



# TTCAA Advisory Circular

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**Subject: COMPANY INDOCTRINATION TRAINING**  
**TTCAA Advisory Circular TAC- 009B**  
**Date: 05/07/06**

## PURPOSE

1. (1) The purpose of this TTCAA Advisory Circular (TAC) is to specify the objectives and content of basic indoctrination curriculum segments applicable to crew members and flight operations officers. Basic indoctrination training is normally the first curriculum segment of instruction conducted for newly-hired employees in these category. It serves as the initial introduction to the operational requirements of TTCAR No.2 and No.3 for the newly hired staff members.

(2) Company indoctrination also applies to a Quality Manager and the Director of operations and shall include a full review of the contents of the operations manual and the maintenance control manual in addition to the respective responsibilities of the positions.

(3) TAC-009B replaces and supercedes TAC-009A which is now cancelled and should be destroyed.

## OBJECTIVE OF BASIC INDOCTRINATION

2. The objective of basic indoctrination training is to introduce the newly-hired staff member to the operator and the manner of conducting operations in air transportation. It specifically acquaints the student with the operator's policies, procedures, forms, organizational and administrative practices, and ensures that the student has acquired basic airman knowledge. The basic indoctrination curriculum segment consists of training modules which contain information applicable to the student's specific duty position. Two general subject areas are required during basic indoctrination training. These subject areas are "operator-specific" and "airman-specific" training. These two areas serve to acquaint the student with the operator's means of regulatory compliance and to ensure that basic knowledge has been acquired before entering aircraft ground and flight training. These two areas are not always mutually exclusive and in many cases may be covered in the same training module.

## OPERATOR-SPECIFIC INDOCTRINATION TRAINING

3. (1) The first subject area, "operator-specific," must include training modules in at least the following:

- (a) Duties and responsibilities of the respective staff members;
- (b) Appropriate provisions of the Trinidad and Tobago Civil Aviation Regulations;
- (c) Contents of the air operator's operating certificate and operations specifications

(2) Operator-specific training modules should also include information about the company which the student needs in order to properly perform his duties as an employee of the operator. This information may include such items as the operator's history, organization, policies, scope of operation, administrative procedures, employee rules of conduct, compensation, benefits, and contracts.

### **AIRMAN-SPECIFIC INDOCTRINATION TRAINING**

4. (1) The second subject area, "airman-specific," must address appropriate portions of the air operator's operating manual. Airman-specific training should also include other pertinent information that ensures the student will be prepared for aircraft ground and flight training as applicable. Airman-specific indoctrination training should include elements which show that training applicable to the duty position will be given on the general principles and concepts of the following:

- (a) Flight supervision and control (This includes dispatch or flight release for operations under TTCAR No.2 and TTCAR No. 3.);
- (b) Mass and balance;
- (c) Aircraft performance and airport analysis;
- (d) Meteorology;
- (e) Navigation;
- (f) Airspace and ATC procedures;
- (g) En route and terminal area charting and flight planning;
- (h) Instrument procedures.

(2) Airman-specific indoctrination training should address the kind of operation and the general capabilities of the operator's aircraft. For example, an operator under TTCAR No.2 and TTCAR No. 3 using turbojet aircraft for commercial operations, should include high altitude meteorological information (for example, the jetstream) in the meteorology training module. An operator of a single-engine reciprocating powered aircraft who is not operating at high altitudes, would not normally need to address high altitude meteorology in this module. It is important to note that airman-specific training is not "aircraft-specific" and is intended to ensure the student has a fundamental understanding of certain generalized areas before progressing into aircraft ground and flight training for a specific aircraft.

### **FLIGHTCREW BASIC INDOCTRINATION TRAINING MODULES**

5. (1) The flight crewmember basic indoctrination curriculum segments must include as many training modules as necessary to ensure appropriate training. An example curriculum segment is shown at appendix 1. Each module outline must provide at least the following:

- (a) A descriptive title of the training module;

(b) A list of the related module elements to be presented during instruction on that module.

(2) The training module outlines must contain sufficient elements to ensure that a student will receive training in both operator-specific and airman-specific subject areas to provide a suitable foundation for subsequent aircraft-specific curriculum segments. An operator has a certain amount of flexibility in the construction of these training modules. For example, the airman-specific training modules for students with significant experience in operations may be less comprehensive than the training modules for students without such experience. In a case where an operator needs short term additional flight crew, he would normally hire only highly qualified personnel with experience in the type of operations envisaged.

