RWANDA
CIVIL AVIATION AUTHORITY

ADVISORY CIRCULAR
AC 14-001

ACCEPTABLE
AOC TRAINING CURRICULUMS

Purpose— This Advisory Circular (AC) provides general guidance to AOC holders and ATO organizations regarding the policies that are applicable to AOC holder training curriculums that may be acceptable to RCAA.

Table of Contents

- Advisory Circulars are intended to provide advice and guidance to illustrate a means, but not necessarily the only means, of complying with the Regulations, or to explain certain regulatory requirements by providing informative, interpretative and explanatory material.
- Where an AC is referred to in a 'Note' below the regulation, the AC remains as guidance material,
- ACs should always be read in conjunction with the referenced regulations.

SECTION 1   GENERAL

1.1   STATUS OF THIS ADVISORY CIRCULAR

This is an original issuance of this AC.

1.2   BACKGROUND

The training and qualification of the AOC holders employees is critical to the safety of flight operations. Ensuring that the content of the training curriculums are in compliance with the applicable regulations, relevant safety standards and the approved procedures is critical to these operations.

Qualification curriculums are necessary to standardized functioning of the workforce. They ensure that the operator's employees have demonstrated understanding and ability to function safely prior to and during the discharge of their duties.

1.3   APPLICABILITY

This AC is applicable to both Rwanda AOC holders and the service providers they may use to administer their approved training.

1.4   RELATED REGULATIONS

The following regulations are directly applicable to the guidance contained in this advisory circular—

- RCAR Part 14, AOC Personnel Qualification

1.5   RELATED PUBLICATIONS

For further information on this topic, individuals, instructors and examiners are invited to consult the following publications—

1) International Civil Aviation Organization (ICAO)

> Copies may be obtained from Document Sales Unit, ICAO, 999 University Street, Montreal, Quebec, Canada H3C 5H7.

  - ♦ Document 8335, Manual for Operations Certification

  - ♦ Document 9941, Competency Based Training Methodology

  - ♦ Document 9995, Manual of Evidence-Based Training

1.6   DEFINITIONS & ACRONYMS

A. The following definitions are used in this advisory circular—

1) **Approval.**

  - ♦ **Final Approval.** An RCAA letter without an expiration date that authorizes an operator to continue training in accordance with a specific curriculum or curriculum segment.

♦ **Interim Approval.** An RCAA letter that conditionally authorizes an operator to begin training under a specific curriculum or curriculum segment pending an evaluation of training effectiveness.

> An interim approval letter must specify an expiration date for the conditional authorization.

2) **Base Aircraft.** An aircraft identified by a AOC holder for use as a reference to compare differences with another aircraft.

3) **Categories of Training.** A classification of training based on the previous qualification of the flight crew member. The categories of training are—

> Categories of training consist of one or more curricula.

- ♦ Initial New-Hire
- ♦ Initial Equipment/Procedures
- ♦ Transition
- ♦ Upgrade
- ♦ Recurrent
- ♦ Requalification.

4) **Checking and Qualification Modules**. An integral part of a qualification curriculum segment, which contains checking and qualification requirements specified under Part 14.

- ♦ For example, a qualification curriculum segment may contain a proficiency check module, a Line-Oriented Flight Training (LOFT) module, an Operating Experience (OE) module, and a consolidation of knowledge and skills module.

5) **Common Type Rating.** Common type rating is a term used i to describe a relationship between type ratings for aircraft with different type certificates (TC) that have no greater than level D training differences.

6) **Consolidation of Knowledge and Skills.** A process by which a pilot, through practice and practical experience, increases proficiency in newly acquired knowledge and skills.

7) **Courseware.** Instructional material developed for each curriculum.

- ♦ This is information in lesson plans, instructor guides, computer software programs, audiovisual programs, workbooks, aircraft operating manuals, and handouts.
- ♦ Courseware must accurately reflect curriculum requirements, be effectively organized, and properly integrate with instructional delivery methods.

8) **Currency.** The experience necessary, within a specified period of time, for the safe operation of aircraft, equipment, and systems. Currency may include, but is not limited to, recent experience.

9) **Curriculum.** A complete training agenda specific to an aircraft type, a flight crew member duty position, and a category of training.

