



## Part 6-A

# NAMCAR 141

## Approved Training Organization Checklists

Basic Training Programs

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*(June 2012)*

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**ATO-A01 Previous Namibia Civil Aviation Authority Audit**

1.	What was the purpose and date of the previous audit?	N/A <input type="checkbox"/>	OK <input type="checkbox"/>	Finding <input type="checkbox"/>	Not Checked <input type="checkbox"/>
2.	Was the audit follow-up completed? <ul style="list-style-type: none"><li>Are there any outstanding audit findings resulting from the previous audit?</li></ul> <i>Areas that have outstanding findings should be reviewed in conjunction with the current audit process to determine if the problems are systemic in nature or if the follow-up has simply been overlooked.</i>	N/A <input type="checkbox"/>	OK <input type="checkbox"/>	Finding <input type="checkbox"/>	Not Checked <input type="checkbox"/>
3.	Have there been any changes in the school's scope, size, aircraft, type of service since the previous audit?  List new additions:	N/A <input type="checkbox"/>	OK <input type="checkbox"/>	Finding <input type="checkbox"/>	Not Checked <input type="checkbox"/>

**Comments/Summary:**

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**ATO-A02 Policy Manual**

1.	The Policy Manual (PM) shall include the following elements: <ul style="list-style-type: none"> <li>a) an organizational chart</li> <li>b) an amendment system</li> <li>c) course instructor listing</li> <li>d) professional development program</li> <li>e) advisory committee system</li> <li>f) a quality system</li> <li>g) person responsible for training (PRT)</li> <li>h) course prerequisites</li> <li>i) student attendance control system</li> <li>j) examination (<i>analysis</i>) methods</li> <li>k) examination process control system</li> <li>l) record keeping system</li> <li>m) certificate issuance control system</li> <li>n) facilities section</li> <li>o) training material and instructional aids</li> <li>p) training material evaluation procedure</li> </ul> <p><i>These elements provide an overview of the organizations Training program and PM - each will be reviewed separately.</i></p>	N/A <input type="checkbox"/>	OK <input type="checkbox"/>	Finding <input type="checkbox"/>	Not Checked <input type="checkbox"/>
2.	Does the organization have a Namibia Civil Aviation Authority approved Policy Manual - does the manual contain a Certification Page - signed and approved by NCAA? <ul style="list-style-type: none"> <li>• is the manual provided in hard copy?</li> <li>• is the manual provided in electronic format?</li> <li>• If so - are there policies/procedures in place to deal with controlled access to this document (i.e.:</li> </ul>	N/A <input type="checkbox"/>	OK <input type="checkbox"/>	Finding <input type="checkbox"/>	Not Checked <input type="checkbox"/>

	<p>amendment, etc)?</p> <ul style="list-style-type: none"> <li>• is the document organized in numerical order?</li> <li>• is the document structured in a manner to provide easily accessible reference standard for day-to-day use?</li> <li>• does the organization maintain an up-to-date list of manual holders?</li> </ul>				
3.	<p>Are the “procedures” pertaining to the NCAA approved program(s) contained in a sub-tier document (i.e.: Procedures Manual)?</p> <ul style="list-style-type: none"> <li>• if so, is the document incorporated by reference in the PM?</li> </ul>	N/A <input type="checkbox"/>	OK <input type="checkbox"/>	Finding <input type="checkbox"/>	Not Checked <input type="checkbox"/>
4.	<p>Are all program changes identified in the currently approved PM?</p> <ul style="list-style-type: none"> <li>• Have there been any revisions to the program, policy and/or procedures that have been implemented but have not been identified in the PM?</li> </ul>	N/A <input type="checkbox"/>	OK <input type="checkbox"/>	Finding <input type="checkbox"/>	Not Checked <input type="checkbox"/>
5.	<p>Has each program identified in the PM received Namibia Civil Aviation Authority approval?</p> <p><i>Note: There may be programs contain in the PM which do not, or are not required to have NCAA approval (i.e. program content designed to meet industry occupational trade standards or foreign regulatory authority requirements). Inclusion of these types of programs in the PM is at the discretion of the ATO, however programs being taught for the purpose of NCAA accreditation and/or acceptance must have received NCAA approval.</i></p>	N/A <input type="checkbox"/>	OK <input type="checkbox"/>	Finding <input type="checkbox"/>	Not Checked <input type="checkbox"/>
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6.	<p>Does the PM contain adequate policy and/or procedure to meet the regulatory standard and program presentation requirements?</p>	N/A <input type="checkbox"/>	OK <input type="checkbox"/>	Finding <input type="checkbox"/>	Not Checked <input type="checkbox"/>
7.	<p>Are the policies and/or procedures described in the PM being implemented as required?</p>	N/A <input type="checkbox"/>	OK <input type="checkbox"/>	Finding <input type="checkbox"/>	Not Checked <input type="checkbox"/>



**ATO-A03 Organizational Chart**

1.	Does the PM contain an OC?	N/A <input type="checkbox"/>	OK <input type="checkbox"/>	Finding <input type="checkbox"/>	Not Checked <input type="checkbox"/>
2.	Is the OC up-to-date and accurately reflect the current organizational structure?  <ul style="list-style-type: none"> <li>Does Org Chart include administrative positions involved in Certificate issuance?</li> </ul>	N/A <input type="checkbox"/>	OK <input type="checkbox"/>	Finding <input type="checkbox"/>	Not Checked <input type="checkbox"/>
3.	Does the OC identify each reporting level of personnel involved in the program?  <b>Functional reporting starting with the PRT holding responsibility and accountability for program regulatory compliance and integrity to be shown in solid dark lines.</b>  <b>Functional reporting for internal document control purposes may be identified by a dotted line.</b>	N/A <input type="checkbox"/>	OK <input type="checkbox"/>	Finding <input type="checkbox"/>	Not Checked <input type="checkbox"/>
4.	Does the PM contain duties/responsibilities for each of the reporting levels?  <ul style="list-style-type: none"> <li>are the position description duties and responsibilities of each reporting level accurate?</li> </ul>	N/A <input type="checkbox"/>	OK <input type="checkbox"/>	Finding <input type="checkbox"/>	Not Checked <input type="checkbox"/>
5.	Does the PM clearly identify the qualifications for the PRT and faculty?  <i>Personnel qualifications (i.e.: resumes) may be retained in a sub-tier document or be retained by the organization in their personnel files. These documents must be made available for review by TC, to determine if the person in the position meets the requirements to hold that office in accordance with the requirements of the STD and/or PM.</i>	N/A <input type="checkbox"/>	OK <input type="checkbox"/>	Finding <input type="checkbox"/>	Not Checked <input type="checkbox"/>
6.	Are organizational changes reflected in the PM?	N/A <input type="checkbox"/>	OK <input type="checkbox"/>	Finding <input type="checkbox"/>	Not Checked <input type="checkbox"/>

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**ATO-A04 Amendment System**

1.	Does the PM contain an Amendment system?	N/A <input type="checkbox"/>	OK <input type="checkbox"/>	Finding <input type="checkbox"/>	Not Checked <input type="checkbox"/>
2.	Does the amendment procedure contain a method to identify each page, and the status of each page, of the PM?  <i>For example is there a list of effective pages? If so is this document accurate? Does each page of the PM identify its revision status, date of issue, page number and what area the revision was made to, etc.</i>	N/A <input type="checkbox"/>	OK <input type="checkbox"/>	Finding <input type="checkbox"/>	Not Checked <input type="checkbox"/>
3.	Does the amendment system clearly identify who is responsible for:  <ul style="list-style-type: none"> <li>• initiation of proposed amendments?</li> <li>• development of proposed amendments?</li> <li>• approval/authorization of amendments?</li> <li>• distribution of approved amendments?</li> </ul>	N/A <input type="checkbox"/>	OK <input type="checkbox"/>	Finding <input type="checkbox"/>	Not Checked <input type="checkbox"/>
4.	Does the amendment system address/encompass changes to all areas of the training program, including curriculum and exams?	N/A <input type="checkbox"/>	OK <input type="checkbox"/>	Finding <input type="checkbox"/>	Not Checked <input type="checkbox"/>
5.	Does the system provide a method to ensure that the PM reflects the latest approved amendment?  <i>Is there a method to ensure that amendments are entered into the PM within a specified timeframe and is this verified?</i>				
6.	Has the ATO followed the amendment procedure as described in the PM?				

