# AERODROME SAFETY PUBLICATION

**Number:** ASP 18
**Issue No.**: 01
**Issued:** 09 July 2025
**Effective Date:** 09 July 2025

**Subject: Development of Training Programme and Plan**

**References:** Civil Aviation (Safety) Regulations, 2017
Seychelles Technical Standards – Aerodromes
ICAO Doc 9859 - Safety Management Manual
CAP 1742 – Continuation Training

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***Note –*** *Aerodrome Safety Publications are published by the SCAA for purposes of promulgating supplementary guidance materials to the Standards and Recommended Practices (SARPs) in the Seychelles Technical Standards - Aerodromes. The publications are intended to provide recommendations and guidance to illustrate a means, but not necessarily the only means, of complying with SARPs. Aerodrome Safety Publications may explain certain regulatory requirements by providing interpretive and explanatory materials.*

*While they often provide recommendations, in accordance with STS-ADR, Chapter 2, Subpart A, Provision 2.2.2, any provision within these publications that uses the terms "shall" or "must" is considered mandatory and enforceable. Such provisions along with any figures, appendices and tables associated with it carry the same weight as the primary text of the STS and must be complied with at all times.*

## 1. Purpose

1.1 The purpose of this Aerodrome Safety Publication (ASP) is to provide supplementary guidance to complement the provisions provided in ASP 06 PANS-ADR to aerodrome operators on developing and implementing a comprehensive training programme and training plan for aerodrome technical and operations personnel, ensuring that all mandated roles and responsibilities are effectively covered. It also offers guidance on maintaining, verifying, and improving personnel competency over time to uphold safety and operational standards. Additionally, this publication outlines best practices for documenting and storing essential training records in compliance with regulatory requirements, ensuring accuracy, accessibility, and audit readiness.

## 2. Applicability

2.1. This ASP applies to all aerodrome operators subjected to Regulation 61 of the Civil Aviation (Safety) Regulations, 2017 and the Seychelles Technical Standards - Aerodromes.

2.2. Operators of aerodromes that are outside the scope of Regulation 61 of the Civil Aviation (Safety) Regulations, 2017 are highly encouraged to implement the provisions of this ASP.

## 3. Cancellation

3.1. Nil.

## 4. Introduction

4.1 Effective training is the cornerstone of any safe and efficient aerodrome operation. Given the evolving nature of regulations, technologies, and operating procedures, aerodrome personnel shall continually upgrade their skills and awareness. A robust, well-structured training programme and an accompanying training plan ensure that staff members, whether newly hired or current meet the competencies required by national and international aviation standards. Such a framework not only promotes compliance with laws and regulations such as those set forth by the International Civil Aviation Organization (ICAO) and national civil aviation authorities but also underpins a culture of continuous learning and operational excellence.

## 5. Definitions & Abbreviations

### 5.1 Abbreviations

| | |
|---|---|
| STS-ADR | Seychelles Technical Standards – Aerodrome |
| SCAA | Seychelles Civil Aviation Authority |
| CBT | Computer Based Training |
| FOD | Foreign Object Debris |
| OJT | On-The-Job Training |
| QA | Quality Assurance |
| RFFS | Rescue and Fire Fighting Services |
| SOP | Standard Operating Procedure |
| TMS | Training Management System |

| | |
|---|---|
| ATC | Air Traffic Control |
| ICAO | International Civil Aviation Organization |
| SMS | Safety Management System |

## 5.2 Definitions

**Assessment**
The process of measuring a trainee's performance or knowledge against established competency standards. Assessment methods can include written tests, simulations, practical demonstrations, and oral interviews.

**Assessor**
A qualified individual (often a subject matter expert) who evaluates whether trainees meet the required competency standards. Assessors use standardized tools and checklists to ensure objectivity and consistency.

**Competency**
A combination of skills, knowledge, and attitudes required to perform a specific task or role effectively and safely. Competency includes technical proficiency as well as behaviors such as communication and teamwork.

**Competency Standards**
Benchmarks defining the required level of performance for a particular task or role. They specify what personnel must know, what they should be able to do, and how they are expected to behave under normal and emergency conditions.