> Each curriculum consists of several curriculum segments.

- ♦ An example is a "Boeing 787 PIC Initial New Hire" curriculum.

10) **Curriculum Segment.** The largest subdivision of a curriculum containing broadly related training subjects and activities based on regulatory requirements.

- ♦ Curriculum segments are logical subdivisions of a curriculum, which can be separately evaluated and individually approved.
- ♦ Examples are a ground training segment and a flight training segment.

♦ Each curriculum segment consists of one or more training modules.

11) **Designated Related Aircraft.** Any two or more aircraft of the same make with different TCs that have been designated as related by the RCAA based on a request for the AOC holder.

♦ This designation may allow credit between those aircraft to be applied for training, checking, recent experience, supervised line experience, operating cycles, and line operating flight time for consolidation of knowledge and skills.

12) **Differences training**. The training required for crew members and dispatchers who have qualified and served on a particular type aircraft, when the RCAA determines differences training is necessary before a crew member serves in the same capacity on a particular variant of that aircraft.

> §14.065 provides for the RCAA to approve curriculums and/or curriculum segments for operations of variant aircraft of the same type.

13) **Duty Position.** The functional or operating position of a crew member or flight dispatcher.

♦ For operations under Part 10, 12 or 28, duty positions are PIC, second in command (SIC), Cabin Crew Member (CCM) and flight dispatcher.

14) **Element.** An integral, subject-oriented (not task-oriented) part of a training, checking, or qualification module.

♦ For example, an electrical power ground training module may include such elements as a direct current (DC) power system, an alternating current (AC) power system, and circuit protection.

15) **Eligibility Period.** Three calendar-months (the calendar-month before the training/checking month, the training/checking month, and the calendar-month after the training/checking month).

♦ During this period, a flight crew member must satisfactorily complete the required recurrent ground or flight training, flight check, proficiency check, competency check, or line check to remain in a qualified status.
♦ Training or checking completed during the eligibility period is considered to be completed during the training/checking month.

16) **Event.** An integral, task-oriented part of a training, checking, or qualification module that requires the use of a specific procedure or procedures.

♦ A training event provides a student an opportunity for instruction, demonstration, and/or practice using specific procedures.
♦ A checking or qualification event provides an evaluator the opportunity to evaluate a student's ability to correctly accomplish a specific task without instruction or supervision.

17) **Initial Equipment/Procedures Training**. The training required for crew members or flight dispatchers when the operator is introducing new equipment or procedures as these are related to the particular variant of aircraft and the duty position of the employee.

> • §14.070 requires to the operator to submit curriculums for RCAA approval where new equipment or procedures, including those identified as "special operations" are to be introduced.
> • The operator must migrate this training to the initial training curriculums (which must be approved) for subsequent new employees.

18) **Instructional Delivery Methods.** Methodology for conveying information to a student.

♦ This may include lectures, demonstrations, audiovisual presentations, programmed and directed self-study workshops, and drills.

◆ Ground training devices (GTD), flight simulation training devices (FSTD), aircraft, and computer workstations are also considered instructional delivery methods.

19) **Modular Training.** The concept of program development in which logical subdivisions of training programs are developed, reviewed, approved, and modified as individual units.

◆ The same curriculum segments and modules may be used in multiple curricula.
◆ The modular approach allows great flexibility in program development and reduces the administrative workload on both operators and instructors in the development and approval of these programs.

20) **New Hire.** This term is used to differentiate between the initial qualification curriculum requirements that will be required for a newly employed pilot flight crew member. There are two general types of new hire employees.

◆ New Hire: No Previous Airline Qualification
◆ New Hire: Previous Aircraft Qualification

21) **Programmed hours.** Each curriculum and curriculum segment must include the programmed hours that the AOC holder will apply to the training.

22) **Recent Experience.** With respect to pilot flight crew members, the flight experience required by §14.110 and 14.113.

23) **Related Aircraft.** Any two or more aircraft of the same make with either the same or different TCs that have been demonstrated and determined by the RCAA to have commonality.