(3) The following example illustrates one of the many acceptable methods in which a basic indoctrination training module could be presented:

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**AIR OPERATOR CERTIFICATE AND OPERATIONS SPECIFICATIONS**

- |   |   |  |
|---|---|--|
| (a) Definitions, descriptions and organization                        | ← | <i>Elements<br/>Within a<br/>Training<br/>Module</i> |
| (b) Regulatory basis in TTCARs  |   |  |
| (c) Content of Air Operator Certificate and Operations Specifications |   |  |
| (d) Applicable Limitations and Authorizations                         |   |  |
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(4) It is not necessary or desirable to include detailed descriptions of each element within a training module outline.

**TRAINING HOURS**

6. (1) TTCAR No.2: 229 specifies a minimum of 40 programmed hours of instruction for basic indoctrination training. Normally, 40 hours should be the minimum number of training hours for basic indoctrination for air operators who employ personnel with little or no previous experience. Reductions to the programmed hours in certain situations, however, may be appropriate for several reasons. One example would be a merger or acquisition situation where flight crewmembers new to the surviving air operator may only require "operator-specific" training modules. Another example would be the operator's enrollment prerequisites requiring a high level of operations experience under TTCAR No.2 and TTCAR No. 3.

**COURSE COMPLETION REQUIREMENTS**

7. Completion of this curriculum segment must be documented by a certificate from an instructor or supervisor certifying that a student has successfully completed the course. This certification is usually based on the results of a written examination given at the end of the course. With some training methods, the certification may be based on student progress checks administered during the course.

**CONTENT OF FLIGHTCREW BASIC INDOCTRINATION CURRICULUM SEGMENTS**

8. A basic indoctrination curriculum segment should show that training will be given in at least two general subject areas appropriate to the operator's type of operation. These subject areas of training are "operator-specific" (see paragraph 9) and "airman-specific" (see paragraph 10).

## **OPERATOR-SPECIFIC TRAINING MODULES**

9. The subject area of a basic indoctrination training curriculum segment referred to as "operator-specific" includes training modules that pertain to the operator's methods of compliance with the regulations and safe operating practices. Examples of recommended training modules for the operator-specific subject area are as follows:

**(a) Duties and Responsibilities.**

- (i) Company history, organization, and management structure;
- (ii) Operational concepts, policies, and kind of operation;
- (iii) Company forms, records, and administrative procedures;
- (iv) Employee standards and rules of conduct;
- (v) Employee compensation, benefits, and contracts;
- (vi) Authority and responsibilities of duty position;
- (vii) Company-required equipment;
- (viii) Company manual organization, revisions, and employee responsibilities concerning manuals.

**(b) Appropriate Provisions of the Trinidad and Tobago Civil Aviation Regulations**

- (i) Flight crewmember certification, training, and qualification requirements;
- (ii) Medical certificates, physical examination, and fitness for duty requirements;
- (iii) Flight control requirements (dispatch, flight release, or flight-locating);
- (iv) Flight duty and rest requirements;
- (v) Recordkeeping requirements;
- (vi) Operational rules in TTCAR No.2 and No.3(where applicable) and any other applicable regulations;
- (vii) Regulatory requirements for company manuals;
- (viii) Other appropriate regulations such as flightcrew emergency authority, interference with crewmembers, and reporting requirements.

**(c) Contents of Air Operator Certificate and Operations Specifications.**

- (i) Regulatory basis under TTCAR No.3;
- (ii) Definitions, description, and organization of operations specifications;
- (iii) Limitations and authorizations of operations specifications;
- (iv) Description of certificate;
- (v) Description of the Civil Aviation Authority and responsibilities of TCAA Flight Operations Inspector.

## **AIRMAN-SPECIFIC TRAINING MODULES**

10. The "airman-specific" training modules of the basic indoctrination curriculum segment contain training to ensure a student will be able to enter subsequent ground and flight training curriculum segments as applicable. These modules address the appropriate portions of the operator's manual and standard practices of airmanship and flight procedures. The emphasis in airman-specific training is not aircraft-specific. It should relate to the operator's kind of operation and the family or families of aircraft used by the operator. The objective of airman-specific

training is to ensure that the student has acquired the basic knowledge necessary for operations under TTCAR No.2, No. 3 or No.11(as applicable). Examples of recommended training modules for the airman-specific subject area are as follows:

