

Guidelines on a Competency Based Training and Assessment Approach to Dangerous Goods Training Programmes

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		NAME / RESP		SIGNATURE	
DRAFTED BY :		Ramzi Smirani / Ground Operation and Dangerous Goods Inspector			
REVIEWED BY:		Shadiya Mohamed Al-Hajri: Acting Director of FSD			
APPROVED BY:		Salim Hamed Said Al-Husaini: Acting DG for DGCAR			

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1. DEFINITION

1. **Assessment (evidence) guide.** A guide that provides detailed information in the form of evidence that an instructor or an evaluator can use to determine whether a candidate meets the requirements of the competency standard.
2. **Competency.** A combination of skills, knowledge and attitudes required to perform a task to the prescribed standard.
3. **Competency-based training and assessment.** Training and assessment that are characterized by a performance orientation, emphasis on standards of performance and their measurement, and the development of training to the specified performance standards.
4. **Competency element.** An action that constitutes a task that has a triggering event and a terminating event that clearly defines its limits, and an observable outcome.
5. **Competency unit.** A discrete function consisting of a number of competency elements.
6. **Performance criteria.** Simple, evaluative statements on the required outcome of the competency element and a description of the criteria used to judge whether the required level of performance has been achieved.
7. **Range of variables (conditions).** The conditions under which the competency units must be performed.
8. **What is competency?** A competency is a dimension of human performance that is used to reliably predict successful performance on the job. It is manifested and observed through behaviours that mobilize the relevant knowledge, skills and attitudes to carry out activities or tasks under specified conditions. A person successfully achieves a competency if its associated standard is met. Competencies allow people to formulate solutions for complex and/or difficult situations, including situations that are being experienced for the first time.
9. **A competency standard** is a level of performance that is defined as acceptable when assessing whether or not competency has been achieved.
10. **Knowledge:** Knowledge is specific information required to enable a learner to develop and apply the skills and attitudes to recall facts, identify concepts, apply rules or principles, solve problems, and think creatively in the context of work.
11. **Knowledge is an outcome of the learning process.** There are different types of knowledge: declarative (facts, raw data); procedural (categorized/contextualized, application of conditional if-then rules); strategic (synthesis, inference to guide resource allocation for decision-making, problem-solving, behavioural action); and adaptive (generalization, innovation, invention).
12. **Skill:** Skill is an ability to perform an activity or action. It is often divided into three types: motor, cognitive and metacognitive skills.
13. **A motor skill** is an intentional movement involving a motor or muscular component that must be learned and voluntarily produced to proficiently perform a goal-oriented task.
14. **A cognitive skill** is any mental skill that is used in the process of acquiring knowledge. These skills include reasoning, perception and intuition.
15. **Skills are developed over time and with practice.** Often complex tasks that are new to the staff are initially seen as cognitively demanding, however, as they become more practiced, some of these cognitive processes become automatized and so the skill requires less effort to perform.
16. **Attitude:** Attitude is a persisting internal mental state or disposition that can be learned and that influences an individual's choice of personal action toward an object, person or event. Attitudes have affective components, cognitive aspects and behavioural consequences. To demonstrate the "right" attitude, a learner needs to know how to "be" in a given context.

1.1. REFERENCES:

1. CIVIL AVIATION REQUIREMENTS 92
2. Dangerous Goods Inspector Manual
3. ICAO DOC 9284 as amended
4. SUPPLEMENT TO ICAO DOC 9284
5. ICAO DOC 10147: Guidance on a Competency-based Approach to Dangerous Goods Training and Assessment
6. ICAO DOC 10056: Manual on Air Traffic Controller Competency-based Training and Assessment

2. ESTABLISHMENT OF DANGEROUS GOODS TRAINING PROGRAMMES

2.1. INTRODUCTION

- 1) A training programme includes elements such as design methodology, assessment, initial and recurrent training, instructor qualifications and competencies, training records and evaluation of the effectiveness of training.
- 2) The employer must establish and maintain a Dangerous Goods training programme for personnel performing any function described in these Instructions.
- 3) The employer must establish and maintain a Dangerous Goods training programme for personnel who may not perform any function described in these Instructions but do perform functions related to the movement of cargo, baggage, passengers or mail. The aim of the programme is to ensure personnel are competent to perform functions aimed at preventing undeclared Dangerous Goods or not permitted from being carried on an aircraft.

Note: Security personnel who are involved with the screening of passengers and crew and their baggage and cargo or mail are required to be trained irrespective of whether the operator on which the passenger or cargo is to be transported carries dangerous goods as cargo.

- 4) All operators must establish a Dangerous Goods training programme regardless of whether or not they are approved to transport Dangerous Goods as cargo.
- 5) Training courses may be developed and delivered by or for the employer.

2.2. OBJECTIVE OF DANGEROUS GOODS TRAINING

- 1) The employer must ensure that personnel are competent to perform any function for which they are responsible prior to performing any of these functions. This must be achieved through training and assessment commensurate with the functions for which they are responsible. Such training must include:
 - a) *General awareness/familiarization training* — Personnel must be trained to be familiar with the general provisions;
 - b) *Function-specific training* — Personnel must be trained to perform competently any function for which they are responsible; and
 - c) *Safety training* — Personnel must be trained on how to recognize the hazards presented by dangerous goods, on the safe handling of dangerous goods, and on emergency response procedures.
- 2) Personnel who have received training but who are assigned to new functions must be assessed to determine their competence in respect of their new function. If competency is not demonstrated, appropriate additional training must be provided.
- 3) Personnel must be trained to recognize the hazards presented by Dangerous Goods, to safely handle them and to apply appropriate emergency response procedures.
- 4) Upon successful completion of the dangerous goods training, a person shall be able to:
 - fully understand and differentiate between shipper's and operator's responsibilities;
 - identify all dangerous goods which are:
 - forbidden for air transport; or
 - permitted as cargo in accordance with the Technical Instructions; or
 - excepted from the requirements of the Technical Instructions.
 - identify the nine classes of dangerous goods by their principle criteria;
 - extract the relevant information from the List of Dangerous Goods and apply it;
 - comprehend and apply the packing instructions;

- properly mark and label a dangerous goods package and verify that the marking or labelling requirements have been met;
- complete a dangerous goods transport document and verify that the information provided thereon complies with the Technical Instructions.
- using an acceptance checklist, correctly accept or reject a shipment;
- comprehend and apply the separation and segregation requirements;
- comply with the requirements for providing the pilot-in-command
- with the pertinent information on the dangerous goods on board the aircraft;
- recognize and apply the appropriate CAA and/or Operator variations; and
- apply relevant customized emergency procedures.

2.3. RECURRENT TRAINING AND ASSESSMENT

- 1) Personnel must receive recurrent training and assessment within 24 months of previous training and assessment to ensure that competency has been maintained. However, if recurrent training and assessment is completed within the final three months of validity of the previous training and assessment, the period of validity extends from the month on which the recurrent training and assessment was completed until twenty-four (24) months from the expiry month of that previous training and assessment.

Note: An example would be the following: If recurrent training is required by the end of May 2020, then any training occurring between March 2020 and the end of May 2020 will result in a new recurrent training date of May 2022.

2.4. TRAINING AND ASSESSMENT RECORDS

- 1) The employer must maintain a record of training and assessment for personnel.
- 2) The record of training and assessment must include:
 - a) The individual's name;
 - b) The month of completion of the most recent training and assessment;
 - c) A description, copy or reference to training and assessment materials used to meet the training and assessment requirements;
 - d) The name and address of the organization providing the training and assessment; and
 - e) Evidence which shows that the personnel have been assessed as competent.
- 3) Training and assessment records must be retained by the employer for a minimum period of **thirty-six (36) months** from the most recent training and assessment completion month and must be made available upon request to personnel or the CAA inspectors.
- 4) The training records for the CBTA approach shall be as per CAR-92.220

2.5. APPROVAL OF TRAINING PROGRAMMES USING THE CBTA APPROACH (CAR-92.205, 210.215)

- 1) Dangerous Goods training programs for operators shall be approved by the CAA in accordance with the civil Aviation Requirements CAR-92.
- 2) Training providers are certified as per CAR-92 subpart G Requirements.
- 3) A safe and efficient air transport system is dependent on a competent workforce. ICAO has recognized that this can be achieved through the implementation of a competency-based approach to training and assessment. The Technical Instructions for the Safe Transport of Dangerous Goods by Air (ICAO Doc 9284, "Technical Instructions") require that employers ensure personnel are competent to perform any function for which they are responsible prior to performing it. A competency-based approach to training and assessment is an effective way to ensure this requirement is met;
- 4) The applicable regulation CAR-92.205 requires operators involved in the transport of Dangerous Goods to train in their employees using the competency based training and assessment approach prior the mandated date 1 January 2022;
- 5) This chapter provides guidance in implementing a competency-based approach to dangerous goods training and assessment for personnel involved in the transport of cargo, mail, passengers and baggage by air.
- 6) The CAA provides an Excel spreadsheet to be used to document and implement all phases of the competency based Training Approach.