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**ATO-A05 Course Instructor Listing**

1.	Does the TPM provide a listing of Instructors?  • Or does the TPM reference a sub-tier document that contains this information?	N/A <input type="checkbox"/>	OK <input type="checkbox"/>	Finding <input type="checkbox"/>	Not Checked <input type="checkbox"/>
2.	Are faculty teaching aircraft maintenance subject matter licensed in aircraft maintenance/avionics/structures (as applicable)?  <i>Personnel (e.g.: technologists) providing supervision for shop projects, etc need not be licensed - however they should have sufficient skill, knowledge and/or experience of the subject matter for which they are providing supervision/assistance.</i>	N/A <input type="checkbox"/>	OK <input type="checkbox"/>	Finding <input type="checkbox"/>	Not Checked <input type="checkbox"/>
3.	Does the organization utilize Specialist Instructors? Is the subject matter taught by these faculty members restricted to their area of expertise?  <i>Specialist instructors can teach specific subjects within the aviation programs - to include identification, explanation, and performance of components or systems.</i>  <i>Instructors must be appropriately licensed or have previous experience in/on the specific specialty area (e.g.: was previously employed in an engine repair/overhaul environment and performed functions associated with R&amp;O, maintenance, etc).</i>	N/A <input type="checkbox"/>	OK <input type="checkbox"/>	Finding <input type="checkbox"/>	Not Checked <input type="checkbox"/>
4.	Are all Instructors trained in their applicable subject matter specialty area?	N/A <input type="checkbox"/>	OK <input type="checkbox"/>	Finding <input type="checkbox"/>	Not Checked <input type="checkbox"/>
5.	Are all Instructors trained in Instructional techniques?  <i>Instructional technique training should be a primary component of the professional development program. The requirement for Instructional techniques training was implemented in 1991 with the third edition of the PLH. Faculty that have been teaching in the approved ATO programs prior to that date may not have completed an in-depth IT course as such. However there should be a program in place to ensure that such personnel are provided "update" IT training of some kind.</i>	N/A <input type="checkbox"/>	OK <input type="checkbox"/>	Finding <input type="checkbox"/>	Not Checked <input type="checkbox"/>
6.	Does the organization have policies/procedures in place to deal with Instructional techniques refresher training?  • are the policies/procedures	N/A <input type="checkbox"/>	OK <input type="checkbox"/>	Finding <input type="checkbox"/>	Not Checked <input type="checkbox"/>

	<p>being followed?</p> <p><i>This ties into the Professional Development program.</i></p> <p><b>Ref: CAR Std 566.10(2)(c)</b></p>
7.	<p>Does the TPM contain policy/procedure with respect to Instructor-Student ratio for classes, labs, shops, etc?</p> <p>N/A <input type="checkbox"/> OK <input type="checkbox"/> Finding <input type="checkbox"/> Not Checked <input type="checkbox"/></p> <ul style="list-style-type: none"> <li>if so - is the ratio of Instructors versus students adequate for the subject matter being taught?</li> </ul> <p><i>Instructor/student ratio may be different for theory versus practical classes. Classroom 15:1, unless the facility is designed to provide full access to training material for more; hands on 6:1; live system training 2:1.</i></p>
8.	<p>Does the organization have a sufficient number of Instructors to ensure both the quality of the work and safety of students during practical tasks or projects?</p> <p>N/A <input type="checkbox"/> OK <input type="checkbox"/> Finding <input type="checkbox"/> Not Checked <input type="checkbox"/></p>

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**ATO-A06 Professional Development**

1.	<p>Does the organization have a structured professional development program in place?</p> <p><i>“Structured” refers to a formalized program - to include policies and procedures for identification, implementation, recording, etc of training. Ideally the PD program should be tied to the Instructor Evaluation process, Industry Advisory Committee input with respect to new technology, etc.</i></p>	N/A <input type="checkbox"/>	OK <input type="checkbox"/>	Finding <input type="checkbox"/>	Not Checked <input type="checkbox"/>
2.	<p>Does the PD program ensure that Instructors technical and administrative knowledge is updated on a continuous basis?</p> <ul style="list-style-type: none"> <li>Does the PD program provide a method for determining when update training is required and what type of training should be taken?</li> <li>Is the PD program linked to the quality program?</li> </ul>	N/A <input type="checkbox"/>	OK <input type="checkbox"/>	Finding <input type="checkbox"/>	Not Checked <input type="checkbox"/>
3.	<p>Does the PD program conform to a 3-year training cycle?</p>	N/A <input type="checkbox"/>	OK <input type="checkbox"/>	Finding <input type="checkbox"/>	Not Checked <input type="checkbox"/>
4.	<p>Are adequate records retained to substantiate the types of PD training completed for each Instructor?</p>	N/A <input type="checkbox"/>	OK <input type="checkbox"/>	Finding <input type="checkbox"/>	Not Checked <input type="checkbox"/>
5.	<p>Is the type of PD training taken relevant to the nature of the program and/or type of instruction provided?</p> <p><i>Does the PD program allow for different program parameters for different positions, i.e. a specialty instructor vs. a full spectrum instructor?</i></p>	N/A <input type="checkbox"/>	OK <input type="checkbox"/>	Finding <input type="checkbox"/>	Not Checked <input type="checkbox"/>
6.	<p>Are the policies/procedures for PD training being followed?</p>	N/A <input type="checkbox"/>	OK <input type="checkbox"/>	Finding <input type="checkbox"/>	Not Checked <input type="checkbox"/>
7.		N/A <input type="checkbox"/>	OK <input type="checkbox"/>	Finding <input type="checkbox"/>	Not Checked <input type="checkbox"/>

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**ATO-A07 Advisory Committee System**

1.	Does the organization have a program Advisory Committee in place?	N/A <input type="checkbox"/>	OK <input type="checkbox"/>	Finding <input type="checkbox"/>	Not Checked <input type="checkbox"/>
2.	Does the TPM include a description of: <ul style="list-style-type: none"> <li>the mandate of the Advisory Committee</li> <li>the duties and responsibilities (guidelines) of the Advisory Committee</li> </ul> <i>This information may be contained in a sub-tier document such as a Training Procedures manual. The duties and responsibilities should include methods/processes to ensure they meet the requirements of their mandate.</i>	N/A <input type="checkbox"/>	OK <input type="checkbox"/>	Finding <input type="checkbox"/>	Not Checked <input type="checkbox"/>
3.	Does the committee include a membership comprised of pertinent representatives of the aviation industry?  <i>Aviation industry representatives may include AMO's, Airlines, General Aviation, Engine &amp; Propeller shops, other training institutions, Aviation associations, etc.</i>	N/A <input type="checkbox"/>	OK <input type="checkbox"/>	Finding <input type="checkbox"/>	Not Checked <input type="checkbox"/>
4.	Is there adequate representation from the Training Organization (i.e.: PRT, etc) on the Advisory Committee?  <i>The person responsible for the integrity of the programs and/or quality assurance program should be a member of this committee.</i>  (e)	N/A <input type="checkbox"/>	OK <input type="checkbox"/>	Finding <input type="checkbox"/>	Not Checked <input type="checkbox"/>
5.	Does the organization have established frequencies for Advisory Committee meetings? <ul style="list-style-type: none"> <li>do they adhere to these time frames?</li> </ul> <i>There may be a need to postpone or defer meetings due to unforeseen circumstances and/or there being no need to convene - the organization should have documentation to describe and/or substantiate these types of situations.</i>  (e)	N/A <input type="checkbox"/>	OK <input type="checkbox"/>	Finding <input type="checkbox"/>	Not Checked <input type="checkbox"/>
6.	Does the Advisory Committee's mandate ensure that course performance objectives are current from an industry perspective and satisfy industry	N/A <input type="checkbox"/>	OK <input type="checkbox"/>	Finding <input type="checkbox"/>	Not Checked <input type="checkbox"/>



