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**FEDERAL AVIATION ADMINISTRATION**  
National Policy

**ORDER**  
**3140.20A**

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**SUBJ:** Flight Standards Service National Training Program

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This order establishes procedures and processes for the Flight Standards Service National Training Program and defines the roles of organizations and individuals responsible for administering, managing, and supporting the program.

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## TABLE OF CONTENTS

Subject	Page
1. PURPOSE .....	1
2. DISTRIBUTION .....	1
3. CANCELLATION .....	1
4. BACKGROUND .....	1
5. EXPLANATION OF CHANGES .....	1
6. DEFINITIONS .....	1
7. RELATED PUBLICATIONS .....	3
8. SCOPE .....	3
9. TRAINING PROGRAM ADMINISTRATION .....	3
10. TRAINING DEVELOPMENT AND REVISION .....	12
11. TRAINING NEEDS ASSESSMENT PROCESS .....	15
12. FLIGHT STANDARDS MASTER PLAN FOR TRAINING .....	17
13. EVALUATION .....	17
14. INTERNET .....	18
<b>APPENDIX 1. ACRONYMS (2 pages).....</b>	<b>1</b>
<b>APPENDIX 2. REFERENCES (2 pages) .....</b>	<b>1</b>
<b>APPENDIX 3. ON-THE-JOB TRAINING GUIDE (2 pages).....</b>	<b>1</b>
<b>APPENDIX 4. COURSE MENTOR GUIDE (2 pages) .....</b>	<b>1</b>
<b>DIRECTIVE FEEDBACK SHEET</b>	



**1. PURPOSE.** This order establishes procedures and processes for the Flight Standards Service National Training Program and defines the roles of organizations and individuals responsible for administering, managing, and supporting the program.

**2. DISTRIBUTION.** This order is distributed to all Flight Standards employees in Washington headquarters and regions and to all Flight Standards field offices. Distribution is to the branch level in Washington headquarters, the regional Human Resource Management divisions, and the Regulatory Standards Division at the Mike Monroney Aeronautical Center. Inspectors can access this order through the Flight Standards Information Management System (FSIMS) at <http://fsims.avr.faa.gov>.

**3. CANCELLATION.** Federal Aviation Administration (FAA) Order 3140.20, Flight Standards Service National Training Program, dated July 17, 2002, is canceled.

**4. BACKGROUND.** The Flight Standards Service (AFS) strategic goals include implementation of a quality management system. The initiative requires AFS to clarify responsibilities, identify products, and define processes. This order aligns applicable guidance with Flight Standards Service National Training Program processes and provides cohesive information on procedures and requirements. The Flight Standards Training Division, AFS-500, Quality Procedures Manual is located at <http://intranet.faa.gov/avr/afs/QMS/toc.htm>.

**5. EXPLANATION OF CHANGES.** This order revises guidance and incorporates additional training program information; identifies the role of the Curriculum Oversight Steering Committee (COSC) and the Curriculum Oversight Teams (COT), in providing direction for the AFS training program; identifies the individual responsibilities of course sponsors, course mentors (CM), and stakeholders and defines their interaction; includes updated information in the OJT Guide; and updates the definitions and appendices.

## **6. DEFINITIONS.**

**a. Competencies.** A cluster of related knowledge, skills, and attitudes that affects a major part of a job (such as a duty or responsibility) can be improved with training and development. Competencies are described by associated behaviors based on documented job tasks.

**b. Course Design Guide (CDG).** The CDG defines the course and supporting objectives, sequence of topics, learning strategies, learning activities, and methods of evaluation. It is used as a blueprint when developing course materials.

**c. Course Mentor.** A CM is the sponsor's representative who acts on behalf of the sponsor or sponsoring organization for all course matters to ensure the technical content of an assigned course meets the needs of AFS. The CM does not formally approve major revisions or approve new Training Development Requests (TDR). When required, the CM may ensure that stakeholders' interests are represented.

**d. Course Revision Request (CRR).** A form submitted by an individual requesting major revisions to an existing course.

**e. Curriculum Oversight Steering Committee.** Chartered by AFS-1, sets the strategic direction necessary to best meet the training needs and coordinates common training needs of the Flight Standards workforce.

**f. Curriculum Oversight Teams.** Chartered by AFS-2 to provide strategic direction to the training and development of specific occupational groups within the Flight Standards workforce.

**g. Distance Learning.** For the purposes of this order, distance learning means learning that is accomplished by any training method not including an instructor and a gathering of trainees collocated in a traditional classroom. Examples include computer-based instruction (CBI), Web-based training (WBT), interactive video teletraining (IVT), aviation training network (ATN), correspondence courses, videotapes, etc.

**h. Formal Course.** Formal courses are numbered and include flight and non-flight courses. They may be delivered via classroom, internet, or IVT broadcasts.

**i. Front Line Manager.** Provides first level supervision to subordinate employees and manages the activities of one operating unit, project, or program area. Front line managers report to middle or senior managers.

