

## 0 FRONT MATTER

### 0.1 TABLE OF CONTENTS

<b>0</b>	<b>FRONT MATTER.....</b>	<b>0-4</b>
0.1	TABLE OF CONTENTS.....	0-4
0.2	REVISION HIGHLIGHTS.....	0-13
0.3	RECORD OF REVISIONS.....	0-15
0.4	RECORD OF OPERATIONAL MANUAL NOTICE (OMN) .....	0-17
0.5	LIST OF EFFECTIVE PAGES.....	0-18
0.6	LIST OF TABLES .....	0-27
0.7	LIST OF FIGURES.....	0-29
0.8	LIST OF COMPLIANCE ENTRIES.....	0-30
0.9	MANAGEMENT APPROVAL.....	0-36
0.10	GACA APPROVAL .....	0-38
0.11	INTRODUCTION.....	0-40
0.11.1	POLICY .....	0-40
0.11.2	APPLICABILITY .....	0-40
0.11.3	COMMON LANGUAGE.....	0-40
0.11.4	USAGE OF TERMS .....	0-40
0.11.5	HUMAN FACTOR PRINCIPLES.....	0-40
0.11.6	APPLICABLE REGULATIONS AND STANDARDS.....	0-41
0.12	ABBREVIATIONS, ACRONYMS AND DEFINITIONS .....	0-41
0.12.1	ABBREVIATIONS AND ACRONYMS .....	0-41
0.12.2	DEFINITIONS.....	0-46
0.13	SYSTEM OF AMENDMENT AND REVISION.....	0-52
<b>1</b>	<b>DESCRIPTION OF SCOPE.....</b>	<b>1-1</b>
1.0	GENERAL.....	1-1
1.0.1	ORGANIZATIONAL STRUCTURE.....	1-1
1.1	DUTIES AND RESPONSIBILITIES .....	1-2
1.1.1	DIRECTOR OF FLIGHT CREW TRAINING & STANDARDS .....	1-2
1.1.1.1	Duties and Responsibilities .....	1-2
1.1.2	SENIOR MANAGER FLIGHT CREW TRAINING & STANDARDS (STM) .....	1-5
1.1.3	MANAGER SIMULATOR TRAINING WIDEBODY.....	1-6
1.1.4	MANAGER CABIN CREW TRAINING & STANDARDS.....	1-7



## OPERATIONS MANUAL PART D

0	FRONT MATTER
0.1	TABLE OF CONTENTS

<b>Issue:</b>	00
<b>Revision:</b>	00
<b>Date:</b>	18-FEB-2024

1.1.5	HUMAN FACTORS MANAGER .....	1-9
1.1.6	GROUND/DISPATCH TRAINING MANAGER .....	1-9
1.1.7	SEP TRAINING MANAGER .....	1-9
1.1.8	AVIATION HEALTH TRAINING MANAGER .....	1-9
1.2	TRAINING MANAGEMENT MEETING SCHEDULES .....	1-10
1.2.1	TRAINING REVIEW COMMITTEE (TRC) .....	1-11
1.2.2	TRAINING PROGRAM REVIEW MEETING .....	1-12
1.2.3	FLIGHT OPERATION REVIEW BOARD (FORB).....	1-13
1.3	RESERVED .....	1-13
1.4	RESERVED .....	1-13
1.5	CORE VALUES .....	1-13
1.5.1	GENERAL PHILOSOPHY .....	1-13
1.5.2	MISSION STATEMENT .....	1-13
1.5.3	SERVICE EXCELLENCE .....	1-13
1.5.4	VALUES.....	1-13
1.5.5	PEOPLE .....	1-14
1.5.6	SAFETY .....	1-14
1.6	GENERAL POLICIES .....	1-15
1.6.1	MANAGEMENT INTERFERENCE.....	1-15
1.6.2	SEGREGATION OF TRAINING AND CHECKING .....	1-15
1.6.3	INAPPROPRIATE INTERFERENCE.....	1-15
1.6.4	HIGHLIGHTING TRAINING ISSUES TO MANAGEMENT .....	1-15
1.6.5	DRESS CODE .....	1-15
1.6.6	WORKING HOURS .....	1-16
1.6.7	TESTING OF STAFF FOR THE PSYCHOACTIVE SUBSTANCE USE .....	1-16
1.6.8	CARRIAGE OF DOCUMENTS.....	1-16
1.6.8.1	Flying Duties.....	1-16
1.6.8.2	Simulator Duties.....	1-16
1.6.9	CONTACT WITH THE AUTHORITY .....	1-17
1.6.10	COMMUNICATION PROTOCOL .....	1-17
1.6.11	DEPLOYMENT OF TRAINERS WITH A MEDICAL RESTRICTION.....	1-17
1.6.12	ENGLISH LANGUAGE PROFICIENCY .....	1-17
1.6.13	USE OF AUTHORIZED DOCUMENTS .....	1-18
1.6.14	DATA PROTECTION AND ROSTER PRIVACY .....	1-18
1.7	DISTANCE LEARNING PROGRAM.....	1-19

