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| ***OPERATOR’S DETAILS*** |
| Operator: |  | Date: |  |
| Aerodrome Operator: |  | Location: |  |
| ***Instructions*** 1. Check ***Yes (Y)*** column if you determine the document or individual item conforms to requirements.
2. Check ***No (N)*** column if you determine that the document or individual line item does not comply (put a marker tab in the manual with a short note opposite the non-complying item).
3. Insert ***N/Ckd*** if the item was not checked in the Findings/Remarks column.
4. Check ***N/A*** column if it is not applicable or you do not have adequate information to make a valid comment in the Findings/Remarks column.
5. The respective inspector shall sign on the last column after reviewing the item.

Use the remarks column at the end for overall remarks or observations. For detailed findings inspectors should also use the Audit Inspection Report Form Base-Insp-004. |
| ***References: CAR-OPS 1, 2 & 3*** |
| **Items** | **Y/N** | **Documentary\* reference** |
|  | **Dangerous Goods Post Holder** |
| **A** | **SCOPE OF THE TRAINING** |
| **1** | Has the operator applied for an approval to transport dangerous goods? |  |  |
| **2** | If so, are the corresponding classes or divisions / functions of dangerous goods specified? |  |  |
| **3** | Are any restrictions defined? |  |  |
| **4** | Are Class 7 (radioactive materials) dangerous goods included?  |  |  |
| **B** | **TRAINEES AND NEEDS** |
| **1** | Are roles, functions and tasks performed within the operation (own or subcontracted) identified/defined? |  |  |
| **2** | Are inherent competencies required (knowledge, skills and attitudes) identified/defined? |  |  |
| **3** | Are all personnel involved in the operation with dangerous goods identified and tasks defined? |  |  |
| **4** | Does the analysis take into account the knowledge, skills and attitudes/behavior of trainees, preferred learning styles and trainees' social and linguistic environments? |  |  |
| **C** | **TRAINING PLAN** |
| **1** | Are composition and structure of the course defined (high level description of the design of the training/course, method used to develop the training program, objectives of the training, sequence of the different parts of the training)? |  |  |
| **2** | Is a syllabus defined (high level description of the subject of the training and which modules the training is composed of)? |  |  |
| **3** | Are modules, training events and their delivery sequence detailed? |  |  |
| **4** | Are course schedules described? |  |  |
| **5** | Training materials approved are used? |  |  |
| **D** | **MEANS USED** |
| **1** | Do the content of the training and assessments cover all the necessary knowledge elements? |  |  |
| **2** | Is the language used for the training specified and adapted to the target audience? |  |  |
| **3** | Are the selected training formats specified (classsroom,e-learning...)? |  |  |
| **4** | Are these tools adapted to the target audience (language, comfort with the tools, etc.)? |  |  |
| **5** | In the case of classroom training, is the maximum number of trainees per session specified? |  |  |
| **6** | Are pedagogical tools used (in particular: computer-assisted instruction, specific equipment, models, equipment simulators, etc.) described? |  |  |
| **7** | If staff training includes an in-situ part (on-the-job), are the terms and conditions specified (supervision by a trained agent, for example)? |  |  |
| **E** | **INITIAL AND RECURRENT TRAININGS** |
| **1** | Do the notions of initial training and recurrent training appear? |  |  |
| **2** | Are procedures for recurrent training defined? |  |  |
| **3** | Are training durations specified? |  |  |
| **F** | **ASSESSMENTS** |
| **1** | Is the method used to develop the assessment plan described? |  |  |
| **2** | Are different assessment types (one-time assessment, continuous assessment, on the job assessment…) defined? |  |  |
| **3** | Are assessment methods or combination of methods (theoretical (multiple choice quiz (MCQ), written test…), practical (exercise…)…) defined? |  |  |
| **4** | Are criteria set for success and, in case the trainees fail, policy to answer the situation defined? |  |  |
| **5** | Is the scheduling of the assessment defined? |  |  |
| **6** | If a theoretical part is used, is the evaluation method defined? |  |  |
| **7** | If a theoretical part is used, are the modalities related to the elaboration of the tests defined (nature of the tests, number of questions, frequency of the tests updates, etc.)? |  |  |
| **8** | If a theoretical part is used, are the criteria for successful completion of the tests and treatment of failure defined (additional training or new training, a new test (different from the previous one and covering all objectives), etc.)? |  |  |
| **9** | If practical exercises are used, is the evaluation method defined? |  |  |
| **10** | If practical exercises are used, are the criteria for success and treatment of failure defined? |  |  |
| **11** | If a part of the training is used in-situ (on-the-job), is the evaluation method defined (e.g. performance observation)? |  |  |
| **12** | If a part of the training is used in-situ (on-the-job), are the criteria for success and treatment of failure specified? |  |  |
| **G** | **TRAINING RECORDS** |
| **1** | Is the format of training records defined? |  |  |
| **2** | Are the method and duration of archiving defined? |  |  |
| **H** | **CERTIFICATES** |
| **1** | Are the functions and competence elements specified in the certificates? |  |  |
| **2** | Is the validity of the training specified in the certificates? |  |  |
| **I** | **QUALIFICATION AND COMPETENCIES OF INSTRUCTORS AND ASSESSORS** |
| **1** | Are pedagogical skills and qualifications required for the instructors and assessors (including: successful training in the functions taught) specified? |  |  |
| **J** | **EVALUATION OF THE EFFECTIVENESS OF THE TRAINING** |
| **1** | How does the operator evaluate the effectiveness of the training provided? |  |  |
| **2** | Has the operator provided in its SMS a mechanism for analyzing this assessment, defining and implementing corrective measures and amending the training program? |  |  |
| **k** | **SUBCONTRACTING OF TRAINING** |
| **1** | If a training organization is used, are the terms of subcontracting specified? Contract No. |  |  |
| **2** | Are the specificity of the operator's activity and the operator's feedback taken into account? How does the operator ensure this? |  |  |
| **3** | Has the operator identified the training company as one of its subcontractors? Is this subcontracting contractualized? Is it subject to compliance monitoring? |  |  |
| **4** | If a distance / remote course is used for training and testing, are the procedures (in particular: training/testing at the operator's premises, at home, in the presence of an instructor, with the assistance (e.g. call with an instructor, monitoring the time spent by the trainee, identity of the trainee, etc.)) defined? |  |  |
| **L** | **TRAINING OF SUBCONTRACTORS** |
| **1** | Does the obligation to train the personnel of subcontractors who act on behalf of the operator and under his responsibility appear? |  |  |

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| **RESULT** |
|  **Satisfactory:**[ ]  | **Unsatisfactory:**[ ]  |
| Dangerous Goods Inspector’s Name: |
| Date: |  | Signature: |  |