**j. Informational Dissemination.** A briefing that is typically delivered via the Internet or IVT. They may or may not be numbered.

**k. Instructional Systems Design (ISD).** The systematic and reflective process of translating principles of learning and instruction into plans for instructional materials, activities, information resources, and evaluation.

**l. Job Task Analysis (JTA).** A procedure for identifying the component parts or tasks comprising a specific job. Tasks identified through job analysis are further analyzed, using a process called task analysis, to include the subtasks or steps comprising each task. A JTA helps in defining the content of required training by identifying the knowledge, skills, and abilities required to accomplish job task objectives and perform a particular job function.

**m. Locally Arranged and Conducted Training (LACT).** LACT training includes management and general (M&G) courses, technical training, and certain out-of-agency (OAT) courses. M&G courses may be funded either nationally or locally. AFS-500 initiates distribution of national funding to the regions for LACT M&G and technical LACT and is accountable for the application of funding to training.

**n. On-The-Job Training.** OJT is planned training conducted at a work site by an authorized instructor. This type of training provides direct experience in the work environment in which the employee is performing or will be performing on the job. For more information, see Appendix 3.

**o. Out-of-Agency Training.** Flight, systems, or other training provided through a contract with a vendor.

**p. Pop-up Training.** Out-of-agency or resident training that is needed during the year but was not identified in the annual call for training.

**q. Sponsor.** The Flight Standards policy organization having overall responsibility for ensuring the technical content of an assigned course meets the needs of AFS. The Sponsor approves major revisions and new TDR.

**r. Stakeholder.** An organization having a vested interest in the presentation, quality and technical content of any portion of a course. When required, stakeholders shall provide the CM with a point of contact.

**s. Subject Matter Expert (SME).** Any employee of the Flight Standards workforce, or outside consultants, with the knowledge and experience essential to produce a final product that meets the training needs of the respective audience.

**t. Training Development Request.** The TDR is the formal request for the development of a new Flight Standards training course.

**u. Training Needs Assessment (TNA) System.** The web-based system for identifying, requesting, and justifying Flight Standards training requirements.

**v. Training Profile.** A list of courses recommended or required for a unique combination of a specialty and a position. Training profiles can be found on the TNA system Web site at: <http://fstna.awp.faa.gov/fstna>.

**w. Training Triad.** The members of the training triad are the CM, AFS-500, and the training provider. This triad works together to monitor the on-going health and currency of AFS courses.

**7. RELATED PUBLICATIONS.** Documents and references that complement information in this publication are located in Appendix 2.

**8. SCOPE.** This order applies to Flight Standards course sponsors, CMs, stakeholders, regional training coordinators, managers, and employees. It pertains to all training and personal development activities that Flight Standards designs, sponsors, funds, or conducts. Training and personal development activities encompass all products designed to enhance the knowledge, skills, and abilities that employees need to accomplish the Flight Standards mission. Those formal courses or information dissemination products include, but are not limited to, formal classroom training, OAT, CBI, WBT, IVT, OJT, briefings, videotapes, and correspondence courses. Orientation, coaching, job aids, and performance support are also included.

**9. TRAINING PROGRAM ADMINISTRATION.** Flight Standards training is developed and administered through a collaborative process that links Flight Standards' regulatory

responsibilities, directive guidance, and job tasks to workforce training. Training program administration includes the identification of training requirements, training development, training delivery, training evaluation, and training revision. AFS will ensure that all employees are fully trained in the job tasks, skills, and knowledge needed to accomplish the Flight Standards mission. AFS-500 will oversee and manage a single, integrated program that ensures the delivery of valid, systematic, cost-effective training. AFS-500 will work closely with the COSC and COTs, sponsors, CMs, stakeholders, and training providers to ensure that the training program meets the needs of the Flight Standards workforce.

**a. Roles and Responsibilities.** The Director of Flight Standards Service, AFS-1, is responsible for preparing the workforce to accomplish the Flight Standards mission. AFS-1 supports special programs such as the Executive Leadership Program, Federal Executive Institute, and Executive Potential Program. Under AFS-1's leadership, both the organization and individuals have integral roles in the administration and implementation of the Flight Standards Service National Training Program.

**(1) Curriculum Oversight Steering Committee.** The purpose of the COSC is to provide corporate leadership on training strategies and policies that impact Flight Standards overall training program and oversee the work of individual COTs. The COSC is chartered by AFS-1 and chaired by AFS-2. In addition, COSC:

**(a)** Sets the strategic direction of the Flight Standards training program to ensure training is supportive of Flight Standards strategic goals and business requirements and is consistent with the DOT/FAA Human Capital Plan.