**Initial Training**
Introductory instruction provided to newly hired staff or personnel transitioning to a new role. Initial training typically covers fundamental aerodrome operations, basic safety procedures, and organizational policies.

**On-the-Job Training (OJT)**
Hands-on instruction conducted in the actual work environment. OJT allows trainees to apply theoretical knowledge under the supervision of a qualified mentor, bridging the gap between classroom learning and real-world tasks.

**Recurrent Training**
Periodic or recurrent training sessions intended to maintain or update existing competencies. Recurrent modules may address procedural changes, new equipment, or reinforce critical safety and security practices.

**Record-Keeping**
The systematic documentation and retention of training activities, attendance, assessment results, and certifications. Accurate record-keeping supports regulatory compliance, audit processes, and continuous improvement efforts.

**Remedial Training**

Additional instruction provided to trainees who have not met certain competency standards. It typically involves targeted coaching, practice sessions, or re-assessment to address performance gaps.

**Training Plan**
A detailed schedule or roadmap that specifies how, when, and by whom training will be delivered. It outlines dates, durations, target audiences, objectives, and the methods of assessment for each module.

**Training Programme**
A high-level framework outlining the overall policies, objectives, and competencies for staff development within an aerodrome. It sets the strategic direction for training and defines how compliance, quality, and safety objectives will be achieved.

## 6. Difference Between a Training Programme and a Training Plan

### 6.1 Training Programme

6.1.1 A training programme is a high-level framework that establishes the overarching strategy, goals, and policies governing all training activities within the aerodrome technical and operations department. It articulates what training must achieve and why it is essential, referring to relevant regulations, organizational policies, safety management systems, and quality standards. The training programme typically specifies who is responsible for creating, delivering, and assessing the training, as well as the competencies that must be achieved for each job role. It also describes the broad methods of delivery (such as classroom-based instruction, on-the-job practice, or simulation) and the criteria by which success or compliance will be measured.

6.1.2 A training programme defines the objectives, scope, structure, and administration of all training activities within the aerodrome. It outlines:

- The goals and objectives of the training.
- The regulatory requirements to be met (e.g., national aviation standards and regulations, ICAO standards).
- The roles and responsibilities of training stakeholders (training manager, assessors, supervisors).
- The competency standards and performance criteria required for each position.
- The policies, procedures, and resources for training delivery and assessment.

### 6.2 Training Plan

*Refer to Appendix B - Sample of Training Plan*

6.2.1 A training plan is a detailed document that outlines how a training programme will be implemented. The training plan sets specific timelines and schedules, detailing when training sessions will occur, the frequency of each module, who will deliver the training, and which trainees are required to participate. It delves into logistical considerations, such as the length of each session, the location, required resources, and the precise methods of assessment. The training plan offers clarity to both trainers and trainees by specifying exact dates, content coverage, delivery

methods, and performance expectations for each session or module.

6.2.2 A training plan includes:

- A schedule of training activities for each role or individual.
- Methods of training delivery (classroom, simulator, on-the-job training, e-learning, etc.).
- The duration and frequency of each training module.
- Assessment and evaluation methods, including required tests or practical demonstrations.
- Any supporting materials (manuals, e-learning modules, references).

6.2.3 To simplify, a training programme describes the “what and why”, while the training plan details the “when, how, and who”.

*Note: This may be done electronically (e.g., MS Excel) or in a paper-based format.*

## 7. Structure of a Training Programme

*Refer to Appendix A - Sample Training Programme*

7.1 An effective structure of a training programme typically includes:

1. Induction Training
2. Initial Training
3. On-the-Job Training (OJT)
4. Recurrent Training
5. Specialized Training

### 7.1.2 Induction training

This serves as the foundational introduction for all newly hired aerodrome personnel, ensuring they gain a clear understanding of the organization’s safety culture, operational environment, and regulatory responsibilities. This training is typically conducted upon employment and provides an overview of key aerodrome functions, safety policies, emergency procedures, and security protocols. It familiarizes employees with the aerodrome layout, access control measures, workplace hazards, and reporting mechanisms for incidents or operational concerns.