24) **Related Aircraft Differences Training.** The flight crew member training for aircraft with different TCs that have been designated as "related" by the RCAA

25) **Re-Qualification Training**. The training required for crew members or flight dispatchers previously trained and qualified, but who have become unqualified due to not having met within the required period the applicable recurrent training requirements of Part 14, Subpart H or the proficiency or competency check requirements of Part 14, Subpart E.

> The curriculum requirements for re-qualification training are specified in §14.115.

26) **Specialized Operations Training**. The training required for crew members or flight dispatchers for operations identified by the RCAA as "specialized" related to the particular variant of aircraft and the duty position of the employee.

> §14.063 requires that specialized operations training must be included in the initial ground and flight training curriculums for duty position.

27) **Testing and Checking.** Methods for evaluating students as they demonstrate a required level of knowledge in a subject and, when appropriate, apply the knowledge and skills learned in instructional situations to practical situations.

28) **Training hours.** The total amount of time necessary to complete the training required by a curriculum segment.

◆ This must provide an opportunity for instruction, demonstration, practice, and testing (as appropriate).
◆ This time must be specified in hours on the curriculum segment outline.
◆ A training hour includes time for normal breaks, usually 10 minutes each hour. Lunch breaks are not included.

29) **Training Module.** A subpart of a curriculum segment that constitutes a logical, self-contained unit.

> - A module contains elements or events that relate to a specific subject.
> - It is usually, but not necessarily, completed in a single training session.
> - A training module includes the outline, appropriate courseware, and the instructional delivery methods.

- ◆ For example, a ground training curriculum segment could logically be divided into modules pertaining to aircraft systems (such as hydraulic, pneumatic, and electrical).
- ◆ As another example, a flight training curriculum segment is normally divided into flight periods, each of which is a separate module.

30) **Training Program.** A system of instruction that includes curricula, facilities, FSTDs, training equipment, instructors, check pilots and check FEs, courseware, instructional delivery methods, and testing and checking procedures.

- ◆ This system must satisfy the training program requirements of Part 12 and ensure that each person remains adequately trained for each aircraft, duty position, and kind of operation in which the person serves.

31) **Training/Checking Month (Base month).** The calendar-month during which a flight crew member is due to receive—

> Calendar-month means the first day through the last day of a particular month.

(a) required recurrent ground or flight training,

(b) a required flight check,

(c) a required proficiency check,

(d) a required competency check, or

(e) a required line check.

32) Transition Training. The training required for crew members and dispatchers who have qualified and served in the same capacity on another aircraft type with the same operator.

> §14.062 provides for the RCAA to approve curriculums with reduced requirements for transition from one aircraft type to another.

33) **Type Certificate (TC).** An aircraft type includes all aircraft that are similar in design produced under a single TC issued by the State of Design

34) **Type Rating.** A type rating, when entered on a PEL license, authorizes the holder to perform duties related to a specific aircraft make and model aircraft.

- ◆ A type rating is normally assigned to a single aircraft type, typically make and model (e.g., B787).

> With respect to an AMT license, the type rating will include the specific aircraft or engine or combination of aircraft and engine the holder is authorized maintenance and inspection privileges.

- ◆ However, in some cases, a different series of the same model may require a different type rating. For example, the B747-100, -200, and -300 series require one type rating (B-747), but the B-747-400 and -800 require a different type rating (B-747-4).
- ◆ An aircraft that has commonality with another aircraft may be assigned a type rating that is considered in common with another type rating (e.g., A330 and A350).

35) **Upgrade Training**. The training required for crew members who have qualified and served as co-pilot or flight engineer on a particular aircraft type, before they serve as pilot in command or second in command, respectively, on that aircraft.

> §14.062 provides for the RCAA to approve curriculums with reduced requirements for upgrading of a crew member to PIC on the same type of aircraft.

B. The following acronyms are used in this advisory circular—

1) **AC** = Advisory Circular

2) **AOC** = Air Operator Certificate

3) **ATO** = Approved Training Organization

4) **CCM** = Cabin Crew Member

5) **FD** = Flight Dispatcher

6) **FSS** = Flight Safety Services

7) **PIC** = Pilot in Command

8) **RCAA** = Rwanda Civil Aviation Authority

9) **RCAR** = Rwanda Civil Aviation Regulations

10) **SIC** = Second in Command (Co-Pilot)

11) **TC** = (Aircraft) Type Certificate

12) **TOC** = Table of Contents

Section 2   General Guidance

2.1   "Minimum" AOC (Part 14) Qualification Curriculums

2.1.1   Compliance with RCAR

The RCAR specify the minimum qualifications for commercial air transport operations. Compliance with the RCAR will ensure compliance with the minimum international standards for such operation.