**(b)** Approves COT-defined curricula and ensures the curricula are in alignment with COSC direction.

**(c)** Oversees components of training curricula that impact multiple target populations, to include:

- Defining competencies and training requirements that impact several curricula
- Developing plans and strategies for meeting the training requirements that impact multiple criteria

**(d)** Authorizes the establishment of COTs chartered by the sponsoring organization and AFS-500.

**(e)** Chararters additional subcommittees and working groups as needed to accomplish the above tasks.

**(2) Curriculum Oversight Team (COT).** The purpose of a COT is to manage the Flight Standards training curriculum associated with a specific occupational specialty such as the air carrier/Airworthiness aviation safety inspector (ASI). The COT oversees the common

curriculum requirements that impact multiple courses in a specific curriculum and ensures that the COSC understands the needs of this curriculum. COTs are chartered by the sponsoring organization and AFS-500 and may be populated by representatives of the appropriate policy division, region, field office, or national subject matter experts. The COT also has the authority to solicit the support necessary to accomplish the objectives of the COT from the division managers who are sponsors or stakeholders of courses within this curriculum and AFS-500. The COT has the responsibility for providing the strategic direction for managing their curriculum. The sponsoring managers are responsible for providing the direction to their CMs. In addition, the COTs:

(a) Define the training that falls within their specialty and receive approval for the curriculum from the COSC.

(b) Define technical competencies and training requirements for the target population in line with Flight Standards strategic goals and objectives.

(c) Define overall strategies and plans for ensuring the target population's training requirements are met.

(d) Report to the COSC on training or other human capital management issues related to the curriculum.

(e) Identify need for developing new training within this curriculum for the target population and identify the sponsoring organization and any stakeholders.

(f) Identify need for revising this curriculum and coordinating needed changes with sponsoring managers.

(g) Monitor training evaluation reports provided by the Quality Assurance Branch, AFS-530, for training in this curriculum.

(h) Provide direction on training within this curriculum to the sponsoring managers as necessary and ensure that sponsoring managers and their CMs are coordinating effectively with their stakeholders.

(i) Monitor the Flight Standards training profiles for this curriculum and collaborate with AFS-500 and the sponsoring managers to ensure the profiles reflect the needs of the curriculum.

(j) Charter workgroups as necessary to help the COT in completing its assigned tasks and to perform specialized projects in support of the COT.

**(3) Flight Standards Training Division, AFS-500.** AFS-500 Division's and Branch's responsibilities are defined in Order FS 1100.1, Flight Standards Services Organizational Handbook.

**(4) Headquarters Divisions and Policy Staff.** Flight Standards headquarters divisions oversee policy in specific regulatory and operational areas. They develop guidance and define job task performance associated with those areas. Divisions and staff may be both sponsors for courses associated with their regulatory and operational areas of responsibility as well as stakeholders in related regulatory areas. Headquarters divisions and staff:

- (a) Provide required support for courses they sponsor.
- (b) Initiate new course development and request major course revisions of existing courses through AFS-500.
- (c) Initiate new profile development and request revisions of existing profiles through AFS-500.
- (d) Validate and maintain associated job tasks.
- (e) Support the curriculum development process by appointing CMs and providing subject matter experts for the course design and development process.
- (f) Use CMs to work with AFS-500 and training providers to ensure that course content is consistent with regulatory policy/guidance and participate in course evaluations to verify course materials meet job performance requirements.
- (g) The sponsoring manager makes final decisions when issues arise during the development or revision of the courses they sponsor. Their decision can be appealed to AFS-1/AFS-2 (see Appendix 4).
- (h) Proactively identify potential future training requirements to facilitate effective service resource planning and programming.
- (i) Identify division training requirements for technical, leadership, management, automation, and general training through the TNA process.
- (j) Participate as a member of the COSC and the appropriate COT.
- (k) Participate in quarterly program reviews.

**(5) CM.** An individual appointed by the sponsoring manager, who is responsible for monitoring the quality and content of one or more of the sponsor's courses. The CM has the authority to represent the sponsor for all course-related issues to ensure that the technical content of an assigned course meets the needs of AFS, with the exception of signing TDR and CRR. The CM is responsible for working with AFS-500 and the appropriate training provider to ensure that each assigned course's content is correct, current, and meets the service's and the sponsor's program needs. For more information, refer to Appendix 4.

**(6) Managers.** Managers at all levels of the service identify employees' training needs through the TNA process. They guide employees in prioritizing appropriate courses, adjusting work assignments to ensure course attendance, and facilitating employees' application of newly learned knowledge and job skills. In addition, managers:

- (a) Implement AFS training policies.
- (b) Determine when additional training is needed and provide applicable justification.
- (c) Notify training coordinators about any enrollment changes or cancellations as soon as possible.
- (d) Ensure employees meet all training prerequisites.
- (e) Communicate training requirements to each employee and assist with the development of an individual development plan (IDP).
- (f) Encourage employees to participate in self-development activities.
- (g) Provide subject matter experts to training program work groups.
- (h) Support training program evaluations through feedback to the CMs.
- (i) Administer the OJT program in accordance with national guidance and ensure employees complete OJT as required.

