CHECKLIST-TRAINING MANUAL STRUCTURE EVALUATION
GACAR PART-142

TRAINING CENTER DETAILS			
Training Center Name			
Head of Training Center	Name	Contact Number	E-Mail

No.	GACAR PART-142 Requirements TRAINING PROGRAM	Compliance RN Manual Reference	Yes	No
A	**Training Plan**			
1	**The aim of the curriculum/course** Type Rating, ATP (A), etc. as applicable. A statement of what the student is expected to do as a result of the training, the level of performance, and the training constraints to be observed		☐	☐
2	**Pre-entry requirements.** Minimum age, educational requirements (including language), medical requirements. Any GACA requirements		☐	☐
	a) minimum age;		☐	☐
	b) education or qualification requirements (including English language);		☐	☐
	c) medical requirements; and		☐	☐
	d) linguistic requirements.		☐	☐
3	**Credits for previous knowledge,** experience or other qualifications, which should be obtained from GACA before the training commences.		☐	☐
4	**Training curricula, including:**		☐	☐
	(a) Theoretical training (knowledge);		☐	☐
	(b) Practical training (skills);		☐	☐
	(c) Training in the domain of Human Factors (attitudes);		☐	☐
	(d) Assessment and examinations; and		☐	☐
	(e) Monitoring of the training process, including assessment and examination activities.		☐	☐
5	Training policies in terms of:		☐	☐
	(a) Restrictions regarding the duration of training periods for students and instructors; and		☐	☐
	(b) if applicable, minimum rest periods. - Example: - The general arrangements of daily and weekly programs for flying (if applicable), ground and synthetic flight training - Program constraints in terms of maximum training hours and/sessions, (flying, theoretical knowledge, synthetic) e.g. per day/week/month - Restrictions in respect of duty periods for students, instructors and examiners - Maximum ground training hours in any day/night; maximum number of FSTD/Airplane training flights in any day/night - Minimum rest period between duty periods - Minimum rest time between training sessions		☐	☐
6	Policy for the conduct of student evaluation, including the:		☐	☐
	(a) Procedures for authorization of tests;		☐	☐
	(b) Procedures for remediation training before retest and procedures for re-writing knowledge tests;		☐	☐
	(c) Test reports and records;		☐	☐
	(d) Procedures for skill progress checks and skill tests;		☐	☐
	(e) Procedures for knowledge progress tests and knowledge tests, including procedures for knowledge test preparation, types of questions and assessments, and standards required for a pass; and		☐	☐
	(f) Procedures for question analysis and review and for issuing replacement exams		☐	☐

	(applicable to knowledge tests).			
7	Policy regarding training effectiveness, including:		☐	☐
	(a) Liaison procedures between training departments;		☐	☐
	(b) Requirements for reporting and documentation;		☐	☐
	(c) Internal feedback system for detecting training deficiencies;		☐	☐
	(d) Completion standards at various stages of training to ensure standardization;		☐	☐
	(e) Individual student responsibilities;		☐	☐
	(f) Procedures to correct unsatisfactory progress;		☐	☐
	(g) Procedures for changing instructors;		☐	☐
	(h) Maximum number of instructor changes per student; and		☐	☐
	(i) Procedures for suspending a student from training.		☐	☐
B	Syllabi for training programs			
1	Syllabi for training programs		☐	☐
1.1	Theoretical knowledge syllabus:		☐	☐
	(a) The syllabus for theoretical knowledge instruction should be structured generally but with a training specification and objective for each subject.		☐	☐
1.2	Practical training syllabus		☐	☐
	(a) A statement of how the course will be divided into phases, indicating how the phases will be arranged to ensure completion in the most suitable learning sequence and that exercises will be repeated at the proper frequency.		☐	☐
	(b) The syllabus hours for each phase and for groups of lessons within each phase and when progress tests are to be conducted.		☐	☐
	(c) A statement of the standard of proficiency required before progressing from one phase of training to the next. It includes minimum experience requirements and satisfactory exercise completion before undertaking the next phase.		☐	☐
	(d) Requirements for instructional methods, particularly with respect to adherence to syllabi and training specifications.		☐	☐
	(e) Instruction for the conduct and documentation of all progress checks.		☐	☐
	(f) Instruction, where applicable, given to all examining staff regarding the conduct of examinations and tests.		☐	☐
C	Training Program Courseware			
1	General description		☐	☐
2	Definition.		☐	☐
3	Evaluation by GACA		☐	☐
4	Acceptable and Unacceptable Courseware		☐	☐
5	Lesson Plans		☐	☐
6	Aircraft Operating Manuals, Checklists, and Quick Reference Handbooks		☐	☐
7	Audiovisual Programs, Computer Software Programs, Training Manuals, Workbooks, Handouts, and Other Courseware.		☐	☐
8	Facilities.		☐	☐
9	Maneuvers/Procedures Descriptions (Including SOP)		☐	☐
10	Training, Testing, and Checking		☐	☐
11	Permissible Crew Pairing During Training, Testing, or Checking		☐	☐
12	Acceptable Policy on the Use of FSTD Freeze, Slow Motion and Repositioning Features		☐	☐
D.	Tests and Examinations			
1	Test and checks conducted by Training Center for the issuance of a License or a Rating		☐	☐