The content of induction training is usually standardized across departments, ensuring that all staff regardless of their specific role have a baseline understanding of aerodrome operations and regulatory compliance before undertaking more training.

### 7.1.2 Initial training

Following induction, personnel undergo this training to their specific job function, equipping them with the necessary basic skills and competencies required for their roles. The structure and content of initial training vary depending on whether the employee works in operations, maintenance, security, rescue and firefighting, or another specialized aerodrome department.

For instance, airside operations staff receive in-depth training on airfield inspections, wildlife hazard management, radio communication with air traffic control, and standard procedures for coordinating aircraft movements on the ground.

Maintenance and electrical personnel, on the other hand, undergo technical instruction on infrastructure upkeep, airfield lighting systems, and backup supply maintenance, with a focus on compliance with electrical safety standards.

Rescue and Firefighting Services (RFFS) personnel receive intensive training in firefighting techniques, emergency response coordination, and live-fire drills.

Regardless of the role, initial training includes both theoretical instruction (classroom-based or online learning) and practical tests (simulations, or hands-on workshops), ensuring that personnel achieve the required competencies before assuming full operational responsibilities.

### 7.1.3 On-the-Job Training (OJT)

After initial training, employees undergo OJT to apply the knowledge acquired in a practical environment. Under the supervision of a qualified mentor or experienced supervisor, trainees perform actual operational tasks, observe real-life scenarios, and gradually learn to handle the responsibilities of their positions. This phase not only helps trainees gain confidence in the workplace but also ensures that they become familiar with the specific procedures, equipment, and layout of the aerodrome.

### 7.1.4 Specialized Training

This type of training is more in-depth and tailored to specific task-related responsibilities. It may involve theoretical instruction, practical hands-on training, or a combination of both. For instance, personnel in the electrical department may undergo specialized training in High Voltage Equipment or Aeronautical Ground Lighting (AGL) systems. Similarly, Rescue and Firefighting Services (RFFS) personnel may receive advanced training in the use of breathing apparatus or in handling Chemical, Biological, Radiological, and Nuclear (CBRN) incidents.

### 7.1.5 Recurrent Training

To maintain ongoing competence and address evolving changes in the aviation sector, is essential. Through regular refresher conducted annually, bi- annually, or at intervals dictated by regulations or operational necessity employees update their knowledge and hone critical skills. They learn about amendments in regulations, new equipment, or revised SOPs, ensuring that their skills remain relevant and that they can adapt to changes swiftly and safely.

7.2 When determining the frequency of each type of training, aerodrome operators shall consider:

- National and/or international regulatory requirements.

- Organizational policies.
- Equipment upgrades, procedural changes, or new operational risks.
- Individual performance assessments and feedback.

*Note: Refer to ASP 06 – PANS ADR for guidance on refresher trainings*

## 8. Role of an Assessor

8.1 An assessor is a qualified individual who evaluates whether trainees meet or exceed the established standards for their roles. Ideally, an assessor must have both thorough subject matter expertise, so they can accurately judge performance and a solid grasp of assessment principles that guarantee fairness, objectivity, and consistency.

8.2 Assessors use standardized tools and checklists to observe trainees, record results, and offer constructive feedback. Their role goes beyond simply passing or failing a trainee; they provide guidance on how to improve, identify gaps in knowledge or skills, and support the continuous improvement of the training system by relaying common shortcomings or mistakes back to the training manager.

8.3 The aerodrome operator must ensure that the assessor should:

- Possess technical expertise in the area being assessed.
- Be familiar with the relevant regulations, standards, and aerodrome procedures.
- Be trained in assessment techniques to ensure fairness, objectivity, and consistency.
- Provide constructive feedback and document results to guide further development or remediation.

## 9. Establishing Competency Standards

9.1 Competency standards serve as the foundation of an effective training framework. They specify the knowledge, technical proficiencies, and behavioral attributes required to perform tasks safely and efficiently. In developing these standards, aerodromes typically begin by analyzing each job's critical tasks and considering the complexities, risks, and regulatory demands associated with them. Through consultation with subject matter experts, departmental leads, and regulatory guidelines, the required competencies become codified into measurable performance criteria that serve as benchmarks for training design and assessments.