**(7) Employees.** Employees work with their managers to identify training needs and relate those needs to job requirements and career development goals. Employees provide critical information on how training relates to their job tasks. In addition, employees:

- (a) Actively participate in training and complete end-of-course and post-course evaluations.
- (b) During training, adhere to FAA standards of conduct, AVS Customer Service Initiative guidelines, and Flight Standards Professionalism guidelines.
- (c) Apply the knowledge and skills gained in training to the job.
- (d) Develop IDPs that identify career goals and outline the formal training, developmental activities, and assignments necessary to achieve those goals.
- (e) Participate in self-development activities such as details, special projects, and volunteer programs.

(f) Serve as subject matter experts for training program work groups and/or as course instructors, when selected.

**(8) Regional Training Coordinators.** Regional training coordinators manage and administer training in their respective regions and FAA headquarters. They work closely with AFS-500, training providers, and the managers and employees in their regions. In addition, training coordinators:

(a) Assist AFS-500 in implementing training policy and procedures.

(b) Advise managers and employees on training processes and ensure the region's compliance with training requirements.

(c) Maintain regional training resources, e.g., training videos, lending library, and provide information to employees.

(d) Administer regional training quotas and ensure timely enrollments.

(e) Support the region's training budget processes.

(f) Coordinate and distribute LACT funds and, if necessary, assist offices in procuring training.

(g) Review and validate the region's annual training requests.

(h) Coordinate distance learning training delivery for their region.

(i) Participate in training evaluations at the local level for locally arranged and conducted training.

(j) Process Memorandum of Understanding (MOU) and equivalent training requests.

(k) Process pop-up and Surveillance and Evaluation Program (SEP) training requests with the regions' representatives and AFS-500.

**b. OJT Program.** The Flight Standards OJT Guide delineates official guidance for the OJT Program. A downloadable and searchable version of the OJT Guide is available on AFS-500's Web site (see Appendix 3). Organizations should refer to the OJT Guide for complete information regarding administration of the OJT Program. The following summarizes key responsibilities:

**(1) Regional Division Managers.** Regional division managers are responsible for ensuring that the Flight Standards OJT Program is implemented efficiently and effectively.

**(2) Flight Standards District Office (FSDO) Managers.** FSDO managers are responsible for providing work environment orientation and the OJT Guide to all inspectors in

the office's jurisdiction. They are also responsible for ensuring that the OJT Program manager has established the OJT Program in the FSDO in accordance with national Flight Standards guidelines.

**(3) Front Line Managers.** Front Line Managers are responsible for implementing the provisions of the OJT Program training requirements for their employees. They review trainees' progress on a regular basis and initiate corrective action if necessary. When there are OJT problems and/or disagreements between OJT instructors and trainees, managers serve as mediators.

**(4) OJT Program Managers.** OJT program managers are responsible for implementing and managing the OJT programs in their FSDOs. Additionally, OJT program managers are responsible for ensuring that OJT instruction is provided to trainees in accordance with applicable directives, the OJT Guide, and the trainee's OJT plan.

**(5) OJT Instructors.** OJT instructors are specifically trained for the job and are responsible for ensuring that trainees satisfactorily accomplish all elements of their OJT plan. OJT instructors provide instruction on specific tasks at levels I, II, and III, in accordance with established procedures, which reflect national policies and practices. OJT instructors will notify the OJT program manager and the trainee's supervisor when all required training has been completed and the trainee is able to satisfactorily perform the required task(s).

**(6) Trainees.** Trainees are responsible for working with their supervisors to identify developmental needs and plan training activities. They are also responsible for fulfilling their OJT requirements according to their OJT plan within the established timeframes, constructively participating in their training progress reviews, and providing feedback to help ensure continuous improvement.

**10. TRAINING DEVELOPMENT AND REVISION.** AFS-500 is responsible for overseeing all phases of course development/revision and will ensure that proposed training is linked to employee job performance before course development begins. Training course sponsors and stakeholders have integral, interdependent roles in the course development/revision process. The sponsor's role is equivalent to that of an office of principal interest. In some cases, the sponsoring policy division and the stakeholders identified may have common interests and expectations for the course, while in other instances there might be differing interests between the sponsors and stakeholders. The CM, as the sponsor's representative, plays a critical role in the development/revision process and works with AFS-500 to ensure that the performance objectives and other course materials actually meet the training needs of sponsors and stakeholders. The CM has a leadership role in coordinating the needs of sponsors and any course stakeholders with AFS-500 in the development/revision process. The CM is the individual who will remain the primary focal point for decisions regarding a course's technical content. New training development or revision projects are typically initiated when a properly-signed TDR or CRR is submitted to AFS-500. A TDR is used to request new course development. A CRR is used to request a major revision to an existing course. Requests include a description of the need and job performance requirement, identifies the audience, and describes how the requested training relates to the target audience.