3. COMPETENCY-BASED TRAINING AND ASSESSMENT

- 1) The goal of competency-based training and assessment is to produce a competent workforce by providing focused training. It does so by identifying key competencies that need to be achieved, determining the most effective way of achieving them and establishing valid and reliable assessment tools to evaluate their achievement.
- 2) A competency is defined by the PANS-TRG as a dimension of human performance that is used to reliably predict successful performance on the job. It is manifested and observed through behaviour that mobilize the relevant knowledge, skills and attitudes to carry out activities or tasks under specified conditions. A competency framework with associated performance criteria provides a means of assessing whether trainees achieve the desired performance. A competency framework and associated task list for dangerous goods personnel are described in Chapter 5 and in the CAA CBTA Excel-Tool.
- 3) A critical feature of competency-based training is assessment to ensure training is efficient and effective in developing the skills, knowledge and attitudes required to perform the function competently.

3.1 BENEFITS OF COMPETENCY-BASED TRAINING AND ASSESSMENT FOR THE SAFE TRANSPORT OF DANGEROUS GOODS BY AIR

The main benefit of a competency-based approach to training and assessment is its potential to encourage and enable personnel to reach their highest level of capability while ensuring a basic level of competence as a minimum standard. It does this by:

- a) targeting specific training needs;
- b) supporting continuous learning and performance improvement;
- c) gearing towards learning rather than simply passing a test;
- d) ensuring the integration of the knowledge, skills and attitudes needed to perform effectively; and
- e) establishing sufficient, well-trained and competent instructors.

3.2 RELATIONSHIP BETWEEN COMPETENCY-BASED TRAINING AND ASSESSMENT AND SAFETY MANAGEMENT

- 1) Safety is ICAO's guiding and most fundamental strategic objective. ICAO Annex 19 to the Convention on International Civil Aviation — Safety Management contains Standards and Recommended Practices (SARPs) intended to assist States in managing aviation safety risks. The foundation of safety management is the implementation of a State safety programme (SSP) by States and safety management systems (SMS) by service providers. An operator's SMS addresses the aviation activities that are related to the safe operation of the aircraft in accordance with Annex 6, Part I or Part III. These aviation activities include the carriage of dangerous goods. Other entities in the dangerous goods transport chain should be encouraged to implement a similar safety system.

- 2) Implementing SMS requires that all personnel understand the safety philosophy and embrace a disciplined and standardized approach for SMS. Personnel need to know their roles and responsibilities with respect to dangerous goods and have the requisite competencies to perform their functions within the SMS. To ensure that personnel have the knowledge, skills and abilities to support SMS, training activities should follow the competency-based approach.
- 3) Doc 9859 and CAR 100 identifies training as one of the three main groups of defenses in aviation and identifies deficiencies in training as a latent condition.
- 4) CAR 92.460 and CAR ops 1 require a risk assessment to be submitted by the operator to assess the risk of the transport of items in Cargo including dangerous Goods
- 5) The risk assessment shall cover the CBTA training.

3.3 FUNCTION-SPECIFIC TRAINING

- 1) The Technical Instructions state that personnel must be trained commensurate with the functions for which they are responsible. These responsibilities are determined by the specific functions personnel perform and not by their job titles.
- 2) Concentrating on functions and responsibilities rather than a job title or description ensures that a person is competent to perform the function in compliance with the Technical Instructions.
- 3) For example, entities such as ground handling companies and freight forwarders may need personnel to perform some functions that are typically performed by shippers or operators. Ground handling and freight forwarder personnel would need to be trained to perform these functions competently regardless of their job title.
- 4) In smaller operations, personnel may perform many functions such as accepting dangerous goods and loading and securing dangerous goods on board an aircraft. They would need to be trained to perform all of these functions competently. In larger operations, personnel may perform only a small number of functions. They would only need to be trained to perform those specific functions competently.
- 5) The depth of training each person receives should be appropriate to the functions performed. This could range from a familiarization level to an advanced level for certain personnel.

3.4 ROLES AND RESPONSIBILITIES IN A COMPETENCY-BASED APPROACH TO TRAINING (CAR 92.205)

Air Operator

- 1) A training programme includes elements such as design methodology, initial and recurrent training, assessment, instructor qualifications and competencies, training records and evaluation of its effectiveness.
- 2) Employers need to determine the purpose and objective of the competency-based training programme based on the functions for which their personnel are responsible. Employers should ensure that training is designed and developed to establish clear links among the competencies to be achieved, the learning objectives, assessment methods, and course materials.

- 3) The employer must study the target population (future trainees) with a view to identifying the knowledge, skills and attitudes that they already possess, to collect information on preferred learning styles, and on the social and linguistic environments of prospective trainees. The target population may be a mixture of experienced and newly recruited personnel, groups differing in age, etc. All these components could have an impact on the design of the training. Employers must also consider the Sultanate of Oman and international regulatory requirements stated in paragraph 1.1 that apply to their operations.
- 4) Some employers may utilize third parties for assistance. This approach may be the most suitable for employers who do not have the resources to train their personnel in house. While utilizing third parties may be cost effective, the deciding factor in selecting a third party should be whether or not the training needs are being addressed, and not costs alone. The potential for third parties to cater to the training needs of multiple employers and not address all required competencies of each specific employee needs to be taken into account. Employers remain responsible for ensuring their personnel are competent to perform their functions prior to performing them even if certain aspects of the training programme have been delegated to third parties.
- 5) Employers should liaise directly with the regulator to ensure that the latter's requirements are taken into account prior to proceeding with the development of competency-based training,

Instructor

- 1) In competency-based training, the instructor facilitates the trainee's progression towards the achievement of competencies. Instructors also support continuous improvement by collecting information about the effectiveness of the training materials.
- 2) Instructors shall comply with CAR 92.210.
- 3) Instructors are the main loop in the chain of the CBTA.

Note: Examples of instructor competencies can be found in Part I, Chapter 3 of the PANS-TRG.

Trainee

- 1) In competency-based training, trainees are active participants in their learning process and in the achievement of competencies, as opposed to being passive recipients of knowledge. The competency-based training programme provides them with a clear idea of their learning path towards competency through the training programme and beyond. The competency-based training should directly contribute to improving their performance on the job. The trainees' feedback is essential to ensure that competency-based training is effective.

Regulator

- 1) There are important differences between the ways the regulator would oversee a traditional training programme versus a competency-based training programme. In a traditional training programme, the regulator may assess the course components and final test against knowledge elements and not on the competencies that need to be acquired.

- 2) The fact that all knowledge components are addressed or appear to be included in a course and that all trainees have passed the required test does not necessarily mean that they can competently perform their assigned functions.
- 3) Where competency-based training has been implemented, CAA should oversee the training programme to ensure that it actually produces personnel who can perform the functions for which they are responsible in a specific operational setting and in compliance with the national regulatory framework. The Supplement to the Technical Instructions for the Safe Transport of Dangerous Goods by Air (SU to Doc 9284) provides guidance on overseeing dangerous goods training programmes
- 4) For the aim of the monitoring of the approval process related to the CBTA, the CAA has set the requirement and the road map to be followed by stakeholders to facilitate the process.

Note: The CAA has established an Excel tool to review and approve all phases of the training using the CBTA approach.

3.5 REQUIREMENTS FOR CBTA: (CAR 92.205 DGIM chapter 5.4)

- 1) There are various functions of personnel which are required to be trained in dangerous goods regulations. The aspects of training to be covered for each category of personnel may vary depending upon the responsibilities of the person. However, personnel shall receive training in the requirements commensurate with their responsibilities. Nevertheless, the dangerous goods training for each category/function of personnel shall include the following:
 - (a) General familiarization training – which shall be aimed at providing familiarity with the general provisions;
 - (b) Function-specific training – which shall provide detailed training in the requirements applicable to the function for which that person is responsible; and
 - (c) Safety training – which shall cover the hazards presented by dangerous goods as well as safe handling and emergency response procedures to be followed.
- 2) An operator, depending upon its size, may have several training programmes customized to the individual responsibilities of its staff.
- 3) Even if the operator does not carry dangerous goods as cargo, there is still a need for dangerous goods training for both operational and ground staff dealing with cargo, passengers and their baggage. As such, the staff of operators belonging to categories 7, 8, 9, 10, 11 and 12 shall be required to be trained whether or not such operators carry dangerous goods.

Note: Samples of Specific Function are documented in the Master Matrix Excel sheet prepared by the CAA.