0	FRONT MATTER
0.1	TABLE OF CONTENTS

<b>Issue:</b>	00
<b>Revision:</b>	00
<b>Date:</b>	18-FEB-2024

1.7.1	MODES OF DISTANCE LEARNING DELIVERY .....	1-19
1.7.2	LIMITS ON CREDITABILITY OF DISTANCE LEARNING. ....	1-19
1.8	OUTSOURCE TRAINING.....	1-22
1.9	ADVANCED SIMULATION TRAINING PROGRAM.....	1-24
1.10	TRAINING AND CHECKING PERSONNEL.....	1-25
1.10.1	APPOINTMENT OF CREW AND DISPATCHER TRAINING STAFF .....	1-25
1.10.1.1	General.....	1-25
1.10.1.2	Use of Outsourced Training Staff .....	1-25
1.10.1.3	Conduct of Third-Party Training by Riyadh Air.....	1-26
1.10.2	DUTIES AND RESPONSIBILITIES .....	1-26
1.10.3	TRAINING PERSONNEL USED BY RIYADH AIR .....	1-27
1.10.3.1	Cabin Crew training and checking personnel:.....	1-27
1.10.3.2	Dispatch Training and Checking Personnel .....	1-27
1.10.3.3	Flight Crew training and checking personnel .....	1-27
1.10.3.4	CRM Trainer (CRMT) .....	1-33
1.10.4	AIRCREW DESIGNATED EXAMINER'S (ADE) PROGRAM.....	1-34
1.11	INSTRUCTOR RECENCY .....	1-35
1.11.1	CHECK PILOT AND FLIGHT INSTRUCTOR RECENCY .....	1-35
1.12	TRAINING FACILITIES.....	1-36
1.12.1	APPROVAL OF FSTDs .....	1-36
1.12.1.1	FSTD Minimum Serviceability Level .....	1-37
1.12.2	APPROVAL OF TRAINING EQUIPMENT OTHER THAN FSTDs.....	1-38
<b>2</b>	<b>TRAINING PROGRAM .....</b>	<b>2-1</b>
2.0	GENERAL TRAINING PROGRAM POLICY .....	2-1
2.0.1	GENERAL.....	2-1
2.0.1.1	Appointment of Flight Crew, Cabin Crew and Dispatcher Training Staff.....	2-1
2.0.1.2	Self-assessment.....	2-1
2.0.1.3	Procedure for Training Course Approval and Acceptance .....	2-1
2.0.1.4	Record Keeping – Check Reports .....	2-2
2.0.2	GENERAL POLICY – FLIGHT CREW TRAINING .....	2-3
2.0.2.1	Mandatory Requirements.....	2-3
2.0.2.2	Records .....	2-7
2.0.2.3	Period of Validity.....	2-8

0	FRONT MATTER
0.1	TABLE OF CONTENTS

<b>Issue:</b>	00
<b>Revision:</b>	00
<b>Date:</b>	18-FEB-2024

2.0.3	GENERAL POLICY – CABIN CREW TRAINING .....	2-11
2.0.3.1	Period of Validity .....	2-12
2.0.3.2	Missed Training .....	2-12
2.0.4	GENERAL POLICY – DISPATCHER TRAINING .....	2-13
2.0.4.1	Period of Validity .....	2-13
2.1	FLIGHT CREW TRAINING PROGRAMS .....	2-14
2.1.1	INITIAL FLIGHT CREW TRAINING.....	2-14
2.1.1.1	Initial Ground Training Modules .....	2-17
2.1.1.2	Initial Flight Training Modules.....	2-38
2.1.1.3	Operating Experience/Line Training (OE).....	2-46
2.1.1.4	Special Operations Training .....	2-49
2.1.2	DIFFERENCES TRAINING .....	2-63
2.1.3	TRANSITION TRAINING .....	2-63
2.1.4	RECURRENT TRAINING .....	2-63
2.1.4.1	Recurrent Training Objectives.....	2-64
2.1.4.2	Recurrent Ground Training Modules .....	2-64
2.1.4.3	Recurrent Flight Training Modules.....	2-70
2.1.5	COMMAND UPGRADE TRAINING .....	2-85
2.1.6	RIGHT HAND SEAT TRAINING .....	2-85
2.1.6.1	Recurrent Right Hand Seat Training .....	2-85
2.1.7	FLIGHT INSTRUCTOR AND CHECK PILOT TRAINING.....	2-86
2.1.7.1	Initial Training and Checking .....	2-86
2.1.7.2	EET and UPRT Instructor Training .....	2-87
2.1.7.3	Flight Instructor – Simulator (FI-S) .....	2-87
2.1.7.4	Check Pilot – Simulator (CP-S).....	2-90
2.1.7.5	Check Pilot – Aircraft (CP-A).....	2-93
2.1.7.6	Standards Training Captain (STC) .....	2-96
2.1.7.7	Crew Resource Management Trainer - CRMT .....	2-97
2.1.7.8	Instructor / Check pilot Recurrent Training and Checking .....	2-99
2.1.7.9	Instructor/Check Pilot Requalification Training and Checking.....	2-100
2.1.7.10	Flight Crew Ground Instructor .....	2-102