**a. Statutory and Regulatory Requirements.** Congressional training restrictions establish requirements and limitations on the funding of employee training. Public Law 109-115 requires that training developers use an instructional systems design process, relate training to job functions, and base course design on a needs assessment. This public law also requires that course participants receive advance notice of training content and methodologies before training begins and complete end-of-course written evaluations. In accordance with legislative requirements, Federal employee training and educational programs must provide employees the opportunity to perform at their highest potential and advance in their careers. FAA Order 3200.9, Federal Aviation Personnel Manual, and the Human Resource Policy Manual delineate responsibilities for FAA employee training and development. Additionally, FAA/employee bargaining unit agreements may contain provisions related to the training of bargaining unit employees.

**b. Requests for New Course Development.** Any regional division manager, headquarters division manager, or headquarters staff manager may request the development of a new course through the submission of a TDR. TDR forms and instructions are available on AFS-500's Web site. The URL for the TDR is: [http://interweb.faa.gov/avr/afs/afs500/afs\\_tdr.html](http://interweb.faa.gov/avr/afs/afs500/afs_tdr.html).

**(1) Regional Requests.** AMA-200 and regional divisions may also identify training development needs through a TDR. The training may be critical to the originating region and/or have national implications. The regional division manager submits the completed TDR to AFS-500. AFS-500 will work to determine the training's sponsor and coordinate the TDR with the sponsor for review and approval. If it is not clear which organization should sponsor the training, AFS-500 will discuss the sponsorship with AFS-1/AFS-2.

**(2) Headquarters TDR Development and Submittal.** The headquarters division/staff developing and submitting the TDR must complete the TDR in accordance with the instructions posted on AFS-500's Web site. If other organizations have an interest/stake in the training described in the TDR, the developer of the TDR should contact them and coordinate their input during the development of the TDR. All TDRs must be signed by the originating organization's manager and sent to AFS-500 for coordination. The completed TDR form:

(a) Identifies the training need and how this need will contribute to the Flight Standards mission and goals.

(b) Describes the job performance requirement.

(c) Identifies the target audience.

(d) Describes how the training relates to the audience.

(e) Identifies the CM, stakeholders, and their points of contact.

(f) Describes the impact if the training is not developed.

**(3) TDR Coordination.** Upon receipt of a TDR, AFS-500 coordinates with the sponsor's CM to gather whatever additional information may be needed to address the request. AFS-500 forwards a copy of the TDR to the appropriate COT.

**(4) Prioritization.** The AFS-500 project manager, using input from the assigned CM, will prioritize training development projects and set a start date in agreement with the CM. Should the project manager and CM be unable to agree on an appropriate start date, the issue will be forwarded to the AFS-540 manager for resolution. Should the AFS-540 manager be unable to resolve the issue with the CM, the matter will be forwarded to AFS-500 management for resolution with the course sponsor.

**c. Requests for Course Revisions.** The course sponsor, AFS-500, or the training provider may request a major course revision by completing and submitting a CRR form, available on the AFS-500 Web site. Other persons who identify a need for course revision may request a revision by submitting a draft CRR to the CM. If the CM concurs with the draft CRR, it must be forwarded to the sponsoring Division Manager for approval and then sent to AFS-500 for processing. If the person submitting a request believes the revision to be minor as defined in International Organization for Standardization (ISO) Process AFS-500-004, the request may be submitted to the CM by way of e-mail with an explanation of the proposed revisions. Minor revisions may also be submitted to the CM by submitting an annotated copy of the affected lesson plans. Proposals for minor changes will be sent to the CM with a copy to AFS-540. Major and minor revisions will be made in accordance with the approved course revision process, as shown in ISO Process AFS-500-004.

**d. Instructional Systems Design.** AFS-540 uses the instructional systems design (ISD) process to develop training. The ISD process encompasses five phases: analysis, design, development, implementation, and evaluation. CMs and stakeholders provide technical input through each phase of the process and ensure the training is consistent with regulations, policies, and applicable job tasks.

**(1) Analysis Phase.** During the analysis phase, the sponsor analyzes the training need and job performance requirements. The CM, appointed development work group members as appropriate, and AFS-540, define training content by identifying the tasks, skills, and knowledge required to perform the job function. The CM approves the Task Analysis Report.

**(2) Design Phase.** During the design phase, AFS-540, conducts the necessary research and develops a CDG that is used as a blueprint in developing course materials. The CDG defines the course and supporting objectives, sequence of topics, learning strategies, learning activities (practice exercises, case studies, etc.), and methods of evaluation. The CM approves the CDG.

**(3) Development Phase.** In the development phase, AFS-540 works with the development workgroup to develop instructional materials, validate the materials, and revise them, if necessary. After the training materials are completed, the workgroup conducts a course

walk-through. After the walk-through, the CM approves the course to go to prototype with the target audience as students. The next development step is to conduct the prototype.