**ATO-A08 Quality System**

**Person Responsible for QA**

1.	Does the PM clearly identify the person responsible for the QA Program?  <ul style="list-style-type: none"> <li>are their duties and responsibilities adequately described in the PM?</li> </ul>	N/A <input type="checkbox"/>	OK <input type="checkbox"/>	Finding <input type="checkbox"/>	Not Checked <input type="checkbox"/>
2.	Is the person responsible for the QA Program performing the responsibilities of the position, as detailed in the PM?	N/A <input type="checkbox"/>	OK <input type="checkbox"/>	Finding <input type="checkbox"/>	Not Checked <input type="checkbox"/>
3.	Is the person responsible for the QA Program knowledgeable of the regulatory STD, the PM and the organizational structure with respect to training?	N/A <input type="checkbox"/>	OK <input type="checkbox"/>	Finding <input type="checkbox"/>	Not Checked <input type="checkbox"/>

**QA System/Program**

4.	Does the organization have a QA system in place.  <i>IE: a system to improve and maintain the quality of training provided?</i>	N/A <input type="checkbox"/>	OK <input type="checkbox"/>	Finding <input type="checkbox"/>	Not Checked <input type="checkbox"/>
5.	Does the PM provide a description of the QA system?  <i>For example - does this description include details of; areas of the program affected by the system, self-analysis mechanisms - implementation, corrective action and feedback processes.</i>	N/A <input type="checkbox"/>	OK <input type="checkbox"/>	Finding <input type="checkbox"/>	Not Checked <input type="checkbox"/>
6.	Does the QA program provide a system (method) for identification, corrective action, implementation and follow up (i.e.: a quality loop conceptual model)?  <ul style="list-style-type: none"> <li>Does the PM list all forms utilized in the tracking of Quality System data including revision control?</li> </ul>	N/A <input type="checkbox"/>	OK <input type="checkbox"/>	Finding <input type="checkbox"/>	Not Checked <input type="checkbox"/>
7.	<ul style="list-style-type: none"> <li>Has the program established a process of "self evaluation" or internal audit? If so ...</li> <li>does the TPM describe the system in use?</li> <li>does the ATO follow the policy/procedures as detailed in the TPM?</li> <li>does the ATO maintain adequate records with</li> </ul>	N/A <input type="checkbox"/>	OK <input type="checkbox"/>	Finding <input type="checkbox"/>	Not Checked <input type="checkbox"/>

	respect to areas reviewed, findings noted, corrective action taken, follow up, etc?				
8.	<p>Does the QA system provide for a method of assessment, analysis or evaluation for the following:</p> <ul style="list-style-type: none"> <li>• curriculum</li> <li>• examinations</li> <li>• instructor evaluations</li> <li>• amendment system</li> <li>• student attendance/grades</li> <li>• certificate issue</li> </ul> <p><i>Some or all of these elements may be inherent within each functional area of the program.</i></p>	N/A <input type="checkbox"/>	OK <input type="checkbox"/>	Finding <input type="checkbox"/>	Not Checked <input type="checkbox"/>
9.	<p>Does the system include a description of the methods used to control the development of training, including lesson plans? Are these methods effective?</p> <ul style="list-style-type: none"> <li>• are the policies/procedures being followed?</li> </ul> <p><i>Do these methods allow for feedback, corrective action and implementation of amendments to curriculum/course outlines and/or master lesson plans? Refer to "curriculum" FA for more information on Lesson Plans.</i></p>	N/A <input type="checkbox"/>	OK <input type="checkbox"/>	Finding <input type="checkbox"/>	Not Checked <input type="checkbox"/>
10.	<p>Does the system include a description of the methods used to control the development of student assessment methods?</p> <ul style="list-style-type: none"> <li>• are these methods effective?</li> <li>• are the policies/procedures being followed?</li> </ul> <p><i>Student assessment methods pertains to the testing for knowledge and skill (i.e.: theory/practical).</i></p>	N/A <input type="checkbox"/>	OK <input type="checkbox"/>	Finding <input type="checkbox"/>	Not Checked <input type="checkbox"/>
11.	<p>Does the system include a description of the methods used to control the competency and currency of instructional staff?</p> <ul style="list-style-type: none"> <li>• are the policies/procedures being followed? (i.e.: Professional Development).</li> </ul>	N/A <input type="checkbox"/>	OK <input type="checkbox"/>	Finding <input type="checkbox"/>	Not Checked <input type="checkbox"/>
12.	Does the system include a description of the methods used to control the presentation of	N/A <input type="checkbox"/>	OK <input type="checkbox"/>	Finding <input type="checkbox"/>	Not Checked <input type="checkbox"/>

	<p>course material to meet training objectives?</p> <ul style="list-style-type: none"> <li>are the policies/procedures being followed?</li> <li>does the QA system ensure that the TPM reflects any regulatory changes?</li> </ul>				
13.	<p>Does the system include a description of the methods used to control the process of gathering and analyzing feedback from the course?</p> <ul style="list-style-type: none"> <li>are the policies/procedures being followed?</li> </ul>	N/A <input type="checkbox"/>	OK <input type="checkbox"/>	Finding <input type="checkbox"/>	Not Checked <input type="checkbox"/>
14.	<p>Does the system include a description of the methods used to control the process used to determine corrective action where necessary?</p> <ul style="list-style-type: none"> <li>are the policies/procedures being followed?</li> </ul>	N/A <input type="checkbox"/>	OK <input type="checkbox"/>	Finding <input type="checkbox"/>	Not Checked <input type="checkbox"/>
15.	<p>Does the system include a description of the methods used to control the process used to monitor the results of any corrective action taken?</p> <ul style="list-style-type: none"> <li>are the policies/procedures being followed?</li> </ul>	N/A <input type="checkbox"/>	OK <input type="checkbox"/>	Finding <input type="checkbox"/>	Not Checked <input type="checkbox"/>
16.	<p>Does the Quality system meet the quality objectives, as stated in the PM?</p>	N/A <input type="checkbox"/>	OK <input type="checkbox"/>	Finding <input type="checkbox"/>	Not Checked <input type="checkbox"/>
<b>Instructor Evaluations</b>					
17.	<p>Does the organization have a system in place for instructor evaluations?</p> <ul style="list-style-type: none"> <li>are the policies/procedures being followed?</li> </ul>	N/A <input type="checkbox"/>	OK <input type="checkbox"/>	Finding <input type="checkbox"/>	Not Checked <input type="checkbox"/>
18.	<p>Has a set frequency for Instructor evaluations been established?</p> <ul style="list-style-type: none"> <li>if so, have the evaluations been completed in accordance with the established frequency?</li> </ul> <p><i>The ATO may have established a set time frame for all evaluation to be completed (i.e.: once per year) - if so, have they fulfilled this requirement?</i></p>	N/A <input type="checkbox"/>	OK <input type="checkbox"/>	Finding <input type="checkbox"/>	Not Checked <input type="checkbox"/>
19.	<p>Have all instructor evaluations</p>	N/A <input type="checkbox"/>	OK <input type="checkbox"/>	Finding <input type="checkbox"/>	Not Checked <input type="checkbox"/>