4. COMPETENCY-BASED TRAINING AND ASSESSMENT APPROVAL PROCESS (CAR 92.185; 92.205; 92.215)

4.1 APPLICATION FOR APPROVAL

- 1) An application to grant an approval for establishment of a Dangerous Goods Training Programme shall be made to the CAA following the road map set in the CAR 92 as amended.
- 2) The application shall be accompanied by the Dangerous Goods Training Manual or equivalent and shall include, in addition to any other relevant information, the following details:
 - a. Name of the training organization;
 - b. Functions of personnel to be trained (as mentioned in this guidelines and the Excel CAA tool).
 - c. Particulars of the class-room/virtual/CBT/Online this facilities and training aids;
 - d. Description of the training materials to be used to meet the training requirements.
 - e. Names, qualifications and experience of the senior Instructor and other Instructors;
 - f. Maximum number of participants to be enrolled in a class; and
 - g. The frequency at which the course is likely to be conducted;

Note: The application form is published at the CAA website under services

4.2 DOCUMENTATION EVALUATION: DANGEROUS GOODS TRAINING MANUAL OR EQUIVALENT: CAR 92.565

The application form shall be submitted with the supported Documents such as the training manual:

- 1) The Dangerous Goods Training Manual shall, in addition to any other relevant information, contain the following chapters, namely:
 - a. Introduction
 - b. Oman legal regime on carriage of dangerous goods by air
 - c. Categories/Functions of personnel to be trained
 - d. Qualifications and experience of the instructors
 - e. Course Objective
 - f. Course Structure/Methodology
 - g. Course Contents
 - h. Course Schedule
 - i. Lesson Plan
 - j. Assignments/Exercises
 - k. Model Examination Papers (3 sets)
 - l. Course Evaluation
 - m. Specimen Certificate
 - n. Maintenance of Training Records
 - o. Instructor Qualification and maintenance
- 2) The terms to be used in the Manual shall be in line with those defined in the Technical Instructions and the Civil Aviation Requirement CAR 92.
- 3) A system shall be developed to review and revise the Manual so as to incorporate the amendments, as and when issued, to the provisions of Annex 18 to the Chicago Convention, the Technical Instructions (Doc. 9284 AN/905), the Dangerous Goods Regulation CAR 92 and the Oman state variation, and any other related document. A copy of the Manual so revised shall be submitted to the CAA immediately for concurrence/approval.

Note: The Compliance Master check list shall be used by the operators to submit all phases regarding the CBTA.

4.3 INSTRUCTOR QUALIFICATIONS AND COMPETENCIES (CAR 92.215)

- 1) To teach effectively, an instructor will need to demonstrate many competencies, and personnel who are to take up instructing duties should be adequately trained. For competency-based training, the instructors will specifically need:
 - (a) To instruct on the basis of the training plan and associated training materials. The training plan details the structure and order of the training, which is directly linked to the requirements of the assessment plan.
 - (b) To understand the merits of, and provide timely and continuous feedback on trainee performance: Feedback is an important component of learning that helps the trainees to progress towards the interim and final competency standards. Feedback may be positive to reinforce desirable performance or it may be information about how a trainee's performance differs from the standard. Feedback should be supportive and timely, and trainees should finish each session with a clear understanding of what they need to do to progress.
 - (c) To use the adapted competency model to diagnose the root cause(s) of performance difficulties. The adapted competency model, particularly the performance criteria, help the instructor to analyze a trainee's performance and identify which competencies have not yet been fully mastered. For example, a trainee is routinely becoming overloaded and as a result starts to make poor control decisions. The instructor could easily begin focusing exclusively on correcting the poor control decisions, however, with the aid of the adapted competency model, the instructor may consider identifying a wider number of possible performance issues that could be the root causes affecting the trainee's performance, including:
 - i. the trainee's failure to make use of the tools and equipment that increase efficiency;
 - ii. the trainee putting too much focus on the use of the tools and equipment and not enough on the situation;
 - iii. the trainee is not fully familiar with the standard procedures and so is using significant amounts of thinking time to work out what to do; and/or
 - iv. the trainee is not taking appropriate action to ensure that demand does not exceed capacity.If the instructor in the above example focusses only on correcting the trainee's control actions when in reality the problem is incompetent use of the tools available to increase efficiency, the problem is likely to persist and very slow progress will be made.
 - (d) To recognize the challenges associated with instructing and diagnosing deficiencies in the cognitive processes: It is not possible to observe what a trainee is thinking, so it is difficult to monitor the development of competencies such as situational awareness, problem-solving and decision-making, etc. At best, the instructor can observe the trainee's performance and infer from the outcomes that the trainee's strategies, problem-solving and planning are effective. However, without any further exploration of the trainee's thinking, it is also possible that the observed outcomes were achieved by chance. To address this challenge, instructors may ask their trainees to explain their control plan prior to carrying it out, their reasons for performing certain actions, or their priorities at a particular moment in time. Of course, the instructor should recognize when it is

appropriate to ask these questions and when it would distract the trainees from their tasks. The instructor should also recognize that the questions must be appropriate for the phase of training being conducted, for example, it is unlikely that the questions asked of new trainees who have just started their first training at a unit would be the same as the questions asked of experienced personnel who are undertaking conversion training onto a new system. If it is not possible to ask these questions during the training session, the instructor should save these discussions for the debriefing afterwards. Getting insight into how the trainee is thinking will help the instructor to diagnose if a problem with competencies needs to be addressed.

- (e) To manage issues related to attitude: Attitudes are identified in the adapted competency model and elaborated in the evidence guide. Instructors should use the evidence guide to identify attitudinal issues. They should be able to employ the appropriate technique(s) to support trainees in acquiring or adjusting attitudes (e.g. coaching, mental fitness).
- 2) **Approval of Instructor:** The training providers shall Submit with the online application (Application for Training program approval) a copy of instructor curriculum vitae and training record with current Dangerous Goods Regulations certificate in the applicable category commensurate with his/her training delivery along with the training skills certificate.
- 3) **The approval process is the following:**
- a) **Step 1:** Application and submission of the documentation required;
 - b) **Step 2:** Evaluation of the application and documentation submitted;
 - c) **Step 3:** Demonstration by the instructor a lecture under the supervision of the CAA;
 - d) **Step 4:** Approval letter
- 4) The instructor conducting the Dangerous Goods training must have the following qualifications:
- a) For all categories of dangerous goods, the instructor must hold current certification in DGR CAT 6 and IATA Professional Skills for Dangerous Goods Instructors training.
 - b) For Category 6 instructor, a minimum of five (5) years working experience in Air cargo operations, with a minimum of three (3) years in acceptance, handling and loading of dangerous goods including providing the NOTOC (Notification to the Captain) to the flight crew of an aircraft.
 - c) Category 6 Instructor who is not in compliance with requirement (a) (2), shall undertake a practical familiarization in acceptance, handling and loading of dangerous goods including providing the NOTOC (Notification to the Captain) to the flight crew of an aircraft under a senior DGR Category 6 DGR instructor and experienced operations staff. The content and duration of the practical familiarization shall be documented and submitted to CAA for approval.
 - d) Instructors shall demonstrate Dangerous Goods Regulations adequate technical knowledge in the category/job function related to his/her training responsibilities and instructional skills to CAA officials.
 - e) The dangerous goods instructors shall undergo a simulated or a practical activity **every three (3) years** in the function related to his/her training responsibilities

- 5) In additions of CAR-92.210 para (a), prior to the approval, for conducting the Competency Based Training and Assessment Dangerous Goods Training which shall be inforce on January 01, 2022 instructor shall have the following qualifications:
- a) Competency based Training Instructors shall demonstrate "advanced" proficiency level related to the functions they are dealing with according to the Level of Proficiency in Terms of Competency Factors;
 - b) Trainee Dangerous Goods instructor using Competency Based Training and Assessment Dangerous Goods Training shall undergo the following process:
 - 1. Observation: Observe a course in the same function to be approved for, with a senior instructor;
 - 2. Interaction: Prepare a course in the same function to be approved for with a senior instructor; and
 - 3. Lead: Conduct, lead and establish a full training and assessment program for functions to be considered in his qualification.
- 6) To maintain their qualification, dangerous goods instructors shall comply with the following:
- a) Instructors delivering initial and recurrent dangerous goods training shall at least every 24 months deliver two (2) training courses as a minimum, the training conducted shall be in the function/category in which he has been approved
 - b) or in the absence of point (9) a, attend a recurrent training in the function/category in which he has been approved.
- 7) The process determined in accordance with CAR-92.210 (qualification of instructor) shall be documented in the Training manual and subject to approval by the CAA.
- 8) Evidence of all the above mentioned requirements shall be provided.

Note 1: A senior instructor is an instructor approved by CAA to conduct dangerous goods training with three (3) years instruction experience as a minimum.