**(4) Implementation Phase.** During the implementation phase, the training provider completes all of the tasks necessary to conduct the course. In this phase, the course instructors are trained and classes are conducted.

**(5) Evaluation Phase.** The purpose of the evaluation phase is to determine whether or not the training achieves the desired course objectives. Evaluation activities for Flight Standards are coordinated by AFS-530. The evaluation phase is mandated by public law and addresses all aspects of the course. Evaluation results are used to revise course material and determine if the training improves job performance.

**11. TRAINING NEEDS ASSESSMENT SYSTEM.** The TNA is a Web-based system for identifying, requesting, and justifying training requirements. The system compares skill assets with skill requirements and identifies ways to meet training needs. AFS-500 uses the TNA system to plan and administer national training requirements.

**a. TNA Web Site.** The TNA Web site is located at <http://fstna.awp.faa.gov/fstna>. The TNA Guide, also available on AFS-500's Web site, provides guidance for identifying training needs (see Appendix 2). The guide explains the process field offices and regions must use to request training. The web site gives managers and employees access to extensive training information.

**b. Identifying Training Requirements.** Offices, regions, and headquarters divisions shall identify formal and locally-arranged training requirements for technical, leadership, management, automation, and general training through the TNA process on an annual basis. Newly-appointed front-line managers should complete an assessment of their individual training needs and develop a personal 12-month learning plan within 30 days of assuming a management position.

**c. Flight Training Requirements.** Inspectors must meet FAA flight training requirements in order to perform job functions in aircraft and simulators. The following identifies the location of training criteria contained in FAA orders and handbook bulletins:

**(1) Guidance.** FAA Order 4040.9, FAA Aircraft Management Program (current edition), provides the primary guidance and criteria for inspector flight training, physiological and survival training requirements, crew resource management, and flight safety officer training in coordination with the Flight Safety Program Office, ASW-260.

**(2) Updates.** Handbook Bulletin for Air Transportation (HBAT) 93-02, Operations Inspector Currency Requirements, supplements and amends the flight training guidance contained in FAA Order 8400.10, Air Transportation Operations Inspector's Handbook. The information is also found in FAA Order 8700.1, General Aviation Operations Inspector's Handbook, Volume 2, Chapter 1, Introduction to Part 61 Related Tasks.

**(3) Special Provisions.** FAA Order 8400.10, appendix 6, section 3, outlines Air Transportation Oversight System (ATOS) training requirements.

**(4) General Flight Standards Policy on Flight and Systems Training.**

**(a)** Normally, no more than one flight course in category every 24 months for general aviation operations inspectors conducting certification duties in aircraft that do not require a type rating by type design.

**(b)** Normally, no more than one flight course in category every 12 months for general aviation and/or air carrier operations inspectors that meet the threshold table in aircraft that require a type rating by type design.

**(c)** Normally, no more than one systems course in any FY for maintenance and avionics inspectors for aircraft that meet the threshold table. Unlike flight courses, there is no 12 or 24 month regulatory requirement for systems courses. In addition, once the office has the skill, a different person should not be submitted in subsequent years.

**(d)** No flight courses for regional or headquarters staff unless they serve as a national or regional resource identified through the TNA system, serve as an internal FAA check pilot identified through the 4040 Program, conduct certification checks for the Light-Sport Aviation Branch, AFS-610, or conduct simulator testing in AFS-400 (B-737-800 Initial Qualification only).

**(e)** Per FAA Order 4040.9D, appendix 11, section 1, paragraph 4c(2), inspectors not conducting airman testing, evaluation, and checking duties, but having a need to stay aircraft current, should not request formal training but instead remain current through the AFS semi-annual program.

**d. Training Waivers.** HBAT 93-02 and FAA Order 8700.1, volume 2, chapter 3, outline the process for requesting flight training waivers. The required form and instructions are available on AFS-500's Web site at <http://intranet.faa.gov/avr/afs/afs500/main.html> or through a link on the TNA Web site.

**(1) Currency.** AFS-520 will issue a waiver for flight training currency only if the region has requested the training identified in the waiver, the course is unavailable at the required time, and the inspector has received a confirmed class date for the course. In accordance with FAA Order 4040.9D, appendix 11, section 14, paragraph e(3), inspectors who have indicated an intention to retire or terminate their service within the next six months after the month in which their flight training is due should not request flight training; inspectors in this category may apply for a waiver of this requirement for up to 6 months.

**(2) Turboprop Initial.** Inspectors who hold a type rating in a turboprop-powered airplane do not need to complete FAA Course 28467, Beech A200 Turboprop Initial. No waiver is required.

**(3) Turboprop Waiver.** Regional Flight Standards Division Managers must submit a memorandum request to AFS-520 to waive Course 28467 when an inspector has logged at least 200 hours as a pilot in a turbo-propeller-powered airplane within the last 5 years.