	<p>been completed as required?</p> <ul style="list-style-type: none"> <li>Are instructor evaluation forms identified and included in TPM?</li> </ul>				
20.	<p>Does the system provide a mechanism to address teaching techniques, subject matter expertise, updating, and conformance to course objectives?</p> <ul style="list-style-type: none"> <li>have the policy/ procedures/ requirements of this system been followed?</li> </ul>	N/A <input type="checkbox"/>	OK <input type="checkbox"/>	Finding <input type="checkbox"/>	Not Checked <input type="checkbox"/>
21.	<p>Does the system provide for a method of follow-up should there be areas requiring improvement?</p> <ul style="list-style-type: none"> <li>is follow-up action completed?</li> <li>Is PRT responsible for follow-up action or is it delegated?</li> </ul>	N/A <input type="checkbox"/>	OK <input type="checkbox"/>	Finding <input type="checkbox"/>	Not Checked <input type="checkbox"/>
22.	<p>Does the system feed into - or receive information from - the Professional Development program/system?</p>	N/A <input type="checkbox"/>	OK <input type="checkbox"/>	Finding <input type="checkbox"/>	Not Checked <input type="checkbox"/>
<b>QA system Records</b>					
23.	<p>Does the QA system retain adequate records with respect to the following:</p> <ul style="list-style-type: none"> <li>curriculum</li> <li>examinations</li> <li>instructor evaluations</li> <li>amendments (<i>i.e.:</i> curriculum/examinations, etc)</li> <li>student attendance/grades</li> <li>certificate issue</li> </ul> <p><i>Such records would include results of any in-house audits/reviews, corrective action plans and implementation of corrective action, etc.</i></p>	N/A <input type="checkbox"/>	OK <input type="checkbox"/>	Finding <input type="checkbox"/>	Not Checked <input type="checkbox"/>

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**ATO-A09 Person Responsible for Training Section**

1.	Has the organization appointed an individual responsible for regulatory compliance and program integrity?	N/A <input type="checkbox"/>	OK <input type="checkbox"/>	Finding <input type="checkbox"/>	Not Checked <input type="checkbox"/>
2.	Does this person have a minimum of six years experience in the maintenance of aircraft?	N/A <input type="checkbox"/>	OK <input type="checkbox"/>	Finding <input type="checkbox"/>	Not Checked <input type="checkbox"/>
3.	Does this person have sufficient knowledge of maintenance training, development and delivery?  <i>The knowledge required to satisfy this requirement may have been gained from a variety of sources and need not be obtained from within the organization in question. For example: experience instructing in an aircraft type course, component training (i.e.: engines only), etc.</i>	N/A <input type="checkbox"/>	OK <input type="checkbox"/>	Finding <input type="checkbox"/>	Not Checked <input type="checkbox"/>
4.	Are the duties and responsibilities of the PRT adequately described in the PM?  <i>Does the PM provide a clear understanding of the PRT's accountabilities and responsibilities in relation to regulatory requirements, training delivery to meet objectives and Quality Assurance programs?</i>	N/A <input type="checkbox"/>	OK <input type="checkbox"/>	Finding <input type="checkbox"/>	Not Checked <input type="checkbox"/>
5.	Is the PRT knowledgeable of his/her duties and responsibilities with respect to STD 566 and the PM requirements?	N/A <input type="checkbox"/>	OK <input type="checkbox"/>	Finding <input type="checkbox"/>	Not Checked <input type="checkbox"/>
<p><b>Note:</b> There is a need to be aware of the difference between the accountability and/or responsibility of the PRT and that of the Quality System (QA/QM), in order to ensure that both are adequately and appropriately fulfilled.</p> <p>If a singular position is tasked with both these functions, it is up to the ATO to verify/substantiate that the systems and/or process implemented within their programs ensure that the requirements of both the standard and the TPM can, and are, being satisfied.</p>					

**Comments/Summary:**

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Items completed by: \_\_\_\_\_

Date: \_\_\_\_\_

**ATO-A10 Course Prerequisites Section**

1.	Does the TPM contain procedures for student admission?	N/A <input type="checkbox"/>	OK <input type="checkbox"/>	Finding <input type="checkbox"/>	Not Checked <input type="checkbox"/>
2.	Do the procedures indicate which prerequisites are necessary in order to meet course delivery objectives?  <i>Course prerequisites may vary for each program and/or training institute. For example, prerequisites may include specified levels of knowledge for Math and English.</i>	N/A <input type="checkbox"/>	OK <input type="checkbox"/>	Finding <input type="checkbox"/>	Not Checked <input type="checkbox"/>
3.	Does the training organization have procedures in place to document that students meet the prerequisites for admission?  <i>"Documentation" as such may be as simple as graduation from a minimum grade level (e.g.: grade 12) or, in the case of foreign educational equivalents, established equivalency-testing methods. Regardless of the methods the organization should have procedures in place to verify that the student has a sufficient level of knowledge and ability to assimilate the program/course content.</i>	N/A <input type="checkbox"/>	OK <input type="checkbox"/>	Finding <input type="checkbox"/>	Not Checked <input type="checkbox"/>
4.	Does the organization have policies/procedures in place to allow for transfer of students from one NCAA approved basic training program into another?  <ul style="list-style-type: none"> <li>• if so, is there sufficient documentation to determine how this decision was made?</li> <li>• does the evaluation process include a method to ensure that the courses completed in the previous program meets the curriculum content of the subjects for whom the exemption is being granted?</li> </ul>	N/A <input type="checkbox"/>	OK <input type="checkbox"/>	Finding <input type="checkbox"/>	Not Checked <input type="checkbox"/>

**Comments/Summary:**

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Items completed by: \_\_\_\_\_ Date: \_\_\_\_\_

ATO-A11 Student Attendance Control System	
1.	<p>Does a Student Attendance Control System exist?</p> <p>N/A <input type="checkbox"/> OK <input type="checkbox"/> Finding <input type="checkbox"/> Not Checked <input type="checkbox"/></p>
2.	<p>Does the system have Training Schedules to ensure that students do not exceed:</p> <ul style="list-style-type: none"> <li>eight hours of training (or combined duty/training) in any one day, or</li> <li>six days or forty hours of duty/training in any seven-day period?</li> </ul> <p>N/A <input type="checkbox"/> OK <input type="checkbox"/> Finding <input type="checkbox"/> Not Checked <input type="checkbox"/></p>
3.	<p>Has there been any instances where the maximum allowable training day/week has been exceed?</p> <ul style="list-style-type: none"> <li>If so, is there documentation to substantiate the reason for this? For example: the requirement to visit aircraft or simulators based on operational schedule, unavailability of equipment, etc.</li> </ul> <p>N/A <input type="checkbox"/> OK <input type="checkbox"/> Finding <input type="checkbox"/> Not Checked <input type="checkbox"/></p>
4.	<p>Does the record keeping procedure ensure that the individual's presence is recorded and controlled for each class, shop or laboratory activity?</p> <ul style="list-style-type: none"> <li>are the policies/procedures being followed?</li> <li>Are tracking forms identified and included in the TPM?</li> </ul> <p>N/A <input type="checkbox"/> OK <input type="checkbox"/> Finding <input type="checkbox"/> Not Checked <input type="checkbox"/></p>
5.	<p>Does the TPM contain procedures to ensure that students having missed more than 5% of the course through absences do not qualify for accreditation?</p> <ul style="list-style-type: none"> <li>are these policies/procedures applied consistently and equability?</li> </ul> <p><i>There may be policies and procedures established to allow students that do not qualify for accreditation to receive a certificate of course completion. If this is the case, both the accredited certificate issue and the non-accredited certificate issue processes should be clearly documented.</i></p> <p>N/A <input type="checkbox"/> OK <input type="checkbox"/> Finding <input type="checkbox"/> Not Checked <input type="checkbox"/></p>