9.2 Each criterion should clearly state the expected level of skill or knowledge. For instance, a standard related to runway inspections might require that an operator demonstrate the ability to complete the full inspection procedure within a specific timeframe, identify potential FOD (Foreign Object Debris) hazards, and communicate findings to air traffic control following established protocols. By detailing the standards for each role, aerodrome operators create a transparent

and consistent framework that supports both the training and the evaluation processes.

9.3 When establishing competency standards:

1. Identify the critical tasks associated with each position.
2. Determine the performance criteria (i.e., acceptable levels of performance, accuracy, or quality).
3. Align these standards with regulatory requirements and international best practices (e.g., national aviation regulations).
4. Include behavioral competencies such as communication, teamwork, and safety awareness.
5. Competency standards serve as the foundation for both training design and assessment processes.

## 10. Obtaining Competency

10.1 Personnel achieve the required competencies through a variety of learning methods that blend theory with practice:

1. **Formal Training**
2. **Practical Exercises/Training**
3. **Mentorship and Coaching**

10.2 **Formal Training** provides foundational knowledge and ensures employees are well acquainted with the latest procedures and regulations.

10.3 **Practical Exercises/Training** which can include interactive simulations, field demonstrations, and role-specific tasks, reinforce learning by enabling employees to experiment and refine their skills in a safe setting.

10.3 **Mentorship and Coaching** offer a more individualized approach, where seasoned staff support, supervise, and guide less-experienced colleagues. This not only fosters a supportive work environment but also helps new employees gain confidence, adapt more quickly, and develop good habits. Finally, a culture of continuous learning means employees regularly receive updates and new learning opportunities through conferences, advanced workshops, or internal knowledge-sharing sessions ensuring they stay aligned with current best practices and technologies.

## 11. Demonstrating Compliance

11.1 Trainees demonstrate competence by:

- Performing practical tasks or simulations under supervision.
- Undergoing written tests or oral interviews to confirm knowledge and understanding.

- Participating in scenario-based exercises that replicate real-world challenges.
- Providing documentary evidence (logs, reports, project work) that shows consistent application of learned skills.

11.2 Demonstrating competence typically involves practical assignments, written or oral exams, and scenario-based evaluations. In practical demonstrations, trainees perform a specific task such as inspecting a runway, operating fire-fighting equipment, or driving on the airside in the presence of an assessor, who evaluates performance against clear criteria. Written or online tests measure theoretical comprehension of regulations, safety management, and best practices, while scenario-based exercises challenge the trainee to solve realistic problems under simulated operational conditions.

11.3 Additionally, interviews or oral examinations may be used to explore a trainee's decision-making process and capacity to think critically under pressure. This blend of assessment methods ensures that the aerodrome operator validates not only the trainee's practical abilities but also the depth of their understanding and their readiness to respond to dynamic or emergency situations.

## 12. Assessing Competency

12.1 Competency assessment confirms that aerodrome personnel have reached the levels of performance established in the competency framework. This typically involves using checklists or rating scales to compare observed performance against the defined standards. Assessors look for evidence of consistent, repeatable performance whether in daily operational tasks or under the stress of simulated emergencies.

12.2 Fairness and transparency are critical. Standardized tools reduce subjectivity, and assessors must communicate the results swiftly and thoroughly, offering personalized feedback to every trainee. When a trainee does not meet the standard, assessors should recommend additional coaching, remedial training, or re-assessment within a specified timeframe. This approach not only protects safety and quality standards but also ensures staff feel supported and have clear pathways to improve and succeed.

12.3 Competency assessment typically involves the following methods:

1. **Direct Observation**
   An assessor observes the trainee performing a task in a real or simulated environment and measures performance against established criteria.

2. **Knowledge Testing**
   Written or oral examinations to evaluate theoretical understanding.

3. **Practical Demonstration**

The trainee demonstrates hands-on skills in front of an assessor, either in an actual operational setting or a controlled simulation.

