

International Aerospace Quality Group (IAQG) Training Course Specification Sheet.		Reference: TCSS 005
		Issue: 27 August 2021
Title	IAQG Course Planning and Delivery Requirements	
Purpose	This document contains requirements for the administration and delivery of courses offered in support of Aviation, Space and Defense (ASD) auditor authentication purposes.	
Aerospace Applicability	<ul style="list-style-type: none"> • Aviation authorities and regulations covered in the course shall be applicable to the location in which the course is being presented. • Case studies shall be designed to cover the important aspects of the applicable Aerospace Quality Management System (AQMS) standard and shall be ASD industry related. • Courses shall be structured and conducted so that each student is subjected to realistic ASD practices and conditions. 	
Course Materials	<ul style="list-style-type: none"> • The Training Provider (TP) shall: <ul style="list-style-type: none"> ○ provide the students with a description of the course format, student responsibilities, how the student will be evaluated, and the basis for each type of evaluation early in the course presentation ○ have adequate controls in place to ensure the integrity of course materials are not compromised; ○ have adequate back-up systems in place to ensure the availability of course materials; and ○ remain responsible for any support activities subcontracted to another person or organization (e.g., database maintenance, examination proctoring). • Documents and materials shall illustrate good organization, layout and document management practices, including document revision level and appropriate page numbering. • Course notes shall: <ul style="list-style-type: none"> ○ prominently identify the approved TP (e.g., cover page); and ○ shall <u>not</u> include direct references to final examination questions. • Each student shall <ul style="list-style-type: none"> ○ be provided with a complete set of course notes to supplement the training program, and for each session include all important points of the learning objective(s) being covered; and ○ have access to the applicable AQMS standard (may be supplied as part of the course notes, brought in by the student, or on loan by the TP during the class). 	
Class Size and Attendance	<ul style="list-style-type: none"> • Class size: <ul style="list-style-type: none"> ○ The number of students in a face to face (classroom) and/or remote (virtual) class shall meet the requirements as stated in each specific training course specification sheet. ○ Variation to the class size known in advance (planned alleviation) shall be referred to the course approving Training Provider Approval Body (TPAB) for approval before the course commences. ○ Variation to the class size due to extenuating circumstances (unplanned alleviation, e.g. student no show) shall be communicated to the course approving TPAB for approval at the commencement of the course. ○ Variation requests for Aerospace Auditor Transition Training (AATT) courses shall be routed to the applicable IAQG representative for approval using the IAQG special request form available on the IAQG website. <p><i>Note: A class size for on-line (e-learning) courses does not apply as each student accesses the course individually at their own pace.</i></p> • Attendance: 	

	<ul style="list-style-type: none"> ○ Students shall be informed that they are required to be in attendance for the full duration of the course, and failure to do so will be reflected in the attendee's continual and final evaluations. ○ Instructors shall monitor class attendance, record excessive tardiness, absenteeism, and make decisions regarding the successful completion of the course as it relates to attendance requirements.
Continuous Evaluation	<ul style="list-style-type: none"> ● The achievement of all learning objectives by each student shall be measured by the TP, through a combination of continual evaluation conducted by the instructor throughout the duration of the course and a written examination. ● The process for continual evaluation of each student shall be documented and shall: <ul style="list-style-type: none"> ○ be designed to assist in verifying the student's achievement of the learning objectives; ○ be designed to evaluate attendance and punctuality during the course; ○ provide for a summary of a student's daily performance and represent an accurate assessment of student performance; and ○ provide for the private and timely student notification of instructor observations on the student's strong and weak points relating to performance, including opportunities to improve.
Written Examination	<ul style="list-style-type: none"> ● The examination shall be designed so that a competent student (i.e., one who has demonstrated achievement of the learning objectives) could achieve a minimum mark as determined within the course specification. ● Variations to the examination time limit may be provided as an accommodation for a student (e.g. due to a disadvantage or disability) where the instructor deems necessary, with recorded justification, up to a maximum of +25%. ● All face to face (classroom) and remote (virtual) examinations shall be delivered utilizing a proctoring process.
Re-Examination	<ul style="list-style-type: none"> ● Students that fail the written examination shall be permitted one re-examination within 90 days of the initial examination date. ● A different examination shall be used for the re-examination. ● Students who fail the re-examination shall be notified that they must take a full training course prior to being eligible to take another examination.
Examination Process	<ul style="list-style-type: none"> ● Examinations shall be designed to assess knowledge based on the learning objectives. ● The design of examination requirements shall ensure the comparability of results of each single examination, both in content and difficulty, including the validity of fail/pass decisions. ● Appropriate methodology and procedures (e.g. collecting and maintaining statistical data) shall be documented and implemented in order to reaffirm, at justified defined intervals, the validity of each examination, and that all identified deficiencies are corrected.
Examination Security	<ul style="list-style-type: none"> ● Instructors shall ensure that examination papers are not accessible to students prior to the examination, and completed examination papers are returned to the TP upon completion. ● Security policies and procedures shall include provisions to ensure the security of examination materials and shall consider: <ul style="list-style-type: none"> ○ location of the materials (e.g. transportation, electronic delivery, disposal, storage, examination facility); ○ nature of the materials (e.g. electronic, paper, test equipment); ○ steps in the examination process (e.g. development, administration, results reporting); and ○ threats arising from repeated use of examination materials. ● TPs shall ensure that fraudulent examination practices are prevented by: <ul style="list-style-type: none"> ○ requiring students to agree the examination rules (e.g. non-disclosure agreement, code of conduct, or other agreement) indicating their