**ATO-A11 Student Attendance Control System**

6.	Does the organization have policies/procedures regarding Instructor absence? <ul style="list-style-type: none"><li>is there a system in place to ensure the missed course content is received by the students (i.e.: substitute Instructor, etc)</li></ul>	N/A <input type="checkbox"/>	OK <input type="checkbox"/>	Finding <input type="checkbox"/>	Not Checked <input type="checkbox"/>
7.	Are there procedures in place to allow students to make up the lost time, which is in excess of 5% through a supplementary study program?  <i>E.g.: Student misses 7% of 1800-hour course = 126 hours, the maximum allowable is 90 hours. The student must make up no less than the difference between the two = 36 hours.</i>	N/A <input type="checkbox"/>	OK <input type="checkbox"/>	Finding <input type="checkbox"/>	Not Checked <input type="checkbox"/>
8.	Does the supplementary study program ensure that study material is equivalent to that missed from the original program?  <i>Supplementary studies should be documented to include topics/hours, etc.</i>	N/A <input type="checkbox"/>	OK <input type="checkbox"/>	Finding <input type="checkbox"/>	Not Checked <input type="checkbox"/>

**Comments/Summary:**

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Items completed by: \_\_\_\_\_ Date: \_\_\_\_\_

Company: \_\_\_\_\_

Date: \_\_\_\_\_

<b>ATO-A12 Examination (Analysis) Methods</b>					
1.	Does the PM contain policies/procedures with respect to Examination methods?  <i>"Examination methods" pertain to the analysis (of) and development, content, quality and amendment procedures for all exams pertaining to the program(s).</i>  (j)	N/A <input type="checkbox"/>	OK <input type="checkbox"/>	Finding <input type="checkbox"/>	Not Checked <input type="checkbox"/>
2.	Does the PM clearly identify who is responsible for the: <ul style="list-style-type: none"> <li>• Development process.</li> <li>• Validation process.</li> <li>• Weighting process.</li> <li>• Failure analysis process.</li> <li>• Amendment Process.</li> </ul>	N/A <input type="checkbox"/>	OK <input type="checkbox"/>	Finding <input type="checkbox"/>	Not Checked <input type="checkbox"/>
3.	Have "master examinations" been developed for the training being conducted?	N/A <input type="checkbox"/>	OK <input type="checkbox"/>	Finding <input type="checkbox"/>	Not Checked <input type="checkbox"/>
4.	Are records of the examination (analysis) methods retained and available (to NCAA)?  <i>"Records" would include the documentation used by the organization to verify the applicability of the specific testing method to the learning objectives.</i>	N/A <input type="checkbox"/>	OK <input type="checkbox"/>	Finding <input type="checkbox"/>	Not Checked <input type="checkbox"/>
5.	Are the records maintained in a secured environment and accessible to all applicable parties (College) when required?	N/A <input type="checkbox"/>	OK <input type="checkbox"/>	Finding <input type="checkbox"/>	Not Checked <input type="checkbox"/>
6.	Does the examination development include a policy to ensure that the quantity or the weighted value of each examination is dependent upon the: <ul style="list-style-type: none"> <li>• importance of the learned outcome</li> <li>• the frequency of occurrence</li> <li>• and the level of difficulty?</li> </ul>	N/A <input type="checkbox"/>	OK <input type="checkbox"/>	Finding <input type="checkbox"/>	Not Checked <input type="checkbox"/>
7.	Is there a process in place to allow for review of the examinations to determine the validity, accuracy, clarity and appropriate weighting of each	N/A <input type="checkbox"/>	OK <input type="checkbox"/>	Finding <input type="checkbox"/>	Not Checked <input type="checkbox"/>

**ATO-A12 Examination (Analysis) Methods**

	<p>question?</p> <ul style="list-style-type: none"> <li>• Is this process linked to the quality program?</li> <li>• Is the process documented?</li> <li>• Are tracking forms identified and included in PM?</li> </ul> <p><i>This review should be carried out by an independent subject matter expert - for example an Advisory Committee representative or a Faculty member who does not normally have any input into the subject area being reviewed.</i></p>						
8.	Do the completed examinations ensure that performance and/or /training objectives have been met?	N/A <input type="checkbox"/>	OK <input type="checkbox"/>	Finding <input type="checkbox"/>	Not Checked <input type="checkbox"/>		
9.	Does the use of a test map or other devices ensure that those subject areas with the greatest impact are tested to the highest level; while the subject areas, or tasks with the least impact are tested to the lowest level?	N/A <input type="checkbox"/>	OK <input type="checkbox"/>	Finding <input type="checkbox"/>	Not Checked <input type="checkbox"/>		
10.	<p>Are there established frequencies for conducting analysis/assessment of exams?</p> <p><i>Does the organization employ a specific time schedule for review and analysis of examinations - does policy allow for ad-hoc or interim review?</i></p>	N/A <input type="checkbox"/>	OK <input type="checkbox"/>	Finding <input type="checkbox"/>	Not Checked <input type="checkbox"/>		
11.	<p>Does the examination analysis/assessment system provide for a method of identification, corrective action and implementation of corrective action?</p> <p><i>Anomalies must be identified, documented and have corrective action plans developed in order to implement the appropriate correction.</i></p>	N/A <input type="checkbox"/>	OK <input type="checkbox"/>	Finding <input type="checkbox"/>	Not Checked <input type="checkbox"/>		
12.	Are corrective action plans implemented and followed up on in a timely manner?	N/A <input type="checkbox"/>	OK <input type="checkbox"/>	Finding <input type="checkbox"/>	Not Checked <input type="checkbox"/>		
13.	Are the policies/procedures effective?	N/A <input type="checkbox"/>	OK <input type="checkbox"/>	Finding <input type="checkbox"/>	Not Checked <input type="checkbox"/>		
14.	Is the process being adhered to?	N/A <input type="checkbox"/>	OK <input type="checkbox"/>	Finding <input type="checkbox"/>	Not Checked <input type="checkbox"/>		

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Items completed by: \_\_\_\_\_ Date: \_\_\_\_\_