**e. Equivalent Training.** Offices requesting certification of equivalent training shall complete the Equivalent Training Form located in the forms section of the TNA Web site. Offices complete the form on-line and forward it to the appropriate regional training coordinator.

**(1) Criteria.** Equivalent training is technical training that an employee receives through sources outside of the FAA training procurement process. Offices can request certification of equivalent training for flight training courses and/or other coursework. Training coordinators forward the requests to AFS-520.

**(2) Approval.** AFS-500 will approve equivalent training credit for training that is equal to or more comprehensive in scope and content than the FAA course for which credit is requested. Additionally, AFS-500 will authorize credit for training that an employee receives through the military or other organizations, even if there is no equivalent FAA course. AFS-520 will advise the requesting region how approved equivalent training should be entered in the applicant's training history.

**f. MOU Training.** Offices must document the training employees receive under the provisions of an MOU with the Memorandum of Understanding Certification Form located in the forms section of the TNA Web site. Offices complete the form online and forward it to the regional training coordinator.

**(1) Criteria.** MOU training is training that an Aircrew Program Manager, Training Center Program Manager, Advance Qualification Program Manager, or Flight Standardization Board member receives under the provisions of an approved MOU.

**(2) Approval.** The regional division manager approves MOU training. When the region approves MOU training, the training coordinator requests that the training be entered in the applicant's permanent training history.

**12. FLIGHT STANDARDS MASTER PLAN FOR TRAINING.** The Flight Standards Master Plan for Training delineates the strategic vision, goals, and indicators of success for the national training program (see Appendix 2). Flight Standards Service's strategic plan goals for FY 2005-2009 include implementation of the Flight Standards Master Plan for Training under the provisions of Goal 6: Prepare the workforce to accomplish the Flight Standards mission. AFS-500 will coordinate all revisions of the Flight Standards Master Plan for Training to ensure that the plan reflects current organizational emphasis areas and training needs.

**13. EVALUATION.** AFS-500 will ensure that all Flight Standards training is evaluated in accordance with Congressional Training Restrictions Guidelines and policy delineated in the Human Resource Policy Manual. Evaluation measures training's current results, identifies areas for improvement to increase training's future effectiveness, and enables the service to determine

if training has benefited the organization. AFS-500 will coordinate course evaluations with the appropriate CM.

**a. End-of-Course Evaluations.** Students should complete written end-of-course evaluations that rate their reactions to:

- (1) Course content.
- (2) Organization and sequence of the course.
- (3) Clarity of objectives.
- (4) Instructor/vendor effectiveness.

**b. Quality Assurance.**

(1) AFS-530 will use appropriate evaluation techniques and tools to evaluate Flight Standards training courses and the processes that impact the national training program. AFS-530 will work with CMs to determine when course evaluations need to be conducted. Training course evaluations measure:

- (a) Participant reactions.
- (b) Learning outcomes.
- (c) Transfer of learning.
- (d) Organizational results.

(2) One of the tools available to the CMs in determining the overall “health” of a course is the Web-based Post-Course Evaluation System. The Level III evaluation data stored in this system provides the extent of the training that is transferred to the job.

**c. Feedback.** AFS-500 and the CMs must be able to measure the perceived and measurable results of the training program in terms of performance improvement, quality improvement, and cost-benefit to the organization. This is best accomplished through feedback from course sponsors, CMs, and students as well as continuous evaluation of training provided. AFS-500 will keep CMs informed of any feedback received on their courses and involve them in formal course evaluations.

**14. AVAILABILITY.** This order is available on the Flight Standards Information Management System (FSIMS) at <http://fsims.avr.faa.gov/> and the Internet at <http://intranet.faa.gov/avr/afs/afs500/docs/3140-20A.pdf>.



**APPENDIX 1. ACRONYMS**

ATN	Aviation Training Network
CBI	Computer-Based Instruction
CDG	Course Design Guide
CM	Course Mentor
COSC	Curriculum Oversight Steering Committee
COT	Curriculum Oversight Teams
CRR	Course Revision Request
FSDO	Flight Standards District Office
HBAT	Handbook Bulletin for Air Transportation
HBGA	Handbook Bulletin for General Aviation
IDP	Individual Development Plan
ISD	Instructional Systems Design
IVT	Interactive Video Training
JTA	Job Task Analysis
LACT	Locally arranged and conducted training
M&G	Management and General
MOU	Memorandum of Understanding
NPR	New Profile Request
OAT	Out-of-Agency Training
OJT	On-the-Job Training
PDR	Profile Development Request
PRR	Profile Revision Request
QPR	Quarterly Program Review
SME	Subject Matter Expert
TDR	Training Development Request
TNA	Training Needs Assessment
WBT	Web-Based Training

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**APPENDIX 2. REFERENCES**

The table below describes documents pertinent to the Flight Standards training program. These documents provide complementary information to the guidance in this order.