4. **Performance Appraisals**
   Reviewing work performance records and feedback from supervisors or peers.

5. **Self-Assessment**
   Encouraging trainees to self-evaluate their competencies, strengths, and areas requiring improvement.

Assessment should be documented, consistent, transparent, and in line with the established competency standards.

## 13. Training Records

13.1 Comprehensive record-keeping is vital for demonstrating regulatory compliance, facilitating audits, and tracking individual progress. Each employee's profile should include a log of all attended training sessions, the nature and date of any assessments, and any certification or qualification details (along with their expiry dates). Such data can be maintained in a secure electronic database (MS Excel) or a paper-based system whichever method is chosen, it must ensure accuracy, data security, and convenient retrieval for internal reviews or external inspections.

13.2 Beyond compliance, training records are an invaluable resource for continuous improvement. By reviewing these records, aerodrome managers can identify trends (such as areas where trainees repeatedly struggle), re-evaluate the efficacy of certain course modules, or pinpoint the need for targeted refreshers. Maintaining clear and up-to-date records is therefore a fundamental aspect of both operational safety and strategic workforce development.

13.3 Training records typically include:

- Personal details of the trainee (name, position, department).
- Training courses or modules attended (topics, dates, trainers).
- Assessment outcomes (test scores, pass/fail status, remarks).
- Competency achievements (tasks completed, certification obtained).
- Refresher or recurrent training completed.
- Expiry dates or next due dates for recurrent training.
- Signatures and approvals by authorized personnel (trainee, assessor, supervisor).

13.4 Records should be kept in a secure system (electronic or paper-based) with proper backup and retention policies. They serve as evidence of compliance and a valuable source of data for continuous improvement of the training program.

13.5 Hard-copy backups should be kept in departmental files for a minimum of **five years** to satisfy retention policies and ensure a reliable paper trail.

## 14. Queries

14.1 Any queries relating to this ASP should be addressed to Head of Aerodrome Safety & Standards Inspectorate on seyaga@scaa.sc

**Aerodrome Safety & Standards Inspectorate**
**Seychelles Civil Aviation Authority**

## Appendix A
## Sample Training Programme

A1. Below is a simplified example illustrating how an aerodrome operator's training program and corresponding training plan might be structured. This material is intended for demonstration purposes only and does not account for every unique procedural, regulatory, or operational variation that may exist in a particular aerodrome.

A2. Accordingly, any actual training programme or plan must be carefully adapted to reflect the specific requirements, regulations, and operational context of the aerodrome in question. This includes fine-tuning the scope of each training module, adjusting the frequency of sessions, and selecting assessment methods that align with national mandates, local infrastructure, and identified risks.

A3. Just as importantly, the final training program must be formally **signed off** by key personnel, such as the Training Manager and Department Heads/Managers to demonstrate accountability, adherence to safety and regulatory standards, and the organization's commitment to the plan's effective implementation. This sign-off process is an essential step in validating the program, ensuring it meets all relevant criteria and can be confidently executed across the aerodrome.

# [INSERT AERODROME NAME] TRAINING PROGRAMME
# [INSERT DEPARTMENT NAME]

## 1. Introduction

This training program has been developed to ensure that [Insert Aerodrome Name] personnel maintain the necessary skills, knowledge, and competencies required to operate in a safe, efficient, and compliant manner. By defining clear objectives, responsibilities, and methodologies, the program serves as the foundational document guiding all training activities within [Insert Department Name]. It also establishes the framework for continuously evaluating and enhancing our training strategies in alignment with industry best practices and regulatory requirements.

## 2. Purpose and Scope

The primary purpose of this training program is to:

1. Comply with international and national aviation regulations, including ICAO standards and the directives of the local civil aviation authority.
2. Promote a strong safety culture that fosters proactive hazard identification, effective risk management, and collaboration among staff.
3. Ensure that all staff in [Insert Department Name] receive appropriate theoretical and practical training, culminating in demonstrated competencies for their respective roles.
4. Align staff development strategies with the aerodrome's organizational objectives, operational demands, and core values.
5. This program applies to all [Insert Department Name] personnel, including permanent employees, contractors, and any individuals performing critical tasks under the auspices of [Insert Aerodrome Name].