2.1.2   Minimum Curriculum Requirements

The curriculum(s) for each duty position shall address the minimum requirements specified by the RCAR for the duty position.

2.1.3   Minimum Curriculum Segments

The minimum curriculum segments for a curriculum will be the specific requirements of Part 14 for the duty position

> Refer to paragraph 4.2 and 4.3 of this AC.

2.1.4   Minimum Qualification Record Entries

The minimum qualification records for the employee will include an entry for completion of each curriculum segment.

> Refer to paragraph 4.2B(1) of this AC.

2.1.5   MINIMUM CONTENT OF CURRICULUM SEGMENT

The minimum elements, events and/or experience that are contained in the curriculum segment will be those—

> Refer to Section 5 of this AC.

1) That are specified within the regulations and associated appendices;

2) Prescribed by the RCAA in directive documents; and

3) Specific subjects taken from the table of contents from the operator's Operations manual(s).

2.1.6   MINIMUM CONTENT OF TRAINING MODULE

The lesson plans for the training modules shall, at a minimum—

1) Specify the instructional objectives;

2) Include provisions to accomplish all elements, events and experience appropriate to the module; and

3) Include a methodology for determining the competency of the trainee upon completion of the module.

SECTION 3   AOC CURRICULUMS

3.1   PILOT-IN-COMMAND CURRICULUMS

A. The operator must request approval for the following curriculums for a pilot in command–

> ● Operators may request approval of more than one PIC initial curriculum to accommodate the different experience levels of new hire pilot employees.

- PIC Initial (Aircraft Type))
- PIC Recurrent (Aircraft Type)

B. The operator may also request approval for—

- PIC Upgrade (Aircraft Type)
- PIC Transition (Aircraft Type)
- PIC Requalification (Aircraft Type)

C. The operator must request approval for subsequent curriculums relating to—

> ● Normally these curriculums will be submitted for approval as 1-time continuation training for the existing pilot workforce.
> ● Then the contents of the curriculum will incorporated into the PIC initial curriculum and submitted for approval for new hire employees

- PIC New Operations/Procedures
- PIC New Instruments/Procedures

3.2   SECOND IN COMMAND (CO-PILOT) CURRICULUMS

A. The operator must request approval for the following curriculums for a co-pilot –

> Operators may request separate approval of more than one SIC (Co-Pilot) initial curriculum to accommodate the different experience levels of new hire pilot employees.

- (Aircraft Type) SIC Initial
- (Aircraft Type) SIC Recurrent

B. The operator may also request approval for—

- (Aircraft Type) SIC Transition

- (Aircraft Type) SIC Requalification
- (Aircraft Type) Cruise Relief Pilot

C. The operator must request approval for subsequent curriculums relating to—

- (Aircraft Type) SIC New Operations/ Procedures
- (Aircraft Type) SIC New Instruments/ Procedures

> - Normally these curriculums will be submitted for approval as 1-time continuation training for the existing pilot workforce.
> - Then the contents of the curriculum will incorporated into the SIC initial curriculum and submitted for approval for new hire employees

3.3 CABIN CREW MEMBER CURRICULUMS

A. The operator must request approval for the following curriculums for a cabin crew member–

- CCM Initial Qualification (Aircraft Type)
- CCM Differences (Aircraft Type)
- CCM Recurrent

> Operators may request separate approval of more than one cabin crew member initial curriculum to accommodate the different experience levels of new hire CCM employees.

B. The operator may also request approval for—

- CCM Requalification

C. The operator must request approval for subsequent curriculums relating to—

- CCM (Aircraft Type) Specific Transition
- CCM Continuation Training

> - Normally these curriculums will be submitted for approval as 1-time continuation training for the existing pilot workforce.
> - Then the contents of the curriculum will incorporated into the CCM initial curriculum and submitted for approval for new hire employees

3.4 FLIGHT DISPATCHER CURRICULUMS

A. The operator must request approval for the following curriculums for a cabin crew member–

- FD Initial Qualification
- FD Recurrent Qualification

> Operators may request separate approval of more than one Flight Dispatcher initial curriculum to accommodate the different experience levels of new hire FD employees.