0	FRONT MATTER
0.1	TABLE OF CONTENTS

<b>Issue:</b>	00
<b>Revision:</b>	00
<b>Date:</b>	18-FEB-2024

2.1.8	UPSET PREVENTION AND RECOVERY TRAINING UPRT / EXTENDED ENVELOPE TRAINING	
EET	2-102	
2.1.8.1	Upset Prevention Training .....	2-103
2.1.8.2	Upset Recovery Training .....	2-103
2.1.8.3	Use of FSTD for UPRT .....	2-103
2.1.8.4	Upset Prevention and Recovery Training (UPRT) – Training Envelope .....	2-103
2.1.8.5	Personnel providing UPRT and EET Training.....	2-104
2.1.9	REQUALIFICATION.....	2-110
2.1.9.1	Recent Experience.....	2-110
2.1.9.2	Route And Aerodrome Competence.....	2-110
2.1.9.3	Failure To Complete Recurrent Training During the Eligibility Period .....	2-110
2.1.9.4	Requalification Following Failure of a Check or Objectives not achieved during training.....	2-111
2.1.10	ROUTE/AREA AND AERODROME COMPETENCE.....	2-112
2.1.10.1	Special Areas and Aerodromes .....	2-112
2.2	CABIN CREW TRAINING PROGRAM.....	2-113
2.2.1	GENERAL POLICY CABIN CREW TRAINING .....	2-113
2.2.1.1	Prerequisite – Cabin Crew.....	2-113
2.2.1.2	Types of Training .....	2-113
2.2.2	INITIAL TRAINING .....	2-113
2.2.2.1	Initial Ground Training .....	2-114
2.2.2.2	Basic Indoctrination .....	2-115
2.2.2.3	Emergency Training.....	2-117
2.2.2.4	First Aid .....	2-120
2.2.2.5	Aviation Security Training .....	2-121
2.2.2.6	Operations And Type Specific .....	2-122
2.2.2.7	Initial Operating Experience.....	2-124
2.2.3	COMPETENCE CHECKS .....	2-125
2.2.4	RECURRENT TRAINING AND CHECKING.....	2-126
2.2.4.1	Recurrent Ground Training .....	2-126
2.2.5	DIFFERENCES TRAINING .....	2-131
2.2.6	TRANSITION TRAINING.....	2-132
2.2.6.1	Crew Resource Management (CRM).....	2-133

0	FRONT MATTER
0.1	TABLE OF CONTENTS

<b>Issue:</b>	00
<b>Revision:</b>	00
<b>Date:</b>	18-FEB-2024

2.2.6.2	Operating Experience.....	2-133
2.2.7	SENIOR CABIN CREW MEMBER UPGRADE TRAINING.....	2-133
2.2.7.1	Curriculum.....	2-133
2.2.8	REQUALIFICATION.....	2-134
2.2.8.1	Absent from Active Flying (06 Months up to 12 Months).....	2-135
2.2.8.2	Absent from Active Flying (more than 12 Months).....	2-135
2.2.9	CABIN CREW INSTRUCTOR AND EXAMINER TRAINING.....	2-135
2.2.9.1	SEP Instructor.....	2-135
2.2.9.2	CRM Instructor.....	2-136
2.3	AIRCRAFT DISPATCHER TRAINING PROGRAM.....	2-137
2.3.1	GENERAL POLICY DISPATCH TRAINING.....	2-137
2.3.1.1	Trainee Evaluation Criteria.....	2-137
2.3.1.2	Failure Policy.....	2-138
2.3.1.3	Examination Procedures.....	2-138
2.3.1.4	Subsequent Courses.....	2-138
2.3.1.5	CRM/DRM Training.....	2-138
2.3.1.6	Training Facilities.....	2-139
2.3.2	INITIAL TRAINING.....	2-139
2.3.3	ON-THE-JOB TRAINING (OJT).....	2-139
2.3.4	ROUTE FAMILIARIZATION FLIGHTS.....	2-140
2.3.5	COMPETENCE CHECKS.....	2-140
2.3.6	RECURRENT TRAINING.....	2-141
2.3.6.1	Mandatory Cyclical Topics.....	2-141
2.3.6.2	Recurrent Examination.....	2-142
2.3.7	RECURRENT ROUTE FAMILIARIZATION.....	2-142
2.3.8	OTHER TRAINING.....	2-142
2.3.8.1	Training Review Meeting.....	2-142
2.3.9	REQUALIFICATION.....	2-143
2.3.9.1	Remedial Curriculum.....	2-143
2.3.10	DISPATCH TRAINER AND EXAMINER.....	2-144
2.3.10.1	Requirements for Dispatch Trainer / Examiner.....	2-144
<b>3</b>	<b>PROCEDURES FOR TRAINING AND CHECKING.....</b>	<b>3-1</b>