## 3. Roles and Responsibilities

### 1. Training Manager

The Training Manager oversees the design, implementation, and continuous improvement of the training program. Responsibilities include scheduling training, ensuring resources are available, and coordinating with other departments to maintain compliance with organizational and regulatory standards.

### 2. Department Head (or Equivalent)

The Department Head of [Insert Department Name] is accountable for ensuring that the training program is effectively integrated into daily operations. This individual collaborates with the Training Manager to identify specific training needs, approve training schedules, and monitor performance outcomes.

### 3. Trainers / Instructors

Trainers are subject matter experts who deliver both classroom-based and practical instruction. They align the course content with established competency standards and provide feedback to trainees throughout the learning process.

**4. Assessors**

Assessors evaluate trainees against established performance criteria. They use standardized checklists to ensure objectivity and consistency, recording the results in the Training Management System for reference and follow-up actions.

**5. Trainees**

Trainees, whether new hires or experienced staff undergoing refresher courses, are expected to participate actively, complete assigned tasks, and apply the knowledge and skills learned to their roles. They should also provide feedback to trainers or management on ways to improve the training process.

## 4. Regulatory Framework

This training programme aligns with:

1. National Civil Aviation Authority regulations / Standards governing the certification and operation of aerodromes.
2. [Insert Aerodrome Name]'s Safety Management System (SMS) and Quality Management System policies.
3. Any local or regional directives that influence operational procedures, environmental considerations, or specialized tasks.
4. All content within this program is reviewed and updated regularly to ensure compliance with the most recent guidelines and regulatory changes.

## 5. Competency Standards

Competency standards define the essential knowledge, skills, and behaviors that employees in [Insert Department Name] must demonstrate. These standards include:

1. **Technical Competencies:** Understanding airside procedures, equipment operation, maintenance protocols, or other specialized tasks critical to [Insert Department Name].

2. **Operational Competencies:** Maintaining situational awareness, adhering to Standard Operating Procedures (SOPs), and collaborating with other departments or agencies (e.g., ATC or firefighting services).

3. **Behavioral Competencies:** Communicating effectively, demonstrating teamwork, and adhering to safety and security protocols.

4. **Regulatory and Compliance:** Meeting all mandated performance requirements set forth by aviation authorities, such as valid certifications or medical clearances where applicable.

A detailed matrix of competencies, mapped to each job role within [Insert Department Name], is provided in Appendix A of this program.

## 6. Departmental Training Programme

*Note: The training programme may be generic or tailored based on the personnel's job title or position.*

### Initial Training

These courses are mandatory for all new personnel and provide foundational knowledge and awareness necessary to operate safely and compliantly in the aerodrome environment.

1. Departmental Induction
2. Occupational Health & Safety (OHS) – Company Policy
3. Airside Orientation
4. Airside Driving
5. Radio Telephony
6. Safety Management System (SMS)
7. Human Factors
8. [Insert any additional course specific to department or role]

### On-The-Job

Hands-on, supervised instruction delivered during early employment stages to build operational competence.

1. Basic Airfield Connections
2. Basic Airfield Maintenance
3. [Insert any additional course specific to department or role]

### Recurrent

Conducted at regular intervals (e.g., annually or biennially) to maintain currency and reinforce critical safety and operational knowledge.

1. Airside Orientation
2. Airside Driving
3. Radio Telephony
4. SMS
5. Human Factors

### Specialised

1. HV series circuits
2. CCR Test and Maintenance
3. [Insert any additional course specific to department or role]

## 7. Training Delivery Methods

Training is delivered through a blend of theoretical and practical approaches to cater to different learning styles and operational needs. These methods include:

1. **Classroom Sessions:** Formal instruction covering regulatory requirements, theory, and operational guidelines.

2. **On-the-Job Training (OJT):** Mentored practice of real operational tasks under the supervision of experienced staff or instructors.

3. **Simulations and Drills:** Hands-on, scenario-based exercises for high-risk or specialized functions, such as emergency response or equipment handling.