	<p>commitment not to release confidential examination materials or participate in fraudulent test-taking practices;</p> <ul style="list-style-type: none"> ○ requiring an exam proctor, invigilator, or examiner to be present and observant during the entirety of the examination to ensure the integrity of the process; ○ confirming the identity of each student; ○ implementing procedures to prevent the unauthorized use of aids during the examination; and ○ Monitoring examination results for indications of cheating.
Grading: Pass/Fail Decisions	<ul style="list-style-type: none"> • Each examination shall be graded in accordance with the criteria stated in each specific training course specification sheet. • For written examination papers with scores within 10% of the pass threshold, another instructor shall confirm the scores allocated in each section (if applicable), and confirm the overall examination result. • The TP shall follow procedures to resolve differences in grading among its various course instructors to address subjectivity or bias and re-issue a final grade when appropriate to do so. • If the course is given through interpreters, the translators shall be selected to ensure the TP is confident that impartial, and accurate translations of the student's written examination answers are provided. • Instructor(s) shall issue the final pass/fail decisions based on a student's results achieved on the written examination and continual evaluation (as appropriate).
Presentation and Organization	<ul style="list-style-type: none"> • Courses shall be delivered as stated in each specific training course specification sheet. • For instructor-led courses the instructor shall ensure effective course management that includes, at a minimum, adequate training facilities, attention to time schedules, effective delivery of course content, and integrity in the examination process.
Instructor Qualifications	<ul style="list-style-type: none"> • The TP shall have documented procedures to ensure that all instructors meet the TPs competence requirements and maintain satisfactory performance that includes an annual review of each instructor's performance. • Prior to serving as a sole instructor, the instructor shall participate as a co-instructor under the supervision of a trained instructor, for a minimum of one course. • If there has been no previous presentation of this course (e.g., where the training provider is seeking initial approval), the TP shall have documented evidence of fulfilment of the instructor competence requirements prior to the initial presentation of the course. • Instructors shall meet the course competency requirements as stated in each specific training course specification sheet. • Interpreters shall be capable of providing effective and accurate instructor interpretations. • The instructor shall be: <ul style="list-style-type: none"> ○ familiar with the course materials and documentation; and ○ able to facilitate students' learning of appropriate knowledge and skills (as applicable).
On-line (e-Learning Course)	<ul style="list-style-type: none"> • The TP shall: <ul style="list-style-type: none"> ○ demonstrate that all course learning objectives can be effectively measured and successfully achieved without face-to-face interaction; ○ verify that a maximum of 90 days or less elapses between successful completion of the electronic portion of the training and the commencement of face-to-face training (if applicable); ○ provide to each student adequate instruction for the operation of and navigation through the electronic portion of course;

	<ul style="list-style-type: none"> ○ ensure the course is developed and delivered in software that is easily accessible for review, compatible with standard organization platforms/systems, capable of measurement, and able to meet appropriate security requirements; ○ have adequate controls in place to ensure the integrity of course content and examinations are not compromised; ○ have adequate back-up systems in place to ensure the availability of the course content and examinations; and ○ remain responsible for any support activities subcontracted to another person or organization (e.g., database maintenance, examination proctoring). ● Electronic and face-to-face (where applicable) portions of the course shall be provided by the same TP.
<p>Changes, Variations, and Revisions</p>	<ul style="list-style-type: none"> ● Prior to implementation, the TP shall ensure that any changes to the course content and delivery methods is approved by an OASIS registered TPAB as stated in each specific training course specification sheet. ● Prior to implementation and publication of changes, the TP shall have a process to verify that course developers and instructors are able to implement the approved adjustments within a reasonable time (e.g., 30 days). ● Requests for variation to requirements shall be submitted in writing (i.e. email) and shall include: <ul style="list-style-type: none"> ○ details of the change and its location within the course material; ○ reason(s) and rationale for the change or variance; ○ the modified training plan and revised course outline; ○ an assessment of the impact on the learning process; and ○ perceived impact to previous participants, as applicable.