<b>ATO-A13 Examination Process Control</b>					
1.	Does a system of examination process control exist?	N/A <input type="checkbox"/>	OK <input type="checkbox"/>	Finding <input type="checkbox"/>	Not Checked <input type="checkbox"/>
2.	Are there policies/procedures in place with respect to: <ul style="list-style-type: none"> <li>• confidentiality of exams</li> <li>• security of exams</li> <li>• examination analysis (post-review)</li> <li>• examination time limits (i.e.: completion of - and - rewriting of)</li> </ul>	N/A <input type="checkbox"/>	OK <input type="checkbox"/>	Finding <input type="checkbox"/>	Not Checked <input type="checkbox"/>
3.	Does this process ensure that new examination questions are developed if confidentiality becomes comprised?	N/A <input type="checkbox"/>	OK <input type="checkbox"/>	Finding <input type="checkbox"/>	Not Checked <input type="checkbox"/>
4.	Does this process ensure that all examination material and marking guides are maintained in a secure and confidential manner?	N/A <input type="checkbox"/>	OK <input type="checkbox"/>	Finding <input type="checkbox"/>	Not Checked <input type="checkbox"/>
5.	Does the process ensure that examinations are carried out in a controlled environment to protect the integrity of the evaluation process?	N/A <input type="checkbox"/>	OK <input type="checkbox"/>	Finding <input type="checkbox"/>	Not Checked <input type="checkbox"/>
6.	Does the process ensure that there is consistency of examination (usually specified in the course standard)?	N/A <input type="checkbox"/>	OK <input type="checkbox"/>	Finding <input type="checkbox"/>	Not Checked <input type="checkbox"/>
7.	Does the process ensure that post examination reviews are conducted and corrected to 100 percent?  <i>This process assists in determining course, student or instructor shortcomings.</i>	N/A <input type="checkbox"/>	OK <input type="checkbox"/>	Finding <input type="checkbox"/>	Not Checked <input type="checkbox"/>
8.	Does the process ensure that versions and/or variances of the evaluation instruments used in the initial and rewrite evaluation process are secure?  <i>This refers to original and alternate examinations for each subject.</i>	N/A <input type="checkbox"/>	OK <input type="checkbox"/>	Finding <input type="checkbox"/>	Not Checked <input type="checkbox"/>
9.	Does the process ensure that the successful completion of examinations occur within 1 year following program completion?  <i>For example - if the student is required to</i>	N/A <input type="checkbox"/>	OK <input type="checkbox"/>	Finding <input type="checkbox"/>	Not Checked <input type="checkbox"/>



**ATO-A14 Record Keeping System**

*Information Note: Where the standard indicates ..."The records shall include".. this does not limit the requirement to maintain records to just those items indicated - organizations are required to ensure that they retain records to verify conformance to course objectives, regulatory standards and program integrity.*

1.	Does the organization have system in place to ensure the retention of the following records: <ul style="list-style-type: none"> <li>• student attendance</li> <li>• student performance/grades</li> <li>• certificate issuance - <i>verification of eligibility and actual issue</i></li> <li>• committee meetings (Advisory, Examination, Curriculum, etc)</li> <li>• instructor qualifications / evaluations</li> <li>• instructor professional development records (e.g.: <i>training</i>)</li> <li>• curriculum (<i>master lesson plans</i>)</li> <li>• examinations (<i>master examinations</i>)</li> <li>• analysis methods (curriculum and examinations)</li> <li>• curriculum/examination amendments</li> <li>• QA records - audit follow up and corrective action plans</li> </ul> (I)	N/A <input type="checkbox"/>	OK <input type="checkbox"/>	Finding <input type="checkbox"/>	Not Checked <input type="checkbox"/>
2.	Does the system ensure that records are maintained and retained for a period of not less than 5 years?	N/A <input type="checkbox"/>	OK <input type="checkbox"/>	Finding <input type="checkbox"/>	Not Checked <input type="checkbox"/>
3.	Are these records retained in a secure environment?  <i>Not all records are required to be secure- however documentation such as student grades, attendance records, master curriculum and examinations, etc should be secured to avoid compromise.</i>	N/A <input type="checkbox"/>	OK <input type="checkbox"/>	Finding <input type="checkbox"/>	Not Checked <input type="checkbox"/>
4.	Does the organization maintain a current record for each student (to include attendance, grades, NCAA)?	N/A <input type="checkbox"/>	OK <input type="checkbox"/>	Finding <input type="checkbox"/>	Not Checked <input type="checkbox"/>
5.	Does the organization require and	N/A <input type="checkbox"/>	OK <input type="checkbox"/>	Finding <input type="checkbox"/>	Not Checked <input type="checkbox"/>



ATO-A15 Certificate Issuance Control System					
1.	Does the TPM contain policy/procedure with respect to Certificate issue?	N/A <input type="checkbox"/>	OK <input type="checkbox"/>	Finding <input type="checkbox"/>	Not Checked <input type="checkbox"/>
2.	Does the TPM contain a sample copy of the NCAA approved Course certificate?  <i>This is the certificate that is issued bearing the NCAA approval number, which indicates successful completion of the NCAA accredited program.</i>	N/A <input type="checkbox"/>	OK <input type="checkbox"/>	Finding <input type="checkbox"/>	Not Checked <input type="checkbox"/>
3.	Has the organization submitted an up-to-date (current) listing of all names and signatures of individuals authorized to sign certificates, forms and letters?  <i>This listing may also be provided in the TPM, a sub-tier document (i.e.: Procedures Manual) or issued separately to NCAA.</i>	N/A <input type="checkbox"/>	OK <input type="checkbox"/>	Finding <input type="checkbox"/>	Not Checked <input type="checkbox"/>
4.	Does the organization retain historical records of previously approved signatories?  <i>Records to identify previously approved signatories should be maintained by the organization as part of the QA system and to verify past conformance to course objectives and regulatory standards.</i>	N/A <input type="checkbox"/>	OK <input type="checkbox"/>	Finding <input type="checkbox"/>	Not Checked <input type="checkbox"/>
5.	Does the system ensure that certificates bearing the NCAA approval number are issued only to students who successfully complete the approved course?  <i>The organization may have policies/procedures in place to allow for issue of "certificates or diplomas of completion" to students who have completed the program however have not met the requirement for accreditation.</i>	N/A <input type="checkbox"/>	OK <input type="checkbox"/>	Finding <input type="checkbox"/>	Not Checked <input type="checkbox"/>
6.	Do the certificates clearly identify between those issued for accreditation purposes and those issued for successful completion (without meeting accreditation requirements)?  <i>It is possible for students to meet the program requirements (i.e.: grades &amp; curriculum) and not be issued with a certificate bearing the NCAA approval number - this could be due to attendance issues. In circumstances such as this, if the organization has policies/procedures in place for the issue of non-accredited certificates, there should be a clear distinction between the two.</i>	N/A <input type="checkbox"/>	OK <input type="checkbox"/>	Finding <input type="checkbox"/>	Not Checked <input type="checkbox"/>



**ATO-A16 Facilities Section**

1.	Does the PM contain a section Facilities section?	N/A <input type="checkbox"/>	OK <input type="checkbox"/>	Finding <input type="checkbox"/>	Not Checked <input type="checkbox"/>
2.	Does this section adequately describe the facilities and the support systems for the type of delivery consistent with the scope of the program?	N/A <input type="checkbox"/>	OK <input type="checkbox"/>	Finding <input type="checkbox"/>	Not Checked <input type="checkbox"/>
3.	Does the PM include a floor plan of the primary facility?  <i>The "primary" facility floor plan used for training on a full time basis must include the location of administration offices, classrooms, technical libraries, shops, labs, hangars, storage areas, etc. If the ATO has a secondary facility that is used for training (i.e.: 2<sup>nd</sup> campus lab) then a full outline of the floor plan should be included.</i>	N/A <input type="checkbox"/>	OK <input type="checkbox"/>	Finding <input type="checkbox"/>	Not Checked <input type="checkbox"/>
4.	Does the facility include adequate heating, lighting and ventilation to accommodate the maximum number of students expected to be taught at any one time?  <i>This includes all classrooms, shops, labs and hangars.</i>	N/A <input type="checkbox"/>	OK <input type="checkbox"/>	Finding <input type="checkbox"/>	Not Checked <input type="checkbox"/>
5.	Are the classrooms isolated from excessive interruption (i.e.: noise, etc)?	N/A <input type="checkbox"/>	OK <input type="checkbox"/>	Finding <input type="checkbox"/>	Not Checked <input type="checkbox"/>
6.	Are classrooms equipment with suitable equipment for the purposes of presentation of course material?  <i>This could include writing boards (wall), audio - visual equipment, student seating arrangements, Instructor placement, etc).</i>	N/A <input type="checkbox"/>	OK <input type="checkbox"/>	Finding <input type="checkbox"/>	Not Checked <input type="checkbox"/>
7.	Are the facilities sufficient for the type of training delivered?	N/A <input type="checkbox"/>	OK <input type="checkbox"/>	Finding <input type="checkbox"/>	Not Checked <input type="checkbox"/>
8.	Do the students have reasonable access to the facilities?	N/A <input type="checkbox"/>	OK <input type="checkbox"/>	Finding <input type="checkbox"/>	Not Checked <input type="checkbox"/>
9.	Does the organization have policies/procedures in place to ensure controlled access to shop facilities, etc?  <i>The programs should provide instruction on hangar/shop procedures that simulate actual AMO or Aviation environments - for example: controlled access, calibration of tools, equipment, instrument control system; flammable materials storage,</i>	N/A <input type="checkbox"/>	OK <input type="checkbox"/>	Finding <input type="checkbox"/>	Not Checked <input type="checkbox"/>