Note 2: Dangerous goods instructors already approved by the CAA shall comply with CAR-92.210 paras (a)(5) and (c)

Note 3: The operator shall complete the compliance Master check list to demonstrate the effective documentation and implementation of the requirements

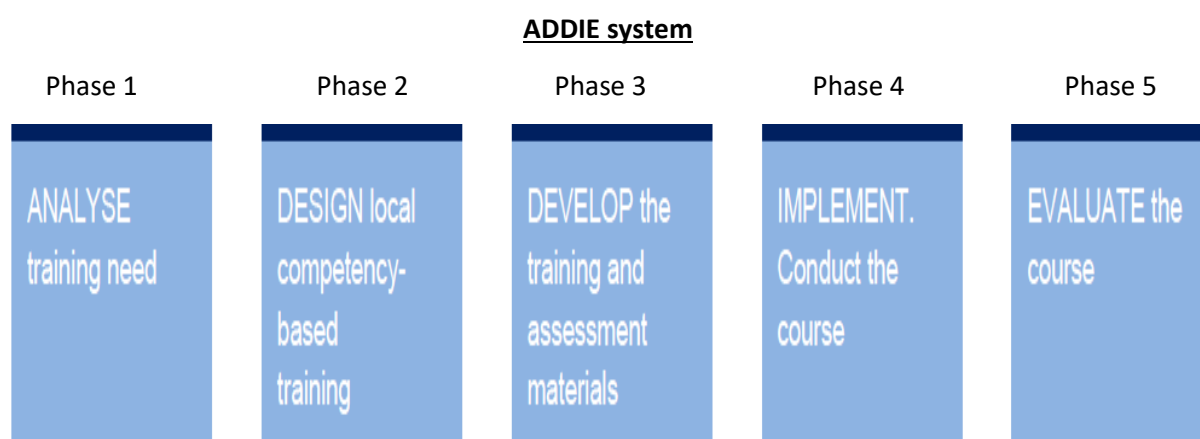
4.4 DOCUMENTATION EVALUATION: DEVELOPING COMPETENCY-BASED TRAINING FOR DANGEROUS GOODS (CAR-92.205)

4.4.1 ICAO framework and adapted competency model

The purpose of competency-based training and assessment is to train and assess the capacity of an individual to perform at the standard expected in an organizational workplace. Therefore, organizations electing to implement competency-based training and assessment should adapt the corresponding generic ICAO competency framework for dangerous goods personnel (Chapter 5, Table 2-1 in this guide) or IATA concept appendix H and ICAO DOC 10147 to suit their context by developing an adapted competency model (CAA-Excel Tool).

The framework consists of competencies and their associated descriptions and observable behaviours and forms the basis from which an adapted competency model is derived. Employers implementing competency-based training and assessment should adapt this framework to reflect their specific requirements. An adapted competency model is an effective tool for defining successful job performance and provides a means of assessing if trainees achieve the desired performance.

The adapted competency model will include the final competency standards and conditions that need to be assessed in addition to the adapted competencies and their associated descriptions and observable behaviors.



Note: All phases are explained hereafter in this guidelines

4.4.2 Relationship between competencies and tasks

Traditional approaches to training development involve the decomposition of jobs into tasks. For each task there is a related objective, an assessment and associated elements in a training plan. A limitation of this approach is that each task must be taught and assessed. In complex systems, or when jobs evolve rapidly, it may not be possible to teach and assess each task. Moreover, learners may demonstrate the ability to perform tasks in isolation without being competent in their job.

Competency-based training and assessment is based on the concept that competencies are transferable. In the design of a competency-based training and assessment programme, a limited number of competencies are defined. Typically, an activity will involve several competencies, and competencies may apply across a variety of activities and contexts. In the design of training and assessments, tasks and activities are incorporated because they are good candidates for facilitating, developing or assessing a competency or competencies. Specific tasks may be used to develop specific competencies. The lack of specific competencies may be identified as a root cause of failure in the performance of a task.

A generic list of tasks typically performed by Dangerous Goods personnel is provided in Chapter 5. It consists of dangerous goods tasks and sub-tasks.

A complementary flowchart is provided in the DOC 10147 and IATA DGR Appendix H. It illustrates the typical processes of performing these tasks. The operator shall adapt this task list to reflect the specific tasks performed by its personnel.

The operator shall submit the documented phases for the CBTA as per the Road MAP mentioned in the CAR-92.215.

Each phase shall be documented in the Documentation system of the operator (Dangerous Goods manual, OM D, ...etc.

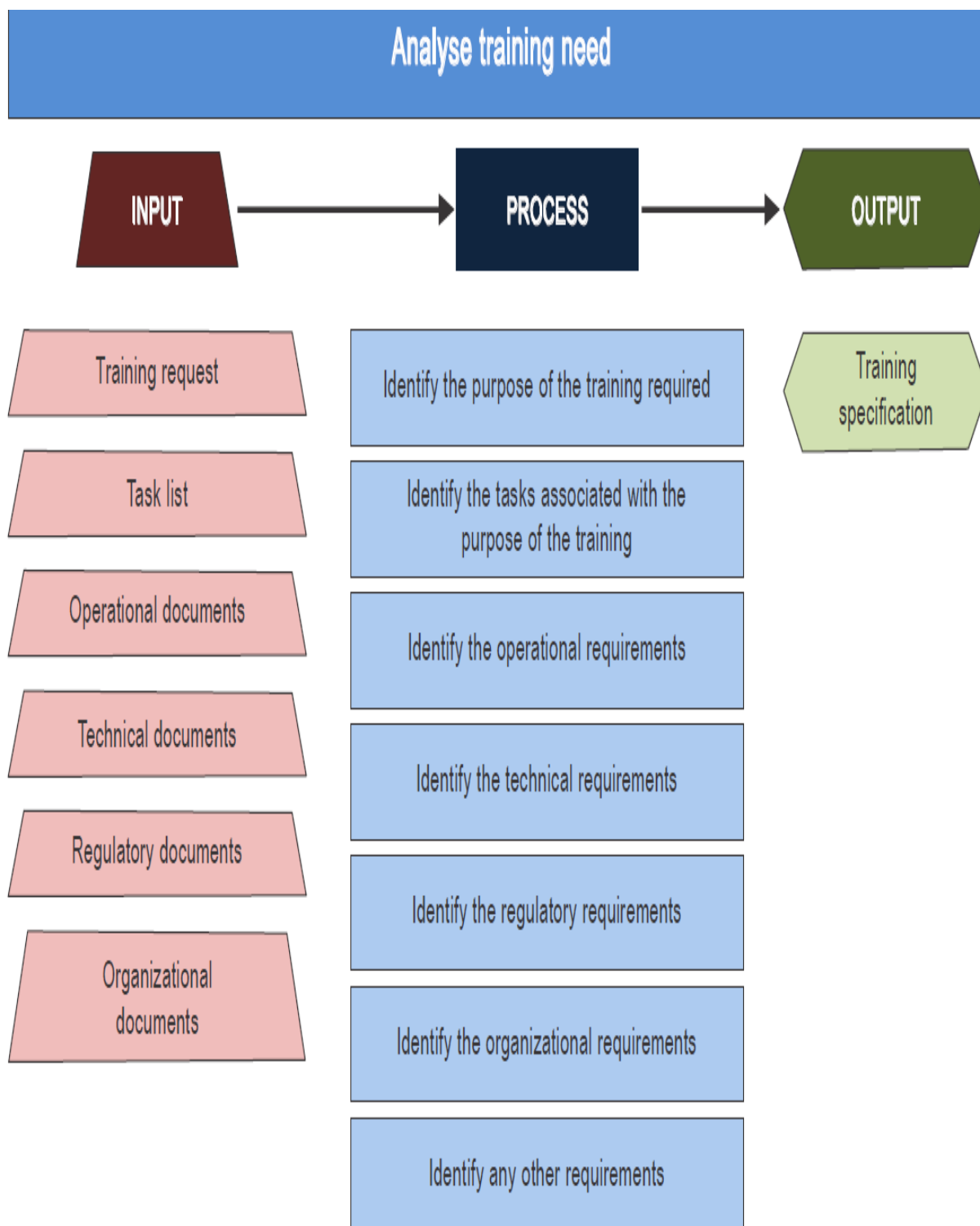
4.4.3 Development and implementation of competency-based training and assessment programmes CAR 92.215

4.4.3.1 Phase 1 — Training needs analysis Applicable from the 1st of December 2020 to 28th March 2021

The first phase in the development and implementation of a competency-based training programme specific to an employer's environment and requirements is to conduct a training needs analysis. An employer conducts a training needs analysis to determine the results that the training needs to achieve and what resources exist to achieve these results. This critical step will ensure that the training fits the employer's purpose and is effective.

A training specification is developed during this phase of development that details the requirements that need to be fulfilled when designing the training. This should include the purpose of the training along with its requirements, including operational, technical, regulatory and organizational requirements. This phase also involves the development of the task list.

Figure 01 - Phase 1



4.4.3.2 Phase 2 — Design local competency-based training and assessment from the 1st of April to 31st August 2021

The second phase in the development and implementation of a competency-based training and assessment programme is its design. This is done taking into account the training specifications identified in Phase 1 (paragraph 4.4.3.1) and will involve:

- a) Designing an adapted competency model that addresses the training specification identified in Phase 1 (see paragraph 4.4.3.1);
- b) Designing an assessment plan that will be used to assess the competence of trainees; and
- c) Designing a training plan that will enable the development and delivery of the training course.