- (a) For flight crew and Flight Operations Officers-
  - (i) **Company Operations Control;**
    - (A) Dispatch, flight release, or flight locating systems and procedures (as applicable);
    - (B) Organization, duties, and responsibilities;
    - (C) Weather and NOTAM information;
    - (D) Company communications;
  - (ii) **Mass and Balance-**
    - (A) Definitions (such as zero-fuel mass, moments, and inches of datum);
    - (B) General loading procedures and centre of gravity computations;
    - (C) Effects of fuel burn and load shifts in flight;
    - (D) Mass and balance forms, load manifests, fuel slips, and other applicable documents;
  - (iii) **Aircraft Performance and Airport Analysis-**
    - (A) Definitions (such as balanced field, VMC, obstruction planes, and maximum endurance);
    - (B) Effects of temperature and pressure altitude;
    - (C) General criteria (obstacle clearance standards);
    - (D) Airport analysis system as appropriate to the type of operation and family or families of aircraft;
    - (E) Effects of contaminated runways;
  - (iv) **Meteorology-**
    - (A) Basic weather definitions (such as forecasts, reports, and symbols);
    - (B) Temperature, pressure, and winds;
    - (C) Atmosphere moisture and clouds;
    - (D) Air masses and fronts;
    - (E) Thunderstorms, icing, and windshear;
  - (v) **Navigation-**
    - (A) Definitions (such as Class I, Class II navigation);
    - (B) Basic navigational instruments;
    - (C) Dead reckoning, map reading and pilotage concepts and procedures;
    - (D) Navigational aids;
    - (E) VHF, VLF, GPS and self-contained systems (as applicable);
  - (vi) **Airspace and ATC Procedures-**

- (A) Definitions (such as precision approaches, airways, and ATIS);
- (B) Description of airspace;
- (C) Navigation performance and separation standards;
- (D) Controller and pilot responsibilities;
- (E) ATC communications;
- (F) Air traffic flow control;
- (G) Wake turbulence recognition and avoidance;

**NOTE** *There have been several accidents and incidents related to Boeing 757 (B-757) wake turbulence. Although the B-757 does not fit into the "heavy" classification of aircraft, it is being treated as such until a new classification determination is made. Each of these events occurred when the trailing aircraft was not being provided IFR traffic separation. To reduce the possibility of such occurrences, ATC started issuing "Wake Turbulence Cautionary Advisories" to VFR aircraft following B-757 aircraft. Studies of wake turbulence have expanded to include pilot awareness, avoidance, and aircraft-specific procedures for a wake turbulence encounter. Pilots and operators should review information, procedures, and guidance contained in FAA (AC) 90-23, "Aircraft Wake Turbulence." Therefore, pilots should be encouraged to maintain the prescribed wake turbulence separation distances. Since wake turbulence is not unique to the B-757, all pilots should exercise caution when operating behind and/or below all heavier aircraft.*

(vii) **En Route and Terminal Area Charting and Flight Planning-**

- (A) Terminology of charting services (such as Jeppesen );
- (B) Takeoff minimums, landing minimums, and alternate requirements;
- (C) General company flight planning procedures;
- (D) Flight service and international procedures (as applicable);
- (E) Airport diagrams;

(viii) **Concepts of Instrument Procedures-**

- (A) Definitions (such as MDA, DH, CAT II ILS);
- (B) Holding patterns, procedure turns;
- (C) Precision approaches (such as CAT I, CAT II, and CAT III);
- (D) Nonprecision approaches;
- (E) Circling, visual, and contact approaches (as applicable);

(b) **For Cabin Crew-**

- (i) Passenger safety briefing;
- (ii) Accident/incident reporting;
- (iii) Flight safety programme;
- (iv) Passenger onboard medical emergency;
- (v) Handling of disabled passengers;
- (vi) Aircraft security measures;

- (vii) Operations control supervision and authorities;
- (viii) Standard operating procedures.

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## APPENDIX 1 EXAMPLE CURRICULUM SEGMENT

**FLIGHT CREWMEMBER BASIC INDOCRINATION TRAINING**

1. Training Objective: The student shall understand the airline's policies, procedures, and means of compliance with the TTCAR while engaged in the business of air transportation.
  
2. Company Policies and Procedures:
  - (a) Company history, organization and description
  - (b) Operational concepts, scope, and policy
  - (c) General forms, records, and administrative procedures
  - (d) Employee standards and rules of conduct
  - (e) Employee compensation and benefits
  - (f) Contracts
  - (g) Overview of TTCAR's
  - (h) Certificate and Operations Specifications
  - (i) Company Manuals
  - (j) Flight Control
  - (k) Mass and Balance

**(1) CERTIFICATE AND OPERATIONS SPECIFICATIONS**

- Definitions, descriptions, and organization
- Regulatory basis in the Act and Regulation
- Contents of certificate and operations specifications
- Applicable limitations and authorizations