**ATO-A16 Facilities Section**

*aircraft stores systems, etc. This would include ensuring that the facilities were of sufficient size to accommodate all necessary aircraft, equipment, components, etc for the type of training being conducted (i.e.: disassembly, inspection, maintenance and reassembly - with proper ventilation, storage, safety requirements, etc).*

10. Does the organization have an actual or simulated aircraft stores area?  
 N/A  OK  Finding  Not Checked

- is it arranged to ensure controlled access?

11. Does the organization have a system of control for calibrated tools, instruments and equipment - to include a method of recording?  
 N/A  OK  Finding  Not Checked

*This may be simulated to some extent however proper calibration is required for all items in a run-up condition.*

**Secondary facilities**

12. If a secondary facility is used - does the PM identify the minimum facility standards for the conduct of courses at locations other than the prime facility?  
 N/A  OK  Finding  Not Checked

13. Does the organization have a contract of letter of agreement with facilities other than their own and does this document adequately describe to what extent the facilities will be used?  
 N/A  OK  Finding  Not Checked

*An outside facility is one that is not owned or operated within the College system (i.e.: AMO hangar), but does not include a secondary campus facility.*

14. Does the PM include policy for alternate facilities & equipment used in the delivery of A/C type training programs?  
 N/A  OK  Finding  Not Checked

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Items completed by: \_\_\_\_\_ Date: \_\_\_\_\_

<b>ATO-A17 Training Material and Instructional Aids</b>	
1.	<p>Does the PM contain policy/procedures pertaining to Training Material and Instructional Aids?</p> <p style="text-align: right;">N/A <input type="checkbox"/>    OK <input type="checkbox"/>    Finding <input type="checkbox"/>    Not Checked <input type="checkbox"/></p>
2.	<p>Does the organization have a technical library?</p> <ul style="list-style-type: none"> <li>• does the PM clearly identify who is responsible for amendment of technical publications</li> <li>• are the technical publications maintained to current amendment status</li> <li>• are publications used for reference only clearly identified as such (i.e.: <i>for reference purposes only - or - for training purposes only</i>)</li> </ul> <p style="text-align: right;">N/A <input type="checkbox"/>    OK <input type="checkbox"/>    Finding <input type="checkbox"/>    Not Checked <input type="checkbox"/></p>
3.	<p>Do the technical publications include the following:</p> <ul style="list-style-type: none"> <li>• Namibia Civil Aviation act</li> <li>• Namibian Aviation Regulations and Standards</li> <li>• Namibian and FAA AD's (or summaries - as applicable)</li> <li>• AC 43-13</li> <li>• Type certificates and supplementary type certificates for primary training aircraft</li> </ul> <p><i>The ATO's technical or main libraries may contain all or some of these publications in hard copy - or they may be available via other sources. Publications, as relevant to subject matter taught, should be available and up-to-date.</i></p> <p style="text-align: right;">N/A <input type="checkbox"/>    OK <input type="checkbox"/>    Finding <input type="checkbox"/>    Not Checked <input type="checkbox"/></p>
4.	<p>Does the organization have policies/procedures to ensure that the following manuals are available and maintained to current amendment status:</p> <ul style="list-style-type: none"> <li>• maintenance, overhaul, structural, parts, service bulletins, inspection programs, etc</li> </ul> <p style="text-align: right;">N/A <input type="checkbox"/>    OK <input type="checkbox"/>    Finding <input type="checkbox"/>    Not Checked <input type="checkbox"/></p>
5.	<p>Do these policies/procedures ensure that students have access to a current technical library in a</p> <p style="text-align: right;">N/A <input type="checkbox"/>    OK <input type="checkbox"/>    Finding <input type="checkbox"/>    Not Checked <input type="checkbox"/></p>

**ATO-A17 Training Material and Instructional Aids**

	controlled environment to support program course objectives?				
6.	Does the organization make available an adequate supply of materials, shop equipment, including special tools and any miscellaneous equipment used to support the training standard?  <i>For example only - an aircraft appropriate to the course curriculum that is type approved for civil operation and complete in all aspects, to include the avionics package; equipment for ground runs, etc.</i>	N/A <input type="checkbox"/>	OK <input type="checkbox"/>	Finding <input type="checkbox"/>	Not Checked <input type="checkbox"/>
7.	Do the Training Material and Instructional Aids ensure that facilities, classrooms, tools and equipment are appropriate for the purpose for which they are to be used and are kept in a functional condition to support the program?  (o)	N/A <input type="checkbox"/>	OK <input type="checkbox"/>	Finding <input type="checkbox"/>	Not Checked <input type="checkbox"/>
8.	Does the organization offer any combination of equipment - i.e.: simulator, procedures trainer, aircraft or training aid mock-ups?  <ul style="list-style-type: none"> <li>• does this type of equipment ensure that students can locate and identify components?</li> <li>• students are able to troubleshoot, inspect and carry out live system function checks / test of aircraft from a cockpit perspective?</li> </ul>	N/A <input type="checkbox"/>	OK <input type="checkbox"/>	Finding <input type="checkbox"/>	Not Checked <input type="checkbox"/>
9.	Do the Training Material and Instructional Aids ensure that each student has an equal and reasonable opportunity to actively participate in all learning objectives?	N/A <input type="checkbox"/>	OK <input type="checkbox"/>	Finding <input type="checkbox"/>	Not Checked <input type="checkbox"/>
10.	Is the equipment maintained in a satisfactory condition?	N/A <input type="checkbox"/>	OK <input type="checkbox"/>	Finding <input type="checkbox"/>	Not Checked <input type="checkbox"/>

**Comments/Summary:**

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Items completed by: \_\_\_\_\_ Date: \_\_\_\_\_

Company: \_\_\_\_\_

Date: \_\_\_\_\_

ATO-A18 Training Material Evaluation Procedure					
1.	Does a Training Material Evaluation Policy/Procedure exist?	N/A <input type="checkbox"/>	OK <input type="checkbox"/>	Finding <input type="checkbox"/>	Not Checked <input type="checkbox"/>
2.	Do the Training Material Evaluation policy/procedure ensure that training material is sufficient and capable of supporting training objectives?	N/A <input type="checkbox"/>	OK <input type="checkbox"/>	Finding <input type="checkbox"/>	Not Checked <input type="checkbox"/>
3.	Are the policies/procedures being adhered to?	N/A <input type="checkbox"/>	OK <input type="checkbox"/>	Finding <input type="checkbox"/>	Not Checked <input type="checkbox"/>
4.	Are deficiencies documented and is corrective action initiated to address such deficiencies?	N/A <input type="checkbox"/>	OK <input type="checkbox"/>	Finding <input type="checkbox"/>	Not Checked <input type="checkbox"/>
5.	Is follow-up action taken with respect to corrective action?	N/A <input type="checkbox"/>	OK <input type="checkbox"/>	Finding <input type="checkbox"/>	Not Checked <input type="checkbox"/>