B. The operator may also request approval for—

- FD Requalification
- FD Special Operations Qualification (if not required in initial qualification)

C. The operator must request approval for subsequent curriculums relating to—

- FD New Operations/Procedures
- FD {Aircraft Type) Specific Qualification
- FD Continuation Training

> - Normally these curriculums will be submitted for approval as 1-time continuation training for the existing pilot workforce.
> - Then the contents of the curriculum will incorporated into the FD initial curriculum(s) and submitted for approval for new hire employees

SECTION 4   CURRICULUM SEGMENTS

4.1   GENERAL

A. Each curriculum must contain the minimum requirements of Part 14 for the specific duty position and responsibilities.

B. When developing the curriculum, the operator should begin in Part 14, Subpart B and establish the minimum ratings, experience and language proficiency that will be the pre-requisites for eligibility for the duty position.

C. For the curriculum segments, the operator should start in Part 14, Subpart C and move through each Section of the regulation to determine whether the requirement should be a segment in the applicable curriculum.

> The goal is to review each Section of Part 14 to determine those requirements for the duty position that must be incorporated into the applicable curriculum.

4.2   EXAMPLE REGULATION DETERMINATION

A. Based on this review, the operator would have determined that the following Part 14 requirements should be incorporated into a B787 PIC Initial New Hire curriculum as curriculum segments—

- Operator-specific Procedures Indoctrination (§14.065)
- Fatigue Education & Awareness Training (§14.067)
- Initial Dangerous Goods Training (§14.070)
- Initial Security Training (§14.075)
- Initial Crew Resource Management (§14.080)
- Initial Threat and Error Management (§14.083)
- Initial Emergency Duties Training (§14.085)
- Initial Aircraft (B787) Ground Training (§14.090)
- Initial Aircraft (B787) Flight Training (§14.095)
- Initial Specialized Operations, such as EDTO, AWO, PBN, RVSM (§14.100)
- B787 Pilot Proficiency Check (14.120)

> Specialized operations may be incorporated in the ground and flight training segments.

- -

- Supervised Line Flying: PIC–B787 (§14.140)
- PIC Route & Area Qualification–B787 Route Check (§14.162)
- PIC Low Minimums Authorisation–Cat II for B787 (§14.165)

> - The purpose of this line is to mark the point in the curriculum where the crew member transitions from "training" to "qualifying experience."
> - *NO TRAINING is authorized during commercial air transport operations with passengers.*

B. These identified requirements would become both—

1) the minimum curriculum segments for qualification of this PIC; and

2) the minimum qualifications that <u>must be recorded</u> in the pilot's records..........

> It is very important for the RCAA to be able to easily determine from the pilot's record that each regulation requirement was met.

♦ This record may be hard-copy or digital, but it must show completion of all curriculum segments.

4.3   OPERATOR ADDED CURRICULUM SEGMENTS?

A. It is acceptable for the operator to incorporate additional segments to their curriculums that are not based on the Part 14 requirements.

B. See the following example of a Cabin Crew Member Initial curriculum with operator-added segments—

- Operator-specific Procedures Indoctrination (§14.065)
- **First Aid**
- Fatigue Education & Awareness Training (§14.067)
- Initial Dangerous Goods Training (§14.070)
- Initial Security Training (§14.075)
- Initial Crew Resource Management (§14.080)
- Initial Emergency Duties Training (§14.085)
- Initial CCM Aircraft (B787) Ground Training (§14.090)
- B787 CCM Competency Check (14.130)

- Supervised Line Experience: CCM–B787 (§14.150)
- **CCM B787 Line Check**

> - The added curriculum segments in this example are "first aid" and "CCM B787 Line Check."
> - Some operators choose to require a formal line check to confirm that the CCM is competent in normal line duties.
> - The Part 14 CCM competency check for emergency duties must be accomplished before the CCM is assigned to passenger-carrying flights.