4. **E-Learning Modules:** Self-paced, online courses that reinforce key concepts and track progress through quizzes and digital records.

## 8. Assessment Methodologies

To ensure that trainees reach the required levels of competency:

1. **Knowledge Tests:** Written or online exams measure a trainee's understanding of theoretical content, including safety rules, aerodrome layout, and operational procedures.

2. **Practical Demonstrations:** Trainees perform specific tasks in real or simulated settings while being observed and scored against standardized checklists.

3. **Standardized Checklists:** Assessors use these tools to maintain consistency and fairness across all evaluations.

4. **Training Management System (TMS):** Results are recorded in the TMS, and any trainees who do not meet performance standards are assigned follow-up actions (e.g., retraining, mentoring, or additional coaching).

## 9. Program Review and Continuous Improvement

This training program is subject to annual review to ensure its effectiveness and relevance. Feedback is gathered from trainees, trainers, and assessors, and aggregated data, such as test scores and incident reports are analyzed to identify areas needing improvement. Changes in regulations, technology, or aerodrome infrastructure are also taken into account, leading to regular updates of both the training materials and the overarching program. Any revisions are documented and communicated to all relevant stakeholders.

## 10. Sign-Off and Approval

Formal endorsement of this training program is required for it to be considered valid within [Insert Aerodrome Name]. By signing below, each authority confirms they have reviewed and approved the program's objectives, scope, and methodologies, and agree to oversee its effective implementation within [Insert Department Name].

| Name | Signature | Date |
|---|---|---|
| Training Manager | | |
| Department Head [Insert Department Name] | | |
| (other relevant authority / stakeholder) | | |

## Appendix B
## Sample of Training Plan – Operations/Maintenance Staff

B1. Below are two sample training plans for aerodrome operations and maintenance/electrical staff, illustrating how modules can be scheduled, who is responsible for conducting them, and how frequently they should occur. When applying these samples, aerodrome operators should first review their own regulatory obligations and operational needs, tailoring aspects like frequency, duration, and content to reflect both local and international requirements.

B2. For each module whether it involves on-the-job training in airside operations or in-depth technical workshops on electrical systems operators should also establish standardized assessment procedures. These typically include both a knowledge test, where trainees demonstrate their theoretical understanding of safety rules and operational procedures, and a practical demonstration, allowing them to showcase actual proficiency under real or simulated conditions. To maintain consistency and objectivity, assessors rely on standardized checklists, capturing all relevant performance criteria and noting whether the trainee meets, exceeds, or falls short of established competency standards. In cases where trainees do not meet the required benchmarks, follow-up actions such as retraining, coaching, or additional mentoring are implemented to bridge the gap.

B3. Accurate record-keeping is essential for both regulatory compliance and continuous improvement. Electronic records should be maintained in a central database such as the “ABC Training Database” containing pertinent data like trainee names, modules completed, dates of attendance, assessment outcomes, and any remedial measures taken. Hard-copy backups should be kept in departmental files for a minimum of **five years** to satisfy audit requirements and ensure a reliable paper trail. These records serve not only as proof of compliance but also as a basis for analyzing trends across the workforce, identifying areas that may need enhanced training or updated materials, and continually refining the program to uphold aerodrome safety and operational standards.

B4. All training plans should be formally **signed off** by relevant authorities or responsible personnel to confirm acceptance, accountability, and compliance with organizational and regulatory expectations. This endorsement process typically involves signatures from the aerodrome’s Training Manager / Department Head responsible for overseeing the personnel involved, and any other parties (such as external trainers or assessors) who have a direct stake in implementing the plan. By ensuring that each plan is signed, aerodrome operators establish a clear chain of responsibility, validate the accuracy of scheduled modules, and demonstrate a commitment to upholding the agreed-upon standards of safety and competency development.

