	Describes some interactions accurately	Describes most interactions accurately	Describes all interactions accurately
Trainee can describe coordination with operator required to accomplish the task		Cannot describe operator coordination	Describes some operator coordination	Describes most operator coordination	Describes all operator coordination accurately

5.5 CONDUCTING AND EVALUATING OJT LEVEL III

5.5.1 **Purpose of level III training.** Level III training includes the trainee performing the task independently and accurately under the observation of the OJT training instructor. The trainee may need more than one attempt to complete the task successfully. After each attempt, the training instructor should provide feedback and suggestions for improvement for the next time.

5.5.2 **Level III performance objectives.** Following Level III training the trainee will be able to:

- 1) Demonstrate sufficient knowledge to complete the task proficiently



- 2) Complete all steps necessary to accurately complete the task
- 3) Complete steps in the proper order (as applicable)
- 4) Perform the task without assistance
- 5) Perform the task in a timely manner without undue hesitation

5.5.3 Conducting level III:

- 1) Begin by:
 - (a) Reviewing what was covered in Level II training
 - (b) Reviewing the performance objectives for the task and the purpose for Level III training
 - (c) Ask the trainee(s) if he/she has all of the materials necessary to perform the task
 - (d) Explain expectations – that the trainee will complete the task accurately and without assistance
- 2) Use the following Task Observation Guidelines as the trainee performs the task:
 - (a) Check the steps as you observe using the materials provided in the JTA documentation of the GCAA.
 - (b) Assist only if it is required as part of the task to have a second person. Do not offer assistance!
 - (c) Circle omitted or incorrect steps to address with the trainee once the task is complete
 - (d) STOP for unsafe or illegal actions. Discuss them with the trainee immediately
 - (e) Conduct a Level III validation before certifying completion
- 3) Simulation is a form of training inspectors when simulation is the only way to train for the task, such as an enroute inspection. When a task is simulated, the environment, conditions, equipment and performance of the task must be as near the “real life” situation as possible. Simulation is not prohibited, but if the office selects OJT tasks for inspectors that are normally done in that office, there should be minimal simulation required. You (the training instructor) may need to develop a brief scenario to let the trainee know what they are looking for and why.



5.5.4 **Validating Level III.** To validate Level III OJT, the training instructor must be able to answer “Yes” to all of the following (unless any item is not applicable to the task):

Task	n/a	Yes	No
Did the trainee demonstrate sufficient knowledge to complete the task proficiently?		<input type="checkbox"/>	<input type="checkbox"/>
Did the trainee complete all steps necessary to (accurately) complete the task?		<input type="checkbox"/>	<input type="checkbox"/>
Were the steps completed in the proper order (as applicable)?		<input type="checkbox"/>	<input type="checkbox"/>
Did the trainee perform the task without assistance?		<input type="checkbox"/>	<input type="checkbox"/>
Did the trainee perform the task in a timely manner without undue hesitation?		<input type="checkbox"/>	<input type="checkbox"/>

5.6 MODEL OJT WORKSHEET

5.6.1 A GCAA must document the OJT for each employee to ensure he or she receives experience in all tasks pertinent to job assignments. This is typically done on a standardized GCAA OJT worksheet which contains all inspector functions and associated tasks. The OJT worksheet for each individual inspector would be completed for the job functions and tasks that the inspector is to perform. The OJT worksheet should form a part of the inspector’s permanent training record, as proof of the inspector’s training and proficiency on the various inspector job functions and tasks as the inspector progresses throughout his or her GCAA employment.

5.6.2 A Model Inspector OJT worksheet is contained in the Appendix to this Order.

5.7 OJT CREDIT

5.7.1 Credit for all three levels of OJT is given at the discretion of the OJT Program Manager (PM). Successful completion of each job task and level must be verified for each employee before giving credit. OJT credit is documented in employee training records.

5.7.2 Employees may complete OJT job tasks only under the instruction and supervision of those previously completing the job tasks themselves. In the event no employee has previously completed a required OJT job task, a GCAA may utilize a contractor or another GCAA to provide instruction and supervision of employees, assuming the training satisfies GCAA requirements of the employees



receiving the instruction and supervision. Organizations outside of an employee's GCAA must provide official paper or electronic records of all completed training, to include job task levels.

- 5.7.3 If an experienced employee has previously completed a job task, the OJT PM must review records to ensure that the OJT element was completed satisfactorily and recently prior to granting OJT credit. If the OJT PM determines that insufficient documentation of task completion exists, the task was completed unsatisfactorily, or the task was conducted too long ago to be relevant, then no OJT credit should be granted. Existing employees desiring to utilize prior training and experience for the completion of OJT must be individually validated for each specific job task and level. The OJT PM must document the course equivalency or other method providing such credit. Employee OJT training records may be maintained in paper or electronic form and must be retained permanently.