> - The purpose of this line is to mark the point in the curriculum where the crew member transitions from "training" to "qualifying experience."
> - *NO TRAINING is authorized during commercial air transport operations with passengers.*

4.4   SEPARATE CURRICULUMS BASED ON ENTRY LEVEL EXPERIENCE

A. The RCAA may approve initial curriculums with reduced programmed hours/flights based on differences in the experience or qualifications of the trainee.

B. The following is an example of reduced requirements (right column) for an A320 PIC Initial curriculum based on the experience and demonstrated qualifications of the new PIC.

RCAR	Curriculum Segment	New Hire, No Previous A320 Experience	New Hire, Previous A320 Airline PIC Qualification
§14.065	Operator-Specific Procedures Indoctrination	40 Hours	40 Hours
§14.067	Fatigue Education & Awareness Training	16 Hours	8 Hours
§14.070	Initial Dangerous Goods Training	4 Hours	2 Hours
§14.075	Initial Security Training	8 Hours	4 Hours
§14.080	Initial Crew Resource Management	16 Hours	8 Hours
§14.085	Initial Emergency Duties Training	24 Hours	8 Hours
§14.090	Initial A320 Ground Training	80 Hours	40 Hours
§14.095	Initial A320 Flight Training	24 Hours	12 Hours
§14.100	Initial Specialized Operations, such as AWO, PBN, RVSM)	24 Hours	12 Hours
§14.120	A320 Pilot Proficiency Check	4 Hours	2 Hours
§14.140	Supervised Line Flying: PIC–A320	10 Flights	10 Flights
§14.162	PIC Route & Area Qualification–A320 Route Check	2 Flights	1 Flight

SECTION 5   CONTENT OF CURRICULUM SEGMENT

5.1   ALL TRAINING, CHECKING & QUALIFICATION MODULES

A. The training modules should be titled using the primary headers (Chapters or Sections) from the appropriate manual(s).

- It should be clear to the RCAA that the modules were adapted from the manual content specified in the references.

B. All modules will list the—

1) objectives of the modules.

2) references that will be used during the accomplishment of the module.

3) elements and events that will be presented during the module.

C. All modules will include a methodology for determining competency for the objectives of the module.

5.2   APPLICABLE REGULATION

A. The first priority of training elements is to address any regulatory policy text relating to the objectives of the training curriculum segment and the specific training modules.

B. Where possible, the procedures, instructions and information relating to the policy text should be included in the associated lesson.

5.3   SPECIFIC REGULATION REQUIREMENT

A. Where the specific regulations states the intended training objective and/or performance criteria, the intent should be clear in the training elements and/or events.

B. For example, the curriculum segment for "Operator-Specific Procedures Indoctrination" should address the requirements in §14.040. *(See the highlighted text in the example provided.)*

- The training module titles should be specific TOC chapters and/or sections from the pertinent Operations Manual.
- The training elements within each module should be the primary paragraph headers within the chapter or section.
- The training or checking events should include "demonstration." of "awareness.

14.065   COMPANY PROCEDURES INDOCTRINATION

(a) No person may serve nor may any person use a person as a crew member or flight dispatcher unless that person has completed the operator-specific procedures indoctrination curriculum approved by the Authority, which shall include a complete review of operations manual procedures pertinent to the crew member or flight dispatcher's duties.

(b) This training shall include:

(1) Ensuring that all employees when abroad know that they must comply with the laws, regulations and procedures of those States in which operations are conducted.

(2) Ensuring that all pilots are familiar with the laws, regulations and procedures, pertinent to the performance of their duties, prescribed for the areas to be traversed, the aerodromes to be used and the air navigation facilities relating thereto.

(3) Ensuring that other members of the flight crew are familiar with such of these laws, regulations and procedures as are pertinent to the performance of their respective duties in the operation of the aircraft.

(c) The operator shall ensure that each crew member is required to demonstrate during training that he/she is aware the contents of the Operations Manual and the key policies and procedures appropriate to their technical speciality.

5.4   PUBLISHED LISTING OF ELEMENTS AND/OR EVENTS

A. Where the regulation specifies specific subject content for the curriculum segment, these training elements must be included in the module(s).

> The operator may have additional training elements and/or events, but must include all requirements of the regulation.