2	When GACA has authorized the Training Center to conduct the testing required for the issuance of a license and/or rating in accordance with GACA requirements and the approved training and procedures manual, the manual should include:		☐	☐
	(a) the name(s) of the personnel with testing authority and the scope of the authority;		☐	☐
	(b) Minimum qualifications, required training (initial and recurrent) and experience in accordance with GACA requirements		☐	☐
	(c) the role and duties of the authorized personnel;		☐	☐
	(d) the applicable requirements established by GACA, such as:		☐	☐
	— the procedures to be followed in the conduct of checks and tests; and		☐	☐
	— the methods for completion and retention of testing records as required by GACA.		☐	☐
E	**Training Effectiveness**			
1	Individual responsibilities related to training and examinations		☐	☐
2	General assessment		☐	☐
3	Liaison between departments		☐	☐
4	Identification of unsatisfactory progress (individual students)		☐	☐
5	Actions to correct unsatisfactory progress		☐	☐
6	Procedure for changing instructors		☐	☐
7	Maximum number of instructor changes per student		☐	☐
8	Internal feedback system for detecting training deficiencies		☐	☐
9	Procedure for suspending a student from training		☐	☐
10	Discipline		☐	☐
11	Reporting and documentation		☐	☐
F	**Standards and Level of Performance at Various Stages**			
1	Individual responsibilities		☐	☐
2	Standardization		☐	☐
3	Standardization requirements and procedures		☐	☐
4	Application of test criteria		☐	☐
G	**Training Records**			
4.1	Policy and procedures regarding:		☐	☐
	(a) attendance records;		☐	☐
	(b) student training records		☐	☐
	(c) staff training and qualification records;		☐	☐
	(d) persons responsible for checking records and student personal logs;		☐	☐
	(e) nature and frequency of record checks;		☐	☐
	(f) standardization of record entries;		☐	☐
	(g) personal log entries; and		☐	☐
	(h) security of records and documents.		☐	☐
	(i) Persons responsible for checking records and students' log books		☐	☐
H	**PART C THEORETICAL KNOWLEDGE INSTRUCTION**			
1	Structure of the theoretical knowledge course. A statement of the structure of the course, including the general sequence of the topics to be taught in each subject, the time allocated to each topic, the breakdown per subject and an example of a course schedule		☐	☐
2	Lesson Plans. A description of each lesson or group of lessons including teaching materials, training aids, progress test organization and interconnection of topics with		☐	☐

	other subjects			
3	Teaching materials. Specification of the training aids to be used (e.g. study materials, course manual references, exercises, self-study materials, demonstration equipment)		☐	☐
4	Student progress. The requirement for student progress, including a brief but specific statement of the standard that must be achieved and the mechanism for achieving this, before application for theoretical knowledge examinations		☐	☐
5	Progress testing. The organization of progress testing in each subject, including topics covered, evaluation methods and documentation		☐	☐
6	Review procedure. The procedure to be followed if the standard required at any stage of the course is not achieved, including an agreed action plan with remedial training if required		☐	☐
7	Courseware and Training Equipment		☐	☐
I	PART I BRIEFING AND AIR EXERCISES SYNTHETIC FLIGHT TRAINING (FSTD)			
1	Air exercise. A detailed statement of the content specification of all the air exercises to be taught, arranged in the sequence to be flown with main and subtitles. This should normally be the same as the air exercise specification for the flight instructor rating course		☐	☐
2	Air exercise reference list. An abbreviated list of the above exercises giving only main and subtitles for quick reference, and preferably in flip card form to facilitate daily use by flight instructors		☐	☐
3	Course structure – Phase of training. A statement of how the course will be divided into phases, indication of how the above air exercises will be divided between the phases and how they will be arranged to ensure that they are completed in the most suitable learning sequence and that essential (emergency) exercises are repeated at the correct frequency. Also, the syllabus hours for each phase and for groups of exercises within each phase shall be stated and when progress tests are to be conducted, etc.		☐	☐
4	Course structure integration of syllabi. The manner in which theoretical knowledge, synthetic flight training and flying training will be integrated so that as the flying training exercises are carried out students will be able to apply the knowledge gained from the associated theoretical knowledge instruction and synthetic flight training		☐	☐
5	Student progress. The requirement for student progress and include a brief but specific statement of what a student is expected to be able to do and the standard of proficiency he must achieve before progressing from one phase of air exercise training to the next. Include minimum experience requirements in terms of hours, satisfactory exercise completion, etc. as necessary before significant exercises, e.g. night flying		☐	☐
6	Instructional methods. The Training Center requirements, particularly in respect of pre- and post-flying briefing, adherence to syllabi and training specifications, authorization of solo flights, etc.		☐	☐
7	Progress tests. The instructions given to examining staff in respect of the conduct and documentation of all progress tests		☐	☐
8	Glossary of terms. Definition of significant terms as necessary		☐	☐
9	Required Courseware and flight training equipment		☐	☐
10	Required FSTD (FFS, FTD, etc.)		☐	☐
11	Appendices		☐	☐
12	Progress test report forms		☐	☐
13	Skill test report forms		☐	☐
14	Training Center certificates of Completion, experience, competence, etc. as required		☐	☐

RESULT OF TRAINING MANUAL ASSESSMENT

Overall Review Result of Training Manual Assessment

☐ Approved	☐ Not Approved

No.	Remarks
1	

2	
3	
4	
5	
6	
7	
8	
9	
10	

Aviation Safety Inspector Name	Signature	Date

(Owner of Document: Flight Operations Standards Department, Training Centers Section)