0	FRONT MATTER
0.1	TABLE OF CONTENTS

<b>Issue:</b>	00
<b>Revision:</b>	00
<b>Date:</b>	18-FEB-2024

3.0	THE CREW PERFORMANCE ASSESSMENT SCHEME .....	3-1
3.0.1	OBJECTIVE .....	3-1
3.0.2	GENERAL PRINCIPLES.....	3-2
3.0.3	WRITTEN, COMPUTER BASED OR DISTANCE LEARNING EXAMINATIONS .....	3-2
3.0.4	GENERAL EXAMINATION CONDUCT .....	3-3
3.0.5	ATTENDANCE RECORDS .....	3-3
3.0.6	GRADING SYSTEM .....	3-3
3.0.6.1	Grading for Checking/Evaluation .....	3-3
3.0.6.2	Grading for Training .....	3-4
3.0.6.3	Competency Assessment .....	3-4
3.1	COMPETENCY BASED TRAINING AND ASSESSMENT (CBTA).....	3-5
3.1.1	GENERAL.....	3-5
3.1.2	THREAT AND ERROR MANAGEMENT.....	3-5
3.1.3	SAFETY ENHANCEMENT .....	3-5
3.2	EVIDENCE BASED TRAINING (EBT).....	3-6
3.3	COMPETENCY FRAMEWORK.....	3-8
3.3.1	PILOT COMPETENCY FRAMEWORK.....	3-8
3.3.2	CABIN CREW COMPETENCY FRAMEWORK.....	3-13
3.3.3	TRAINER COMPETENCY FRAMEWORK.....	3-14
3.3.4	DISPATCHER COMPETENCY FRAMEWORK .....	3-18
3.4	COMPETENCY BASED GRADING METHODOLOGY .....	3-21
3.4.1	EXPANDED WORD PICTURES – VENN MODEL .....	3-23
3.5	TRAINING SESSION OUTCOMES .....	3-24
3.5.1	INTRODUCTION.....	3-24
3.5.2	LEARNING OBJECTIVES.....	3-24
3.5.3	OUTCOMES.....	3-25
3.5.3.1	Objectives Achieved .....	3-26
3.5.3.2	Objectives Achieved with Additional Practice (FSTD) .....	3-26
3.5.3.3	Objectives Achieved with Additional Practice (OE).....	3-26
3.5.3.4	Objectives Not Achieved (FSTD).....	3-26
3.5.3.5	Objectives Not Achieved (OE) .....	3-26
3.6	ASSESSMENT STANDARDS.....	3-27
3.6.1	TREND ANALYSIS.....	3-27
3.6.2	ASSESSMENT STANDARDS FOR PROFICIENCY CHECKS, EBT MODULE EVALUATION PHASE, LOE.....	3-27

0	FRONT MATTER
0.1	TABLE OF CONTENTS

<b>Issue:</b>	00
<b>Revision:</b>	00
<b>Date:</b>	18-FEB-2024

3.6.3	TABLE OF COMMON TEST STANDARDS FOR FLIGHT CREW .....	3-27
3.6.4	ASSESSMENT STANDARDS FOR TRAINING SESSIONS.....	3-29
3.6.5	CONDUCT OF A TEST, CHECK OR EVALUATION.....	3-29
3.6.5.1	Conduct and Assessment of Oral Exams .....	3-30
3.6.6	CONDUCT OF A TRAINING SESSION.....	3-31
3.6.7	LINE RELEASE CHECK (LRC).....	3-31
3.6.8	LINE CHECK .....	3-32
3.6.9	REMEDIAL TRAINING.....	3-33
3.7	STANDARDIZATION OF TRAINING.....	3-34
3.7.1	GENERAL.....	3-34
3.7.2	INSTRUCTOR PROFICIENCY EVALUATION (IPE) .....	3-34
3.7.3	INSTRUCTOR STANDARDIZATION SEMINAR.....	3-34
3.7.4	INSTRUCTOR DEVELOPMENT TRAINING .....	3-35
3.7.5	INSTRUCTOR CONCORDANCE ASSURANCE TRAINING (ICAP) .....	3-35
3.7.6	STANDARDIZATION OF EXTERNAL INSTRUCTORS.....	3-37
3.7.6.1	General.....	3-37
3.7.6.2	External Instructors - Selection .....	3-37
3.7.6.3	External Instructors - Standardization .....	3-37
3.8	PROCEDURES TO BE APPLIED IN THE EVENT THAT PERSONNEL DO NOT ACHIEVE OR MAINTAIN THE REQUIRED STANDARDS.....	3-38
3.8.1	GENERAL.....	3-38
3.8.2	FAILURE OF GROUND EXAMINATION OR DISTANCE LEARNING EXAM .....	3-38
3.8.3	OBJECTIVES NOT ACHIEVED DURING TRAINING .....	3-38
3.8.4	FAILED CHECK, TEST OR EVALUATION.....	3-38
3.8.5	FAILED LINE CHECKS .....	3-39
3.8.6	INTERVENTION DURING LINE CHECKS.....	3-39
3.8.7	MANAGEMENT OF CREW PERFORMANCE (MCP).....	3-39
3.8.8	MCP LEVELS.....	3-40
3.8.9	MCP PROCESS TRIGGER.....	3-41
3.8.10	ESCALATION OF MCP LEVEL .....	3-41
3.8.11	REDUCTION OF MCP LEVEL.....	3-41
3.8.12	RELEVANT MCP EVENTS .....	3-41
3.9	TRAINING DURING COMMERCIAL OPERATIONS.....	3-42
3.9.1	TRAINING PERMITTED DURING COMMERCIAL OPERATIONS .....	3-42
3.9.2	TRAINING NOT PERMITTED DURING COMMERCIAL OPERATIONS.....	3-42