Document Title	Description
Flight Standards Master Plan for Training <a href="http://intranet.faa.gov/avr/afs/afs500">http://intranet.faa.gov/avr/afs/afs500</a>	Delineates the strategic vision, goals and indicators of success for the Flight Standards National Training Program.
TNA Guide <a href="http://fstna.awp.faa.gov/fstna">http://fstna.awp.faa.gov/fstna</a>	Describes the guidance and procedures for identifying, requesting, and justifying training requirements. Flight Standards position/specialty profiles are located on the TNA Web site.
Professional Airways System Specialist (PASS) Agreement <a href="http://www.faa.gov/ahr/policy/agree/agrees/term/pass-fs">http://www.faa.gov/ahr/policy/agree/agrees/term/pass-fs</a>	Contains articles related to the training of bargaining unit employees.
OJT Guide, Flight Standards On-the-Job Training Guidance <a href="http://intranet.faa.gov/avr/afs/afs500/ojt.html">http://intranet.faa.gov/avr/afs/afs500/ojt.html</a>	Provides detailed guidance for the Flight Standards OJT Program. Describes processes and tools for planning, delivering, and evaluating the program at the field level. Contains validated tasks for aviation safety inspectors and an automated tool for tracking OJT progress.
Course Mentor Guide <a href="http://avssharepoint.faa.gov/afs/500/CM/default.aspx">http://avssharepoint.faa.gov/afs/500/CM/default.aspx</a>	Provides detailed guidance for the Flight Standards Course Mentor Program. Describes processes and tools for CMs to use in developing new training or monitoring and revising existing training courses.

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### **APPENDIX 3. ON-THE-JOB TRAINING GUIDE**

FAA Order 3140.20A, Flight Standards Service National Training Program, defines On-the-Job-Training (OJT) as follows:

*“OJT is planned training conducted at a work site by an authorized instructor. This type of training provides direct experience in the work environment in which the employee is performing or will be performing on the job.”*

The OJT Guide describes processes and tools for planning, delivering, and evaluating the Flight Standards OJT Program as defined in FAA Order 3140.20A. The OJT Program, including this guide, is a dynamic ongoing program that will change to meet the needs of the Flight Standards Service and its employees. The OJT Guide is available at Universal Resource Locator (URL): <http://intranet.faa.gov/avr/afs/afs500/ojt.html>.

The OJT Program applies to Flight Standards employees in new skills training, requalification training, and training in new programs and tasks. Any OJT conducted prior to the effective date of this revised program may be continued until the next review meeting, at which point any new training planned should be in accordance with this revised program.

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## **APPENDIX 4. COURSE MENTOR GUIDE**

Providing quality training for employees requires a “team” effort and the dedicated involvement of policy divisions, the Federal Aviation Administration (FAA) Academy, course providers, and our Flight Standards Training Division, AFS-500. Policy divisions, as course sponsors, are in the unique position of having overall responsibility for ensuring their assigned programs meet the needs of their lines of business. Additionally, course sponsors appoint course mentors (CM) who act with full authority and, for all practical purposes, become the course owners for each of the programs they are appointed to mentor.

As the sponsor’s representative, a CM has authority to act on the sponsors’ behalf. The primary task of the sponsor’s representative is to ensure your respective courses are up-to-date and continually meet program design objectives and the needs of the target audience. To accomplish this, the CM must rely on the expertise of others within the FAA. For this reason, Flight Standards (AFS) has established a training development and oversight “Training Triad.” This Training Triad consists of the CM, AFS-500, and the FAA Academy (specifically, AMA-200) or other training provider. Together the Triad will act as a coordinated team to ensure the success of Flight Standard’s training goals.

CMs and the other members of the Training Triad, have an important role in maintaining effective communication among the members and other interested parties. The importance of this coordination cannot be overstressed since only through clear and frequent communications can the triad team accomplish their stated goal and ensure the services training objectives are effectively met.

A guide for CM is available at Universal Resource Locator (URL):  
<http://avssharepoint.faa.gov/afs/500/CM/default.aspx>.

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### Directive Feedback Information

Please submit any written comments or recommendations for improving this directive, or suggest new items or subjects to be added to it. Also, if you find an error, please tell us about it.

Subject: Order 3140.20A

To: Flight Standards Training Division, AFS-500  
13873 Park Center Road, Suite 160  
Herndon, VA 20171-3223

*(Please check all appropriate line items.)*

An error (procedural or typographical) has been noted in paragraph \_\_\_\_ on page \_\_\_\_.

Recommend paragraph \_\_\_\_ on page \_\_\_\_ be changed as follows:  
*(Attach separate sheet if necessary.)*

In a future change to this directive, please include coverage on the following subject:  
*(Briefly describe what you want added.)*

Other comments:

I would like to discuss the above. Please contact me.

Submitted by: \_\_\_\_\_ Date: \_\_\_\_\_

FTS Telephone number: \_\_\_\_\_ Routing Symbol: \_\_\_\_\_