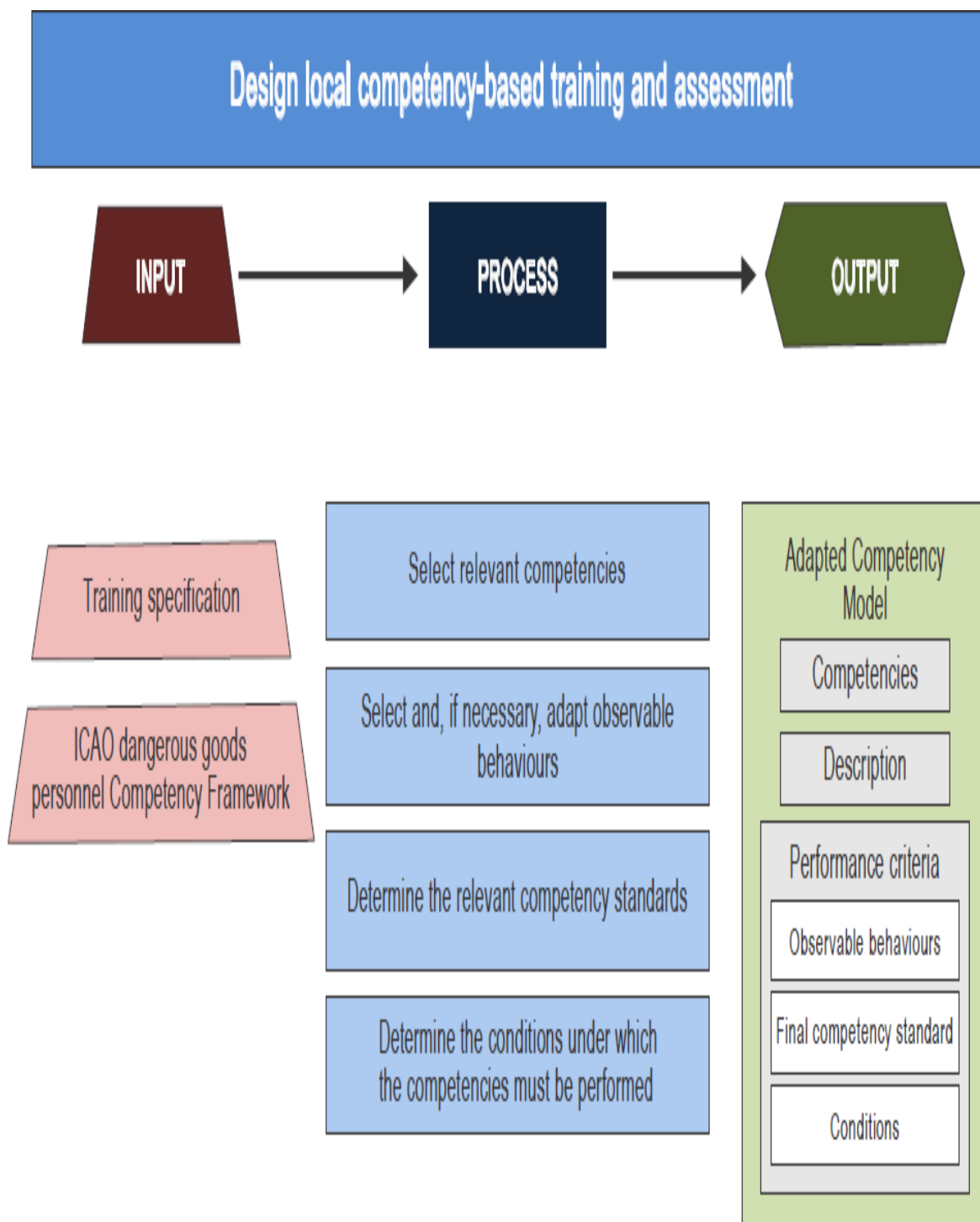
A) Designing the adapted competency model

The competency model for dangerous goods should be adapted from the generic competency framework provided in this document and the CAA Master Matrix Excel Tool. This generic framework provides a set of competencies that are typically needed to perform the dangerous goods tasks identified in the task list provided in this document.

The vast majority of adapted competency models will contain similar lists of competencies, but there may be a need to add or remove a competency depending on the employers own operational and organizational environments (**refer to the CAA Master Matrix**)

The generic framework also provides a comprehensive list of observable behaviors associated with each of the competencies. The appropriate observable behaviour should be selected from it and, if necessary, adapted (**refer to refer to the CAA Master Matrix**).

Figure 02 - Phase 2, Part 1



B) Designing an assessment plan

The purpose of the assessment plan is to detail how competence is going to be determined. The assessment plan details:

- a) the final competency standard associated with the final milestone;
- b) the interim competency standard associated with each milestone (if required);
- c) the list of assessments (formative and summative assessments, examinations, oral assessments, etc.) required for each of the milestone(s) that have been defined;
- d) when assessments should take place;
- e) the tools to be used to collect evidence during practical assessment;
- f) the pass marks for projects, examinations or oral assessments;
- g) if required, the minimum number of formative assessments to be undertaken prior to starting summative assessments; and
- h) the number of observations required to assess performance for the interim and final competency standards.

Additional administrative procedures may be necessary in the implementation of the assessment plan in relation to: who is authorized to perform a specific task or assessment, record-keeping, actions to be taken if a trainee fails a competency assessment, etc. those procedures shall be documented in the training manual subject to review and approval by the CAA.

Competency-based training requires assessment of the trainees' progress until they are competent to perform their assigned function. A trainee's assessment may be completed using a variety of tools including **observation of job performance, tests or other practical exercises**.

In order for assessment tools to be effective, they must be valid and reliable both in terms of being an appropriate measure of the competency being assessed and of obtaining consistent results when administered by different raters and ratings.

The assessment of personnel can be accomplished in a variety of ways. Some common examples to accomplish an assessment would be to utilize **a written test, online test, oral test, observed practical exercises, online practical exercises and observation of on-the-job** performance by fully trained personnel. An employer might choose to utilize one assessment method or a combination of assessment methods, as long as the assessment confirms that the personnel have acquired the necessary competencies to perform the assigned functions.

The employer therefore establishes the assessment plan with all the specific details that would need to be accomplished to determine whether competence has been achieved by the trainee.

Important Employers electing to send personnel to third-party training providers also need to establish an assessment plan for ensuring that competence has been achieved by the trainee. The employer may incorporate the third-party provider's assessment into its established assessment plan.

Even if the employer does not deliver any of the training itself, it can still choose to assess the trainees in the workplace to ensure they can perform their assigned tasks competently and incorporate that process into the assessment plan.

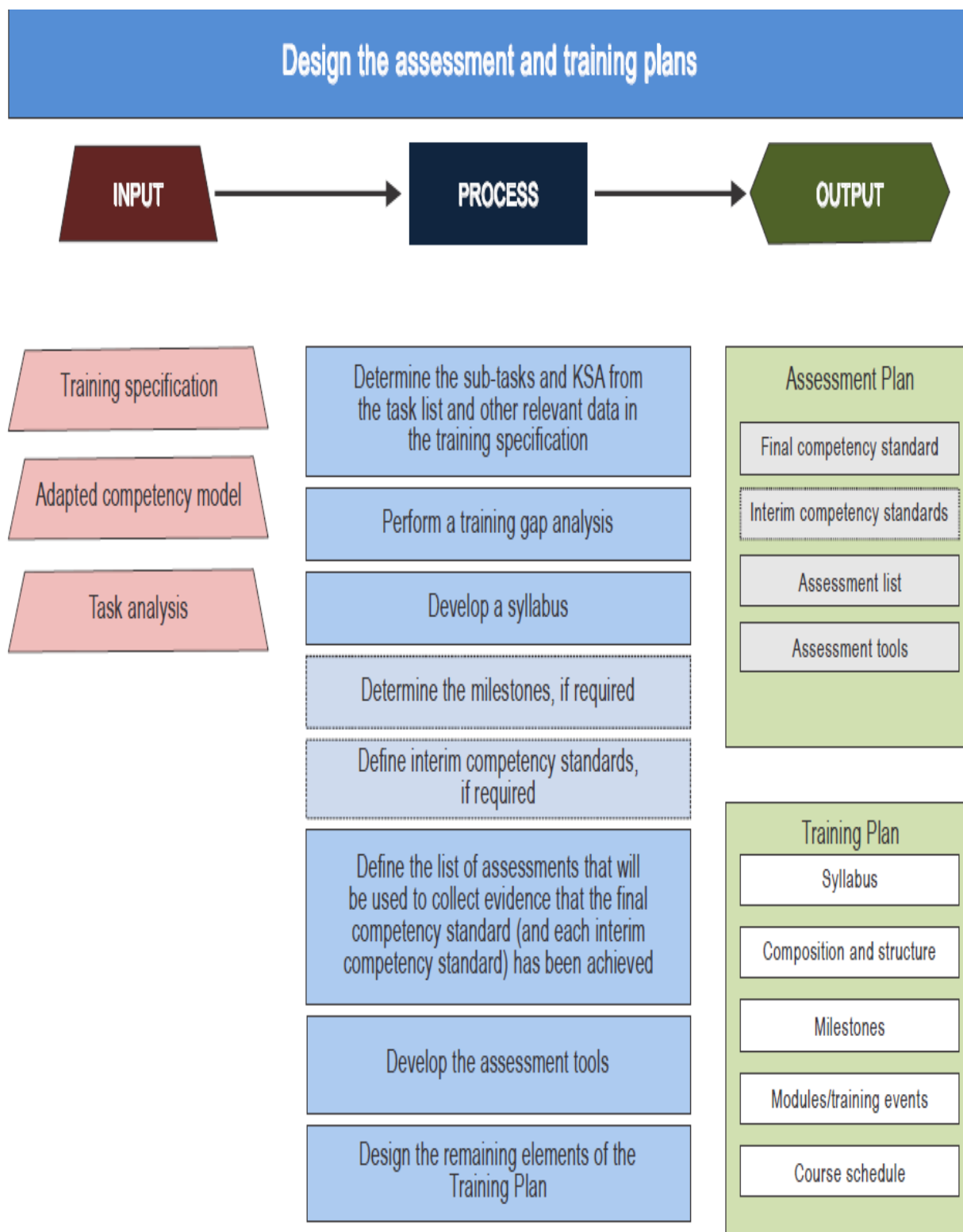
C) Designing a training plan

The training plan is to detail:

- a) the composition and structure of the course;
- b) the syllabus;
- c) milestones (if required) see figure below;
- d) modules, training events and their delivery sequence; and
- e) the course schedule.