RIYADH AIR  
طيران الرياض

## OPERATIONS MANUAL PART D

0	FRONT MATTER
0.1	TABLE OF CONTENTS

Issue:	00
Revision:	00
Date:	18-FEB-2024

<b>4</b>	<b>RECORD KEEPING</b>	<b>4-1</b>
4.0	REQUIRED TRAINING RECORDS	4-1
4.0.1	ACCESS TO TRAINING RECORDS	4-1
4.0.2	DOCUMENT RETENTION RESPONSIBILITIES	4-1
4.1	FORMAT OF TRAINING RECORDS	4-2
4.1.1	CREW MEMBERS AND DISPATCHER RECORDS	4-2
4.2	STORAGE OF TRAINING RECORDS	4-3
4.2.1	TRAINING RECORDS RETENTION	4-3
<b>5</b>	<b>APPENDICES</b>	<b>5-1</b>
5.0	A1-LIST OF APPROVED FSTD, TRAINING EQUIPMENT AND SCOPE OF TRAINING	5-1
5.1	A2-LIST OF CONTRACTED TRAINING ORGANIZATIONS AND SCOPE OF TRAINING	5-2
5.2	A3-LIST OF APPROVED INSTRUCTORS AND CHECK PILOTS	5-3
5.3	A4-EXAMPLES OF TRAINING AND CHECKING RECORDS	5-4
5.4	A5- RECURRENT TRAINING EVENT MATRIX	5-5
5.5	A6 – FLIGHT TRAINING FORMS	5-6
5.6	A7- PROFICIENCY CHECK FORMS	5-7
<b>6</b>	<b>INDEX</b>	ERROR! BOOKMARK NOT DEFINED.

0	FRONT MATTER
0.2	REVISION HIGHLIGHTS

Issue:	00
Revision:	00
Date:	18-FEB-2024

## 0.2 REVISION HIGHLIGHTS

This table summarizes the major changes made to each revision, not all changes. Throughout each review cycle, subsequent entries may change prior entries or proposed changes may be held, disregarded, and/or obsolete. This is a summary of input received throughout the duration. Changes throughout the manual are indicated by vertical revision bars.

**Note:** The vertical bar (change bar) in the margin indicates a change, addition, or deletion in the adjacent text for the current revision of that page only.

Issue	0	Revision	1	Date	
TITLE					
Section	Section Title		Revision Details		Incorporated by

Issue	0	Revision	2	Date	
TITLE					
Section	Section Title		Revision Details		Incorporated by



RIYADH AIR  
طيران الرياض

## OPERATIONS MANUAL PART D

- 0 FRONT MATTER
- 0.2 REVISION HIGHLIGHTS

**Issue:** 00  
**Revision:** 00  
**Date:** 18-FEB-2024

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RIYADH AIR  
طيران الرياض

## OPERATIONS MANUAL PART D

- 0 FRONT MATTER
- 0.3 RECORD OF REVISIONS

**Issue:** 00  
**Revision:** 00  
**Date:** 18-FEB-2024

### 0.3 RECORD OF REVISIONS

Issue	Rev	Rev Date	Received via
00	IR/00	18 Feb 2024	



RIYADH AIR  
طيران الرياض

## OPERATIONS MANUAL PART D

0	FRONT MATTER
0.3	RECORD OF REVISIONS

<b>Issue:</b>	00
<b>Revision:</b>	00
<b>Date:</b>	18-FEB-2024

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RIYADH AIR  
طيران الرياض

## OPERATIONS MANUAL PART D

0 FRONT MATTER

0.4 RECORD OF OPERATIONAL MANUAL NOTICE (OMN)

Issue: 00

Revision: 00

Date: 18-FEB-2024

### 0.4 RECORD OF OPERATIONAL MANUAL NOTICE (OMN)

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Add

D

Delete

R

Replace

OMN No.	Section No.	Page No.	Change Highlights	Effective Date



RIYADH AIR  
طيران الرياض

## OPERATIONS MANUAL PART D

0	FRONT MATTER
0.5	LIST OF EFFECTIVE PAGES

**Issue:** 00  
**Revision:** 00  
**Date:** 18-FEB-2024

### 0.5 LIST OF EFFECTIVE PAGES

Issue	Revision	Section	Page	Eff. Date
0	0	0	0-1	18-Feb-24
0	0	0	0-2	18-Feb-24
0	0	0	0-3	18-Feb-24
0	0	0	0-4	18-Feb-24
0	0	0	0-5	18-Feb-24
0	0	0	0-6	18-Feb-24
0	0	0	0-7	18-Feb-24
0	0	0	0-8	18-Feb-24
0	0	0	0-9	18-Feb-24
0	0	0	0-10	18-Feb-24
0	0	0	0-11	18-Feb-24
0	0	0	0-12	18-Feb-24
0	0	0	0-13	18-Feb-24
0	0	0	0-14	18-Feb-24
0	0	0	0-15	18-Feb-24
0	0	0	0-16	18-Feb-24
0	0	0	0-17	18-Feb-24