B. The training modules in a curriculum segment must address training elements and or events, at least the minimum content that is specified within the regulations and associated appendices to that regulation. Some examples include—

- §14.067(c): listing of minimum fatigue awareness elements
- §14.075(b): listing of minimum security elements (see below)

14.075   INITIAL SECURITY TRAINING

(a) No person may serve nor may any person use a person as a crew member unless he or she has completed the initial security curriculum approved by the Authority.

(b) The approved security program curriculum shall ensure that the crew members act in the most appropriate manner to minimize the consequences of acts of unlawful inference and shall include the following elements—

    (1) Determination of the seriousness of any occurrence;
    (2) Crew communication and coordination;
    (3) Appropriate self-defence responses;
    (4) Use of non-lethal protective devices assigned to crew members whose use is authorised by the Authority;
    (5) Understanding of behaviour of terrorists so as to facilitate the ability of crew members to cope with hijacker behaviour and passenger responses;
    (6) Live situational training exercises regarding various threat conditions;
    (7) Flight deck procedures to protect the aeroplane; and
    (8) Aeroplane search procedures and guidance on least-risk bomb locations where practicable; and
    (9) Preventive measures and techniques in relation to passengers, baggage, cargo, mail, equipment, stores and supplies intended for carriage on an aircraft so that they contribute to the prevention of acts of sabotage or other forms of unlawful interference.

C. Where a regulation addresses specific requirements for the content of a checking or qualification module, the curriculum segment and module must include at least the regulatory events and performance criteria. A specific example is provided below.

APPENDIX 1 TO 14.130:   COMPETENCE CHECKS: CABIN CREW MEMBERS

(a) The cabin crew member competency check shall include, for each cabin crew member, a live, timed one-on-one demonstration of the performance of assigned duties at a representative emergency exit during an emergency evacuation. The standard of performance shall be that, from the cockpit evacuation signal, the crew member shall be able to perform all required tasks, including actuation of the evacuation slide and all standardized passenger instructions (call-outs) within 7.5 seconds.

(b) The cabin crew member shall be required to demonstrate at least two other passenger emergency call-outs and associated actions selected by the person conducting the check. The standard of performance shall be that the crew member be able to enunciate the call-outs using the correct phraseology and perform the tasks associated with the particular call-outs.

(c) The cabin crew member shall be required to participate as an assigned crew member in a emergency ditching demonstration. All cabin crew members will be assigned specific positions in the aircraft for the start of the demonstration. The standard of performance shall be than, from the cockpit signal, the crew members shall be able to perform all required tasks within 6 minutes. Then, from the instructor signal that the aircraft is motionless in the water, The crew members shall be able to perform (or simulate the performance of) all tasks to deploy and board the rafts.

5.5   RCAA DIRECTIVE DOCUMENTS

A. Where the RCAA has published a directive document, such as a Skill Test Standard or form (with instructions), the operator should use or reference the text in the applicable curriculum segment or training module.

B. Where the RCAA has published an advisory circular that provides the recommended elements and/or events that should be included a curriculum segment, the operator should include that text in their proposed curriculum.

> The RCAA will consider an operators proposal for alternative elements and/or events if the operator can demonstrate that their proposed curriculum will meet equivalent safety standards.

5.6   OPERATOR MANUALS

A. The operator's manuals are considered to be the primary method of conveying policy, procedures, instructions and information to the employees. These documents should be the primary references for operator's employees during the accomplishment of their duties.

B. These manuals will also be the source of the training elements that are included in the curriculum segments and training modules.

C. The operator should use the exact wording of the TOC first and second level headers for the training elements.

> This method will enable the RCAA to ensure that the operator is committed to addressing the critical policy and procedures of these manuals.

SECTION 6   TRAINING CONTRACT

A. The operator's training program (including the curriculums) when submitted to the RCAA is similar to the concept of a proposed contractual agreement.

B. When that training program (and its curriculums) are approved by the RCAA, this program becomes an signed "contract" between the operator and the RCAA.

C. From the point of approval, the training program should be followed by the operator's personnel.

> Should the operator desire to change this program or its curriculums, a proposed revision must be submitted to the RCAA.

D. It is critical that the operator's quality control and quality assurance programs ensure that the curriculums are implemented in accordance with the "contract."

End of Advisory Circular