The training plan will be used by the training designer(s) to create the training and assessment materials.

Figure 03 - Phase 2, Part 2



D) Relationship between the adapted competency model and the assessment and training plans

The training specification developed in Phase 1 (see paragraph 4.4.3.1) serves as the common basis for the development of the adapted competency model and the training and assessment plans. The task list is generally used to aid the selection of the observable behaviours from the generic competency framework provided in this document and the CAA Excel Master Matrix Tool. The operational, technical, regulatory and organizational requirements aid the development of the conditions and standards that will apply to the competencies and observable behaviours.

The same task list and requirements are used to develop the training plan. The training plan is used to prepare the trainees to undertake assessment to determine if they are competent in accordance with the adapted competency model. The adapted competency model and the training plan are used to develop the assessment plan.

The syllabus in the training plan is composed of training objectives derived from tasks and sub-tasks as well as the underlying knowledge, skills and attitudes necessary to perform them. The knowledge, skills and attitudes are determined on the basis of the task list in conjunction with operational, technical, regulatory and organizational requirements. The CAA Excel Master Matrix Tool provides a generic task/knowledge matrix table that can be used as a tool to map out the knowledge necessary to perform specific tasks.

Tasks corresponding to the list provided in the CAA Excel Master Matrix Tool are listed across the columns of the table and subject matter (knowledge) is listed down the rows. The employer should indicate what knowledge is needed for a particular task within the organization with a check mark at the point at which the task element and the knowledge element intersect. To facilitate this process, some knowledge components have been blacked out if they are considered to be completely irrelevant to specific tasks. The level of knowledge and/or skills necessary will differ depending on the task.

Note: Refer to the CAA Excel Master Matrix Tool to facilitate the selection of the knowledge required for each competency unit. For example, the person accepting dangerous goods will not require the same level of knowledge and/or skills related to classification as someone who is classifying dangerous goods.

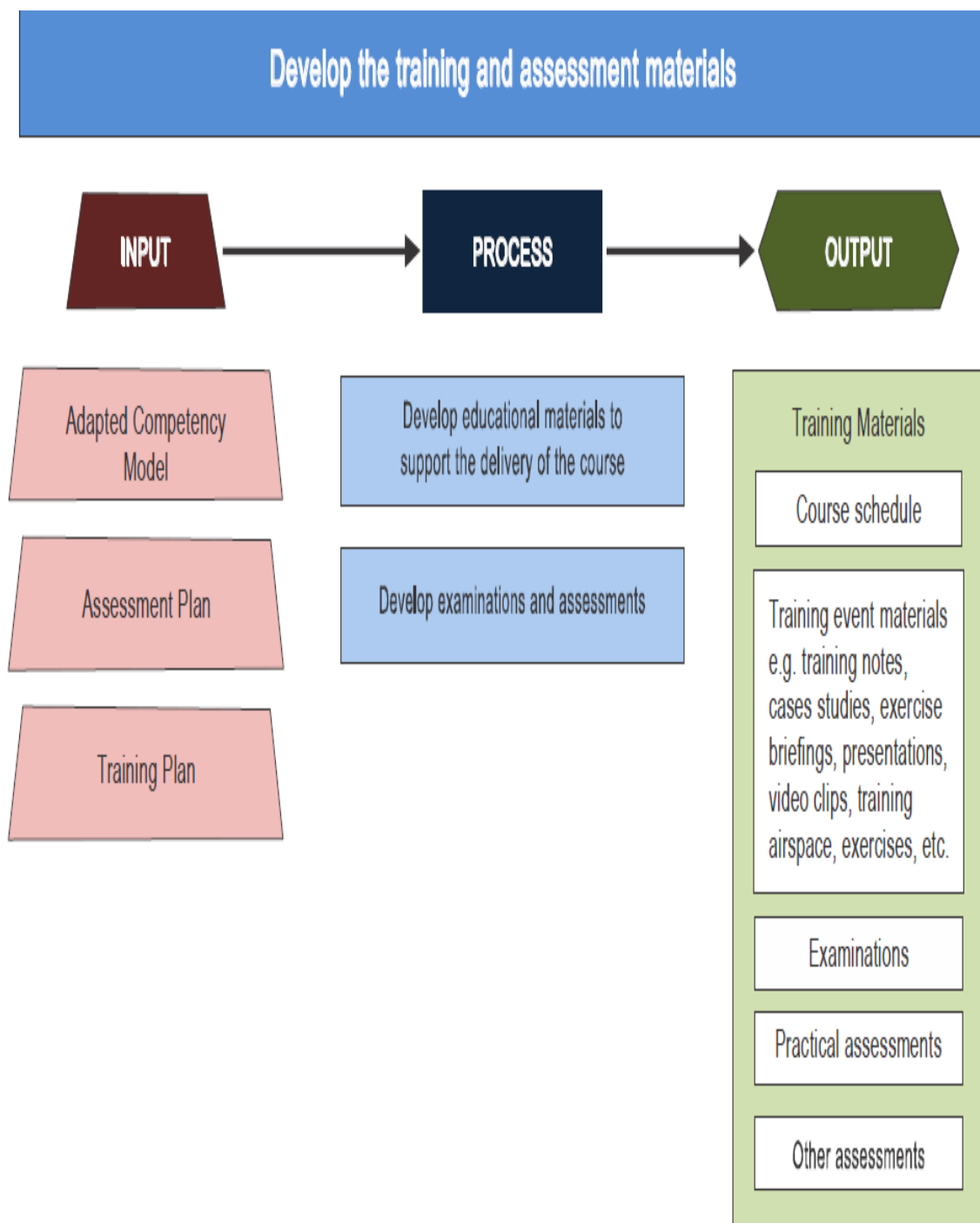
When assessing whether competence has been achieved, the **adapted competency model**, not the syllabus, is referenced. Consequently, the performance criteria are used to assess if competence has been achieved, and the tasks/sub- tasks that are carried out by the trainee are the “vehicle” for enabling the assessment to be conducted.

4.4.3.3 Phase 3 — Develop the training and assessment materials applicable from the 1st of April to 31st August 2021

The third phase in the development and implementation of a competency-based training and assessment programme is the development of the training and assessment materials. Development is based on the adapted competency model and the training and assessment plans. Training and assessment materials include but are not limited to training notes, exercise briefings, practical exercises, case studies, presentations, video clips, self-test quizzes, examinations, assessments and assessment tools.

For each specific function the operator shall establish the training materials in accordance with the Master check list.