Issue	Revision	Section	Page	Eff. Date
0	0	0	0-18	18-Feb-24
0	0	0	0-19	18-Feb-24
0	0	0	0-20	18-Feb-24
0	0	0	0-21	18-Feb-24
0	0	0	0-22	18-Feb-24
0	0	0	0-23	18-Feb-24
0	0	0	0-24	18-Feb-24
0	0	0	0-25	18-Feb-24
0	0	0	0-26	18-Feb-24
0	0	0	0-27	18-Feb-24
0	0	0	0-28	18-Feb-24
0	0	0	0-29	18-Feb-24
0	0	0	0-30	18-Feb-24
0	0	0	0-31	18-Feb-24
0	0	0	0-32	18-Feb-24
0	0	0	0-33	18-Feb-24
0	0	0	0-34	18-Feb-24

<b>Riyadh Air</b>		<b>GACA Approval by:</b>	
Name:		Name:	
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## OPERATIONS MANUAL PART D

0 FRONT MATTER

0.5 LIST OF EFFECTIVE PAGES

**Issue:** 00

**Revision:** 00

**Date:** 18-FEB-2024

Issue	Revision	Section	Page	Eff. Date
0	0	0	0-35	18-Feb-24
0	0	0	0-36	18-Feb-24
0	0	0	0-37	18-Feb-24
0	0	0	0-38	18-Feb-24
0	0	0	0-39	18-Feb-24
0	0	0	0-40	18-Feb-24
0	0	0	0-41	18-Feb-24
0	0	0	0-42	18-Feb-24
0	0	0	0-43	18-Feb-24
0	0	0	0-44	18-Feb-24
0	0	0	0-45	18-Feb-24
0	0	0	0-46	18-Feb-24
0	0	0	0-47	18-Feb-24
0	0	0	0-48	18-Feb-24
0	0	0	0-49	18-Feb-24
0	0	0	0-50	18-Feb-24
0	0	0	0-51	18-Feb-24

Issue	Revision	Section	Page	Eff. Date
0	0	1	1-01	18-Feb-24
0	0	1	1-02	18-Feb-24
0	0	1	1-03	18-Feb-24
0	0	1	1-04	18-Feb-24
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0	0	1	1-06	18-Feb-24
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0	0	2	1-11	18-Feb-24
0	0	2	1-12	18-Feb-24
0	0	2	1-13	18-Feb-24
0	0	2	1-14	18-Feb-24

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0	FRONT MATTER
0.5	LIST OF EFFECTIVE PAGES

**Issue:** 00  
**Revision:** 00  
**Date:** 18-FEB-2024

Issue	Revision	Section	Page	Eff. Date
0	0	1	1-15	18-Feb-24
0	0	1	1-16	18-Feb-24
0	0	1	1-17	18-Feb-24
0	0	1	1-18	18-Feb-24
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0	0	1	1-22	18-Feb-24
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0	0	1	1-29	18-Feb-24
0	0	1	1-30	18-Feb-24
0	0	1	1-31	18-Feb-24

Issue	Revision	Section	Page	Eff. Date
0	0	1	1-32	18-Feb-24
0	0	1	1-33	18-Feb-24
0	0	1	1-34	18-Feb-24
0	0	1	1-35	18-Feb-24
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0	0	2	2-06	18-Feb-24
0	0	2	2-07	18-Feb-24
0	0	2	2-08	18-Feb-24

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		Stamp:	



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## OPERATIONS MANUAL PART D

0	FRONT MATTER
0.5	LIST OF EFFECTIVE PAGES

**Issue:** 00  
**Revision:** 00  
**Date:** 18-FEB-2024

Issue	Revision	Section	Page	Eff. Date
0	0	2	2-09	18-Feb-24
0	0	2	2-10	18-Feb-24
0	0	2	2-11	18-Feb-24
0	0	2	2-12	18-Feb-24
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0	0	2	2-23	18-Feb-24
0	0	2	2-24	18-Feb-24
0	0	2	2-25	18-Feb-24

Issue	Revision	Section	Page	Eff. Date
0	0	2	2-26	18-Feb-24
0	0	2	2-27	18-Feb-24
0	0	2	2-28	18-Feb-24
0	0	2	2-29	18-Feb-24
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0	0	2	2-39	18-Feb-24
0	0	2	2-40	18-Feb-24
0	0	2	2-41	18-Feb-24
0	0	2	2-42	18-Feb-24

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		Date:	
		Stamp:	