**Comments/Summary:**

Items completed by: \_\_\_\_\_

Date: \_\_\_\_\_



ATO-A20 Curriculum					
1.	Has a curriculum been submitted to, and approved by NCAA?  <i>The PM should contain a syllabus or overview of the training programs - the full curriculum would be reviewed for approval however need not be contained in the PM but in a sub-tier document.</i>	N/A <input type="checkbox"/>	OK <input type="checkbox"/>	Finding <input type="checkbox"/>	Not Checked <input type="checkbox"/>
2.	Does the curriculum meet the standards?	N/A <input type="checkbox"/>	OK <input type="checkbox"/>	Finding <input type="checkbox"/>	Not Checked <input type="checkbox"/>
3.	Does the curriculum contain elements that ensure graduating students are knowledgeable in all aspects of aircraft maintenance, inspection and regulatory subject matter?	N/A <input type="checkbox"/>	OK <input type="checkbox"/>	Finding <input type="checkbox"/>	Not Checked <input type="checkbox"/>
4.	Does the organization meet the requirements for alternate methods of compliance?  • Has the organization applied for approval under "alternate method of compliance?"	N/A <input type="checkbox"/>	OK <input type="checkbox"/>	Finding <input type="checkbox"/>	Not Checked <input type="checkbox"/>
5.	Does the ATO have policies/procedures to address alternate methods of compliance?  • if so, were these indicated in the initial application?	N/A <input type="checkbox"/>	OK <input type="checkbox"/>	Finding <input type="checkbox"/>	Not Checked <input type="checkbox"/>
6.	Do approved programs exist for one or more of the following:  • maintenance // avionics // structures  <i>Approved programs are those that have been deemed acceptable by NCAA as meeting the regulatory standard and have been issued (or are in process of being issued) a NCAA approval number.</i>	N/A <input type="checkbox"/>	OK <input type="checkbox"/>	Finding <input type="checkbox"/>	Not Checked <input type="checkbox"/>
7.	Does each basic training program consist of not less than 1800 or 1000 (as applicable) hours of subject matter training?  <i>Note: Implementation/application of the standard with respect to curriculum hours is required as follows: (example - 18 months accreditation)</i>  <u>3 elements apply:</u> • 1800 hours of teaching  • the total course must be no less than 1800 hours in length	N/A <input type="checkbox"/>	OK <input type="checkbox"/>	Finding <input type="checkbox"/>	Not Checked <input type="checkbox"/>



## Training Standards common to all Training Programs

1. Has the review of the curriculum and examinations verified that the students are capable of performing the following functions, skills and/or abilities: N/A  OK  Finding  Not Checked
- a) Apply:**
- i. Occupational Health And Safety practices.
  - ii. the Namibian Aviation Regulations applicable to an AME.
  - iii. acceptable industry standard practices.
- b) Explain:**
- i. aircraft system operation to component level. standard practices for operational checks, inspection and certification of
  - ii. aircraft systems.
  - iii. procedures and applicable standards required for structural and non-
  - iv. structural repairs and modifications.
  - v. the effects of human factors contributing to maintenance errors.
- c) Perform:**
- i. the installation and securing of fasteners and connectors.
  - ii. an applicable sheet metal repair or modification.
  - iii. to completion an applicable inspection for the purpose of certification.
  - iv. a maintenance release including:
  - v. technical records entries;
  - vi. certification forms;
  - vii. weight and balance reports, and
  - viii. other related documentation.
  - ix. tasks utilizing and interpreting technical information systems.

**Small Aircraft**

2. Has the review of the curriculum and examinations verified that the students are capable of performing the following functions, skills and/or abilities: N/A  OK  Finding  Not Checked
- a) Explain:**
- i. the system logic and processes used to determine, develop and maintain the appropriate maintenance schedule.
  - ii. the procedures used to inspect and test the operation of avionics and
  - iii. auto-flight systems representative of those installed in small aircraft.
  - iv. types of non-destructive inspection procedures.
- b) Perform:**
- i. servicing procedures on fixed and rotary wing aircraft.
  - ii. tasks utilizing minimum equipment lists, configuration deviation lists, and built-in test equipment programs.
  - iii. scheduled and unscheduled inspections.
- c) Test, troubleshoot, repair, adjust, remove and replace:**
- i. power plants and related systems.
  - ii. propeller and rotor systems.
  - iii. airframe and related systems.
  - iv. electrical systems.
  - v. airframe structures.
  - vi. dynamic components.

**Large Aircraft**

3. Has the review of the curriculum and examinations verified that the students are capable of performing the following functions, skills and/or abilities: N/A  OK  Finding  Not Checked
- a) Explain:**
- i. the procedures used to

- inspect and test the operation of avionics and
- ii. auto-flight systems representative of those installed in large aircraft.
- iii. the system logic and processes used to determine, develop and
- iv. maintain the appropriate maintenance schedule.
- v. types of non-destructive inspection procedures.
- vi. fault diagnostic systems typical of those installed on large aircraft.
- vii. mechanical and electronic systems including electrical/mechanical and
- viii. digital control systems.

**b) Perform:**

- i. servicing procedures on fixed and rotary wing aircraft.
- ii. tasks utilizing minimum equipment lists; configuration deviation lists; and built in test equipment programs.
- iii. scheduled and unscheduled inspections.

**c) Test, troubleshoot, repair, adjust, remove and replace:**

- i. power plants and related systems.
- ii. propeller and rotor systems.
- iii. airframe and related systems.
- iv. electrical systems.
- v. airframe structures.
- vi. dynamic components.

**Electronics**

4. Has the review of the curriculum and examinations verified that the students are capable of performing the following functions, skills and/or abilities: N/A  OK  Finding  Not Checked

**a) Explain:**

- i. the system logic and processes used to determine develop and maintain the appropriate maintenance

schedule.

- ii. fault diagnostic systems typical of those installed on aircraft.
- iii. the procedures used in the repair and servicing of auto-flight systems.
- iv. mechanical and electronic systems including electrical/mechanical and
- v. digital control systems.

**b) Perform:**

- i. tasks utilizing minimum equipment lists; configuration deviation lists; and
- ii. built in test equipment programs.
- iii. installation of a navigation and communication system.

**c) Test, troubleshoot, repair, adjust, remove and replace:**

- i. communication systems.
- ii. navigation systems.
- iii. electrical and lighting systems.
- iv. instrumentation systems.
- v. aircraft electrical and electronic integrated systems.

**Structures**

5. Has the review of the curriculum and examinations verified that the students are capable of performing the following functions, skills and/or abilities: N/A  OK  Finding  Not Checked

**a) Perform:**

- i. effective corrosion control and repair for aircraft structures.
- ii. tasks utilizing the tools and equipment applicable to the maintenance of
- iii. aircraft structures.
- iv. sealing procedures for aircraft structures.
- v. tasks incorporating the correct selection and

	<p>installation of fasteners used on aircraft structures.</p> <p>vi. repairs and replacement of fabric coverings.</p> <p>vii. a repair scheme to meet the applicable standards.</p> <p><b>b) Fabricate, assemble and repair:</b></p> <p>i. sheet metal, tubular, composite; and wood structures.</p> <p>ii. fluid lines and conduits.</p> <p><b>c) Assemble, install and repair:</b></p> <p>i. transparencies including but not limited to windscreens, windows, lenses that form part of the aircraft structure.</p>
6.	<p>N/A <input type="checkbox"/> OK <input type="checkbox"/> Finding <input type="checkbox"/> Not Checked <input type="checkbox"/></p>

**Comments/Summary:**

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Items completed by: \_\_\_\_\_ Date: \_\_\_\_\_