**Title:** [Insert Aerodrome Name] **Operations Staff - 2025 Annual Training Plan**

**Staff Name:** [Insert Staff name]
**Post Title:** [Insert Post Title]

| Training Module | Content / Overview | Method | Duration | Frequency | Assessor |
|---|---|---|---|---|---|
| **Initial** | | | | | |
| Induction / Orientation | Introduction to aerodrome layout, safety & security rules, standard procedures, and organizational structure | Classroom + Site Tour | 2 days | On hire | Training Manager |
| Airside Driving Course | Vehicle operation rules, radio communication protocols, and safety procedures on taxiways and runways | Classroom + Practical Demonstration | 1 Day | Every 2 Years | Safety Officer |
| Radio Telephony Training | Proper use of radio equipment, phraseology, call signs, and communication with ATC and ground services | Classroom + Simulated Radio Exercises | 1 Day | Every 2 Years | Training Instructor |
| **OJT** | | | | | |
| Phase 1 | Practical exposure to daily airside operations, guided by a mentor or senior operator | Hands-On Mentoring | 2 Weeks | Post Initial | Operations Supervisor |
| Phase 2 | Continued operational tasks under supervision to build confidence and independence | Hands-On Mentoring | 2 Weeks | After Phase 1 | Operations Supervisor |
| **Specialized** | | | | | |
| Runway Inspection & Reporting | Procedures for identifying FOD (Foreign Object Debris), surface damage, and proper reporting channels | Classroom + Field Exercise | 1 Day | Annual | Senior Ops Officer |
| Emergency Response Procedures | Fire safety basics, evacuation drills, crisis communication, first aid, and coordination with RFFS | Simulation + Tabletop Drills | 2 Days | Annual | RFFS Chief / Ops Manager |

| | | | | | |
|---|---|---|---|---|---|
| Wildlife Hazard Management | Identifying and deterring wildlife hazards, record-keeping, and regulatory compliance regarding fauna control | Classroom + Field Exercise | 1 Day | Annual | Wildlife Control Lead |

**Date Created:** [Insert Date]
**Name:** [Insert Name of Training Manger/Supervisor/Department Head]
**Signed:** [Insert Signature]

**Title:** [Insert Aerodrome Name] **Maintenance/Electrical Staff - 2025 Annual Training Plan**

**Staff Name:** [Insert Staff name]
**Post Title:** [Insert Post Title]

| Training Module | Content / Overview | Method | Duration | Frequency | Assessor |
|---|---|---|---|---|---|
| **Initial** | | | | | |
| Induction / Orientation | Introduction to aerodrome layout, safety & security rules, standard procedures, and organizational structure | Classroom + Site Tour | 2 days | On hire | Training Manager |
| Airside Driving Course | Vehicle operation rules, radio communication protocols, and safety procedures on taxiways and runways | Classroom + Practical Demonstration | 1 Day | Every 2 Years | Safety Officer |
| Radio Telephony Training | Proper use of radio equipment, phraseology, call signs, and communication with ATC and ground services | Classroom + Simulated Radio Exercises | 1 Day | Every 2 Years | Training Instructor |
| Basic Safety Induction (Technical) | PPE requirements, hazard identification, emergency procedures, and safety reporting | Classroom + Site Orientation | 1 Day | Upon Employment | Maintenance Supervisor |
| Electrical Documentation & Reporting | Logging maintenance activities, completing inspection checklists, and reporting anomalies | Classroom + Practical Exercises | 1 Day | Annual | Quality / Assurance Engineering |
| **OJT** | | | | | |

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|---|---|---|---|---|---|
| Electrical Safety | Ensuring electrical and hazard prevention | Classroom + Practical Demo | 1 Day | Every 2 Years | Lead Electrical Engineer |
| Airfield Lighting Systems | Inspection, troubleshooting, and maintenance of runway/taxiway lighting equipment | Classroom + Hands-On Workshop | 2 Days | Biennial (or as needed) | Senior Electrical Technician |
| **Specialized** | | | | | |
| Generator Maintenance & Emergency Power | Routine inspections, servicing of standby generators, handling emergency power issues | Workshop + On-Site Drills | 2 Days | Annual | Maintenance Manager |

**Date Created:** [Insert Date]
**Name:** [Insert Name of Training Manger/Supervisor/Department Head]
**Signed:** [Insert Signature]