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## OPERATIONS MANUAL PART D

0	FRONT MATTER
0.5	LIST OF EFFECTIVE PAGES

**Issue:** 00  
**Revision:** 00  
**Date:** 18-FEB-2024

Issue	Revision	Section	Page	Eff. Date
0	0	2	2-43	18-Feb-24
0	0	2	2-44	18-Feb-24
0	0	2	2-45	18-Feb-24
0	0	2	2-46	18-Feb-24
0	0	2	2-47	18-Feb-24
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0	0	2	2-54	18-Feb-24
0	0	2	2-55	18-Feb-24
0	0	2	2-56	18-Feb-24
0	0	2	2-57	18-Feb-24
0	0	2	2-58	18-Feb-24
0	0	2	2-59	18-Feb-24

Issue	Revision	Section	Page	Eff. Date
0	0	2	2-60	18-Feb-24
0	0	2	2-61	18-Feb-24
0	0	2	2-62	18-Feb-24
0	0	2	2-63	18-Feb-24
0	0	2	2-64	18-Feb-24
0	0	2	2-65	18-Feb-24
0	0	2	2-66	18-Feb-24
0	0	2	2-67	18-Feb-24
0	0	2	2-68	18-Feb-24
0	0	2	2-69	18-Feb-24
0	0	2	2-70	18-Feb-24
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0	0	2	2-72	18-Feb-24
0	0	2	2-73	18-Feb-24
0	0	2	2-74	18-Feb-24
0	0	2	2-75	18-Feb-24
0	0	2	2-76	18-Feb-24

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		Stamp:	



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## OPERATIONS MANUAL PART D

- 0 FRONT MATTER  
0.5 LIST OF EFFECTIVE PAGES

**Issue:** 00  
**Revision:** 00  
**Date:** 18-FEB-2024

Issue	Revision	Section	Page	Eff. Date
0	0	2	2-77	18-Feb-24
0	0	2	2-78	18-Feb-24
0	0	2	2-79	18-Feb-24
0	0	2	2-80	18-Feb-24
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0	0	2	2-84	18-Feb-24
0	0	2	2-85	18-Feb-24
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0	0	2	2-91	18-Feb-24
0	0	2	2-92	18-Feb-24
0	0	2	2-93	18-Feb-24

Issue	Revision	Section	Page	Eff. Date
0	0	2	2-94	18-Feb-24
0	0	2	2-95	18-Feb-24
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0	0	2	2-109	18-Feb-24
0	0	2	2-110	18-Feb-24

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		Date:	
		Stamp:	



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## OPERATIONS MANUAL PART D

0	FRONT MATTER
0.5	LIST OF EFFECTIVE PAGES

**Issue:** 00  
**Revision:** 00  
**Date:** 18-FEB-2024

Issue	Revision	Section	Page	Eff. Date
0	0	2	2-111	18-Feb-24
0	0	2	2-112	18-Feb-24
0	0	2	2-113	18-Feb-24
0	0	2	2-114	18-Feb-24
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0	0	2	2-116	18-Feb-24
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0	0	2	2-125	18-Feb-24
0	0	2	2-126	18-Feb-24
0	0	2	2-127	18-Feb-24

Issue	Revision	Section	Page	Eff. Date
0	0	2	2-128	18-Feb-24
0	0	2	2-129	18-Feb-24
0	0	2	2-130	18-Feb-24
0	0	2	2-131	18-Feb-24
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0	0	2	2-141	18-Feb-24
0	0	2	2-142	18-Feb-24
0	0	2	2-143	18-Feb-24
0	0	2	2-144	18-Feb-24

<b>Riyadh Air</b>		<b>GACA Approval by:</b>	
Name:		Name:	
Title:		Title:	
Sign and Date:		Sign &	
		Date:	
		Stamp:	



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## OPERATIONS MANUAL PART D

0 FRONT MATTER

0.5 LIST OF EFFECTIVE PAGES

**Issue:** 00

**Revision:** 00

**Date:** 18-FEB-2024

Issue	Revision	Section	Page	Eff. Date
0	0	2	2-145	18-Feb-24
0	0	2	2-146	18-Feb-24
0	0	2	2-147	18-Feb-24
0	0	2	2-148	18-Feb-24
0	0	3	3-01	18-Feb-24
0	0	3	3-02	18-Feb-24
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Issue	Revision	Section	Page	Eff. Date
0	0	3	3-14	18-Feb-24
0	0	3	3-15	18-Feb-24
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0	0	3	3-28	18-Feb-24
0	0	3	3-29	18-Feb-24
0	0	3	3-30	18-Feb-24

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## OPERATIONS MANUAL PART D

- 0 FRONT MATTER
- 0.5 LIST OF EFFECTIVE PAGES

**Issue:** 00  
**Revision:** 00  
**Date:** 18-FEB-2024

Issue	Revision	Section	Page	Eff. Date
0	0	3	3-31	18-Feb-24
0	0	3	3-32	18-Feb-24
0	0	3	3-33	18-Feb-24
0	0	3	3-34	18-Feb-24
0	0	3	3-35	18-Feb-24
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0	0	4	4-01	18-Feb-24
0	0	4	4-02	18-Feb-24
0	0	4	4-03	18-Feb-24

Issue	Revision	Section	Page	Eff. Date
0	0	4	4-04	18-Feb-24
0	0	5	5-01	18-Feb-24
0	0	4	5-02	18-Feb-24
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0	0	5	5-07	18-Feb-24
0	0	6	6-01	18-Feb-24