Figure 04 - Phase 3



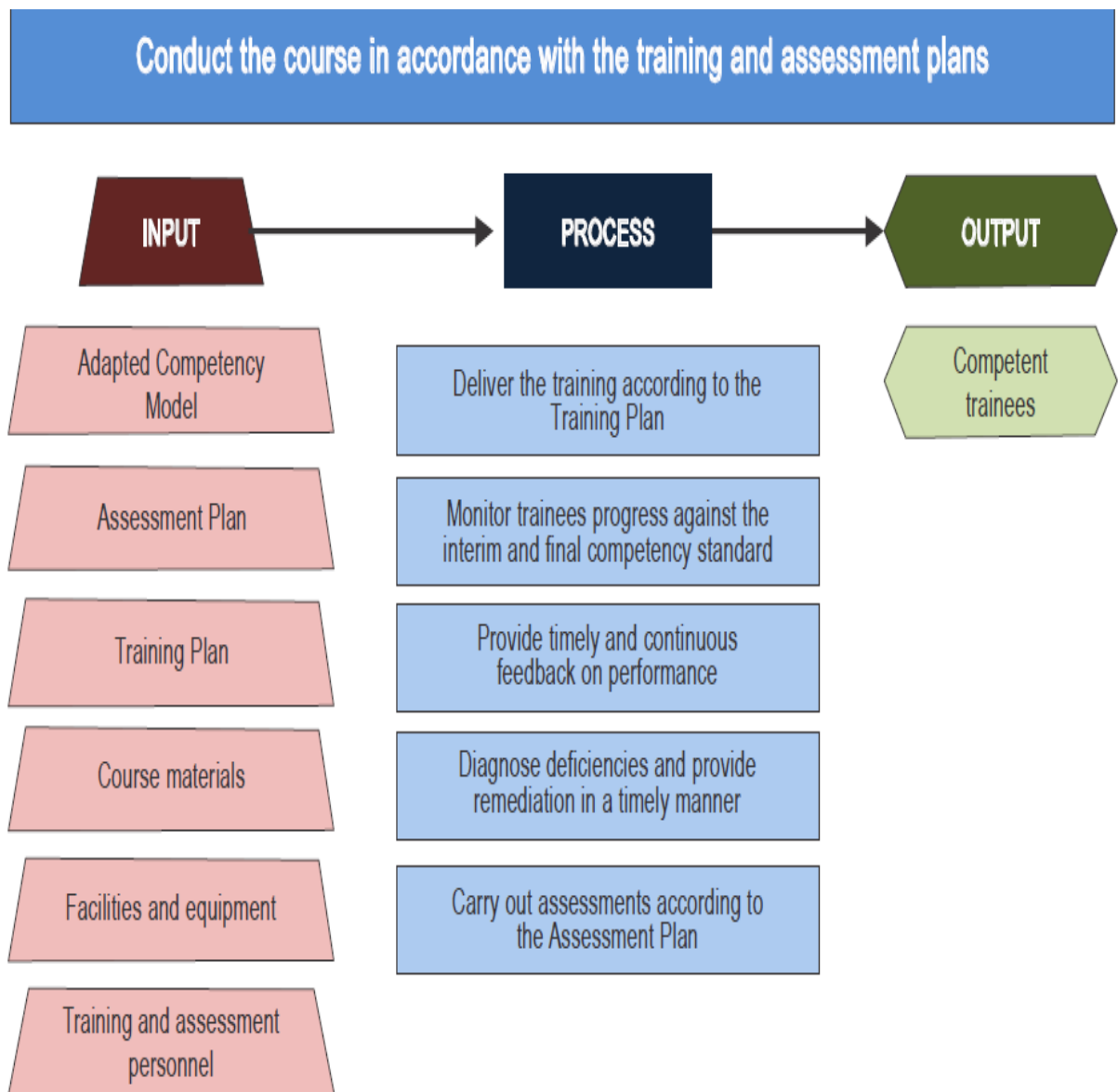
4.5 AUDIT

4.5.1 Phase 4 — Conduct the course in accordance with the training and assessment plans applicable from the 1st September to 31st October 2021

1. The fourth phase in the development and implementation of a competency-based training and assessment programme is conducting the course in accordance with the training and assessment plans. This involves delivering the training; monitoring the progress of the trainees; providing timely and continuous feedback on their performance; diagnosing deficiencies in the training and addressing

them in a timely manner; and carrying out assessments according to the assessment plan. The goal of this phase is a competent employee.

Figure 04 - Phase 4



2. The approval of the competency based training approach is subject to inspection by the CAA inspectors to verify:
 - a) The fully documentation of the 3 Phases submitted and approved;
 - b) The implementation during the Phase 4 of the documentation system approved by the CAA
 - c) the compliance and the implementation of tools elaborated, submitted and approved during Phases 1, 2 and 3;
 - d) The assessment of the qualification and skills of the instructor when conducting the training using the CBTA approach

Note 1: The CAA inspector shall use the compliance Master check list to verify the effective documentation and implementation of the requirements

3. Prior to debriefing summarize non-compliances found during the audit. The person(s) dealt with should be fully debriefed, identifying the areas (if any) which are in need of attention. The time period for rectification of findings should be agreed. The original of the form should be given to the responsible person and the copy retained by the Dangerous Goods Inspector.
4. The corrective action plan shall be evaluated by the CAA inspector to verify:
 - a) The corrective actions deadline;
 - b) Evidence provided for each action;
 - c) Root causes analysis;
5. Further the evaluation the CAA may accept the corrective action plan or ask the operator for more details or evidences to close the action or set up a deadline to fix the issue observed.

4.6 APPROVAL LETTER/CERTIFICATE

Following the initial audit of the training programs using the CBTA Approach, CAA will grant an approval if the training programs meet the requirements of CAR 92 as amended.

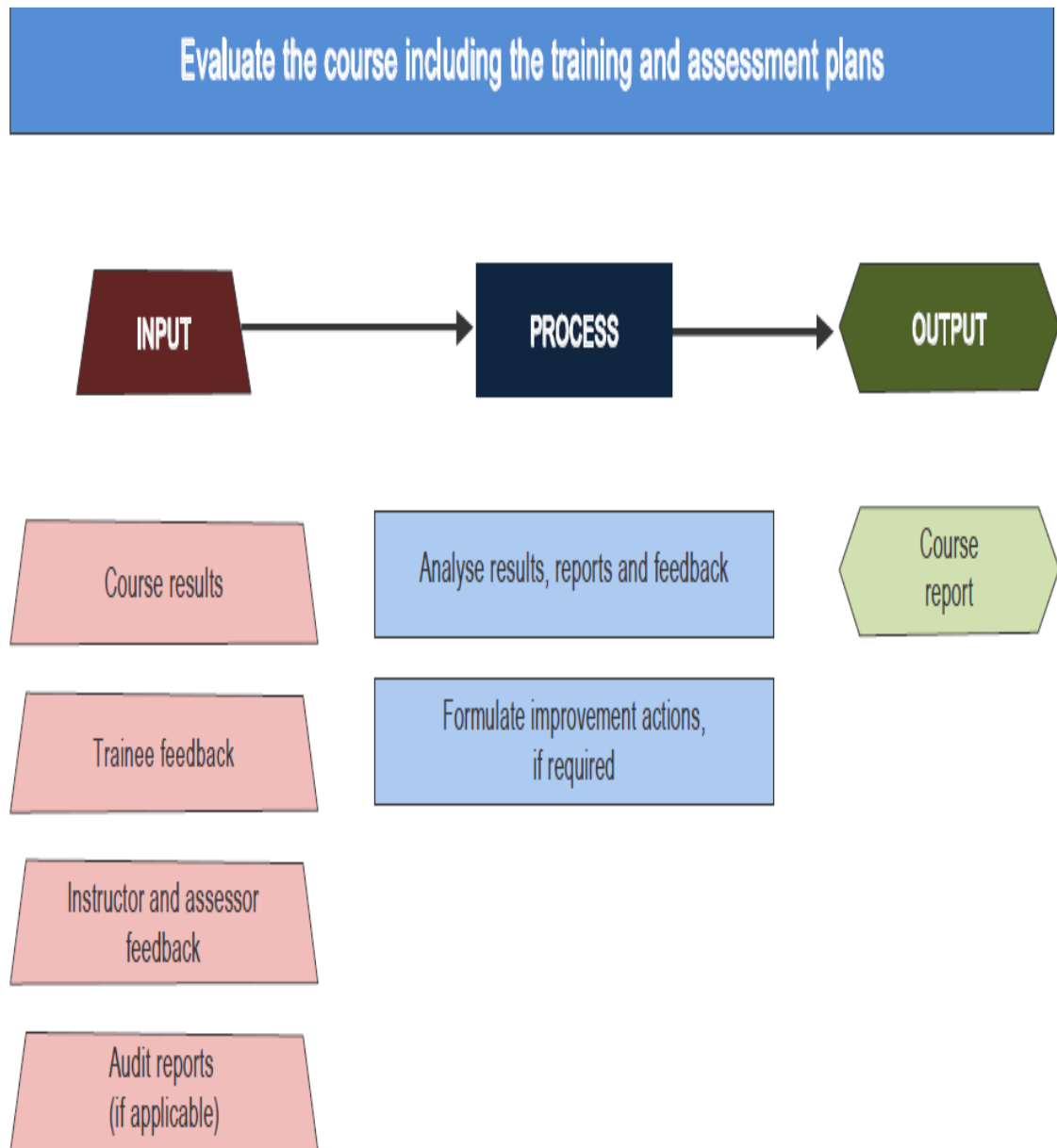
The certificate will be amended to specify the CBTA approval in accordance with the documentation submitted (function granted, validity, transition period.)

4.7 PHASE 5 — EVALUATE THE COURSE INCLUDING THE TRAINING AND ASSESSMENT PLANS 1ST OCTOBER 2021 TO 31ST DECEMBER 2021

1. The employer is responsible for ensuring the effectiveness of the training programme. At the end of a period of training, feedback on performance on the job from trainees, instructors, assessors and employers should be gathered to determine the effectiveness of the training and assessment in supporting the progression of learning towards competence in the workplace. Evaluation of the training should be based on valid and reliable evidence such as course results, trainee feedback, instructor feedback, audit reports, and occurrence reports. This evaluation may lead to changes or improvements being made to the competency-based training and assessment design.

Note 1: During this phase the CAA monitors the CBTA approach approval granted as per paragraph 4.6.

Figure 05 - Phase 5



2. The monitoring of the CAA CBTA approval may be in the following manners:
- a) Evaluation of the phase 5 submitted to the CAA
 - b) Spot checks;
 - c) Evaluation of the occurrence, previous reports, interviews of the staff, meetings;
 - d) Internal/external audits reports;
 - e) An evaluation and assessment of the training programs may be performed by other training provider approved to use the CBTA approach;
 - f) Assessment of the implementation for the approved course evaluation procedure;
 - g) Any others mean suitable to the CAA

5. GENERIC DANGEROUS GOODS TASK LIST

Note: Operators shall use the Master compliance check list (Excel sheet) provided by the CAA.

This chapter contains a generic list of tasks typically performed by dangerous goods personnel. The employer should adapt this task list to reflect the specific tasks performed by its personnel.

Table 5-1. Generic Dangerous Goods Task List

Competency Unit 0	Understanding the basics of Dangerous Goods
CE 0.1	Recognize Dangerous Goods
PC 0.1.1	Understand the Definition
PC 1.1.2	Recognize the legal framework
PC 0.1.3	Identify the application scope
CE 0.2	Identify the general Limitations
PC 0.2.1	Develop a sense of potential hidden Dangerous Goods
PC 0.2.2	Recognize the difference between hidden VS undeclared Dangerous Goods
PC 0.2.3	Familiarize with passenger provision in various situations (examples)
CE 0.3	Positioning different roles and responsibilities
PC 0.3.1	Clarify the individual and collective role of the supply chain stakeholders
PC 0.3.2	Understand the passengers responsibilities
PC 0.3.3	Recognize the role and impact of state and operators variations
CE 0.4	understand the criticality of classification and packaging
PC 0.4.1	Differentiate between Hazard vs Risk
PC 0.4.2	Identify the general information about classes, divisions
PC 0.4.3	Understand general principles of packaging Groups
PC 0.4.4	Consider Multiple hazards
CE 0.5	Interpreting the hazard communication
PC 0.5.1	Recognize the different marking basic requirement
PC 0.5.2	Recognize the variety of labelling and their meaning
PC 0.5.3	Identify the required documentation for DG shipment
CE 0.6	Familiarizing with basic Emergency Response
0.6.1	Create awareness about general emergency procedures
0.6.2	Recognize country specific emergency procedures including exemptions and approvals
0.6.3	Apply the employer emergency response requirements

CU 1	Classifying Dangerous Goods
CE 1.1	Evaluate substances or articles against classification criteria, as applicable
PC 1.1.1	Determine if it is dangerous goods
PC 1.1.2	Determine if it is forbidden under any circumstances
CE 1.2	Determine dangerous goods description
PC 1.2.1	Determine class or division
PC 1.2.2	Determine packing group, if applicable
PC 1.2.3	Determine proper shipping name and UN number
PC 1.2.4	Determine if it is forbidden unless approval or exemption is granted
CE 1.3	Review special provisions
PC 1.3.1	Assess if special provision(s) is applicable
PC 1.3.2	Apply special provision(s)
CU 2	Preparing Dangerous Goods shipment
CE 2.1	Assess packing options including quantity limitations
PC 2.1.1	Consider limitations (de minimis quantities, excepted quantities, limited quantities, passenger aircraft, cargo aircraft only, special provisions)
PC 2.1.2	Consider State and operator variations
PC 2.1.3	Determine if all-packed-in-one can be used
PC 2.1.4	Select how dangerous goods will be shipped based on limitations and variations
CE 2.2	Apply packing requirements
PC 2.2.1	Consider constraints of packing instructions
PC 2.2.2	Select packaging materials (absorbent, cushioning etc.)
PC 2.2.3	Assemble package
CE 2.3	Apply marks and labels
PC 2.3.1	Determine applicable marks
PC 2.3.2	Apply marks
PC 2.3.3	Determine applicable labels
PC 2.3.4	Apply labels
CE 2.4	Determine if overpack can be used
PC 2.4.1	Apply marks if necessary
PC 2.4.2	Apply labels if necessary

CU 2	Preparing Dangerous Goods shipment
CE 2.5	Prepare documentation
PC 2.5.1	Complete the dangerous goods transport document
PC 2.5.2	Complete other transport documents (e.g AWB)
PC 2.5.3	Include other required documentation (e.g. approvals/exemptions, etc.), as applicable
PC 2.5.4	Retain copies of documents as required
CU 3	Processing/accepting cargo
CE 3.1	Review documentation
PC 3.1.1	Verify air waybill
PC 3.1.2	Verify dangerous goods transport document
PC 3.1.3	Verify other documents as applicable (exemptions, approvals, etc.)
PC 3.1.4	Verify State / operator variations
CE 3.2	Review package(s)
PC 3.2.1	Verify marking
PC 3.2.2	Verify label
PC 3.2.3	Verify package type
PC 3.2.4	Verify package conditions
PC 3.2.5	Verify State/operator variations
CE 3.3	Complete acceptance procedures
PC 3.3.1	Complete acceptance checklist, if applicable
PC 3.3.2	Provide shipment information for load planning
PC 3.3.3	Retain documents as required
CE 3.4	Process/accept cargo other than dangerous goods
PC 3.4.1	Check documentation for indications of undeclared dangerous goods
PC 3.4.2	Check packages for indications of undeclared dangerous goods
CU 4	Managing cargo pre-loading
CE 4.1	Plan loading
PC 4.1.1	Determine stowage requirements
PC 4.1.2	Determine segregation, separation, aircraft/compartment limitations

CU 4	Managing cargo pre-loading
CE 4.2	Prepare load for aircraft
PC 4.2.1	Check packages for indications of undeclared dangerous goods
PC 4.2.2	Check for damage and/or leakage
PC 4.2.3	Apply stowage requirements (e.g. segregation, separation, orientation)
PC 4.2.4	Apply ULD Tags when applicable
PC 4.2.5	Transport cargo to aircraft
CE 4.3	Issue NOTOC
PC 4.3.1	Enter required information
PC 4.3.2	Verify conformance with load plan
PC 4.3.3	Transmit to loading personnel
CU 5	Accepting passenger and crew baggage
CE 5.1	Process baggage
PC 5.1.1	Identify forbidden dangerous goods
PC 5.1.2	Apply approval requirements
CE 5.2	Accept baggage
PC 5.2.1	Apply operator requirements
PC 5.2.2	Advise pilot in command
CU 6	Transporting cargo/baggage
CE 6.1	Load aircraft
PC 6.1.1	Determine stowage requirements
PC 6.1.2	Determine segregation, separation, aircraft/compartment limitations
PC 6.1.3	Check for damage and/or leakage
PC 6.1.4	Apply stowage requirements (e.g. segregation, separation, orientation)
PC 6.1.5	Verify that NOTOC reflects against aircraft load

CU 6	Transporting cargo/baggage
PC 6.1.6	Verify passenger baggage requirements if applicable
PC 6.1.7	Inform pilot-in command and flight operations officer/flight dispatcher
CE 6.2	Manage dangerous goods during flight
PC 6.2.1	Detect presence of dangerous goods not permitted in baggage
PC 6.2.2	Apply procedures in the event of an emergency
PC 6.2.3	Inform flight operations officer/flight dispatcher/air traffic control in the event of an emergency
CE 6.3	Unload aircraft
PC 6.3.1	Apply specific unloading considerations as applicable
PC 6.3.2	Check packages for indications of undeclared dangerous goods
PC 6.3.3	Check for damage and/or leakage
PC 6.3.4	Transport cargo/baggage to facility/terminal
CE.7	Safety Data Collection
7.1	Report dangerous goods accidents
7.2	Report dangerous goods incidents
7.3	Report undeclared/miss-declared dangerous goods
7.4	Report dangerous goods occurrences

TABLE 5-2: TEMPLATE OF WELL DEFINED FUNCTION

Note: The template of the operator shall have all the following items

Title of the Function:	PERSONNEL RESPONSIBLE FOR THE PLANNING OF AIRCRAFT LOADING	
Competency Unit required	To be completed from the master matrix	
Competency Element required	To be completed from the master matrix	
Performance Criteria Required	To be completed from the master matrix	
level of knowledge required	To be completed from the master matrix	
Type of Training :Classroom, online E-learning..	insert the response here	
Type of assessment of the knowledge	Exam/QCM, Writing,	
Result of the Knowledge assessment	/80	
Skills required	List of skills required for this function	
Type of skills Assessment		
Skills Assessment result		
Attitude Level required :	Define the attitude Level Required as per the defined function :Use the attitude Assessment Guideline from the assessment attitude matrix provided	
Type of Attitude Assessment	Define the type of assessment used Interview, observation, questionnaire, practical exercise.	
Attitude Assessment Result		
Define all the activities for the specific function	Define all the activities for the specific function	
Declaration of the competency achieved	Competent Meets the integrated criteria KSA	Non-competent Does not meet the integrated criteria
Assessment plan	Define the reference in the operator manual regarding the procedure to be followed for the assessment Plan	