Riyadh Air		GACA Approval by:	
Name:		Name:	
Title:		Title:	
Sign and Date:		Sign & Date:	
		Stamp:	

## 0.6 LIST OF TABLES

Table 1 Prerequisites of Flight Instructor – Simulator (FI-S).....	1-27
Table 2 Duties and Responsibilities of Flight Instructor – Simulator (FI-S) .....	1-28
Table 3 Prerequisites of Non-Line Qualified FI-S .....	1-28
Table 4 Prerequisites of Check Pilot – Simulator (CP-S) .....	1-29
Table 5 Duties and Responsibilities of Check Pilot – Simulator (CP-S).....	1-30
Table 6 Prerequisites of Check Pilot – Aircraft (CP-A) .....	1-30
Table 7 Duties and Responsibilities of Check Pilot – Aircraft (CP-A) .....	1-31
Table 8 Prerequisites of Flight Crew Ground Instructors.....	1-32
Table 9 Duties and Responsibilities of Flight Crew Ground Instructors .....	1-32
Table 10 Prerequisites of CRM Trainer (CRMT) .....	1-33
Table 11 Duties and Responsibilities CRM Trainer (CRMT) .....	1-33
Table 12 FSTD Minimum Serviceability Level.....	1-38
Table 13 Simulator Session Duration .....	2-3
Table 14 Instructors.....	2-4
Table 15 Check Pilots.....	2-5
Table 16 Pilot Training.....	2-8
Table 17 Flight Instructor/Check Pilot Training.....	2-9
Table 18 Common Training.....	2-10
Table 19 Period of Validity.....	2-12
Table 20 Period of Validity.....	2-13
Table 21 Ground Training .....	2-98
Table 22 Pilot Competency Framework.....	3-12
Table 23 Cabin Crew Competency Framework.....	3-13
Table 24 Trainer Competency Framework.....	3-17
Table 25 Dispatcher Competency Framework.....	3-20
Table 26- Grading Methodology .....	3-22
Table 27 - Guidelines .....	3-23



0 FRONT MATTER

0.6 LIST OF TABLES

Issue:	00
Revision:	00
Date:	18-FEB-2024

Table 28 Common Test Standards for Flight Crew .....3-29

Table 29 MCP Levels .....3-40

0	FRONT MATTER
0.7	LIST OF FIGURES

Issue:	00
Revision:	00
Date:	18-FEB-2024

0.7 LIST OF FIGURES

Figure 1 Flight Operations Training & Standards Org.....	1-1
Figure 2 Training Management Meeting Schedules .....	1-10



## OPERATIONS MANUAL PART D

0	FRONT MATTER
0.8	LIST OF COMPLIANCE ENTRIES

<b>Issue:</b>	00
<b>Revision:</b>	00
<b>Date:</b>	18-FEB-2024

### 0.8 LIST OF COMPLIANCE ENTRIES

SECTION	TITLE	TYPE	REGULATION STANDARD
0.11.3	COMMON LANGUAGE	IOSA	FLT 3.1.1
0.11.5	HUMAN FACTOR PRINCIPLES	GACAR	§121.139, §121.533
		IOSA	FLT 1.7.4
1.6.1	MANAGEMENT INTERFERENCE	IOSA	FLT 2.1.2
1.6.8	CARRIAGE OF DOCUMENTS	GACAR	§ 61.63
1.7	DISTANCE LEARNING PROGRAM	IOSA	FLT 2.1.4, E-book 4.21.5.25
1.8	OUTSOURCE TRAINING	OpSpec	A31
		GACAR	§ 121.847, E-book 4.9.5.11
1.9	ADVANCED SIMULATION TRAINING PROGRAM	GACAR	§ 121 Appendix D
1.10.3.3.1	Flight Instructor – Simulator (FI-S)	GACAR	§ 121.867, § 121.875
1.10.3.3.2	CHECK PILOTS	GACAR	§ 121.863, § 121.871
		GACA	E-book 4.20
1.10.4	AIRCREW DESIGNATED EXAMINER'S (ADE) PROGRAM	GACAR	§ 183
		GACA	E-book 14
1.11.1	Check Pilot and Flight Instructor Recency	IOSA	FLT 2.1.36
1.12	TRAINING FACILITIES	GACAR	§ 121.839(A)(3), (4),
		IOSA	FLT 2.1.19
1.12.1	Approval of FSTDs	GACAR	§ 61.15, § 121.843(B)(2), (4), § 121.855, § 121 APPENDIX D
1.12.1.1	FSTD Minimum Serviceability Level	IOSA	FLT 2.1.46
1.12.2	Approval Of Training Equipment Other Than FSTDs	GACAR	§ 121.843(B)(2), § 121.857
		IOSA	CAB 1.10.4, FLT 2.1.45
2.0.1.3	Procedure for Training Course Approval and Acceptance	GACAR	§121.851
2.0.1.4	Record Keeping – Check Reports	GACAR	§121.839(d), § 121.1565
2.0.2	General Policy – Flight Crew Training	GACAR	§ 121.835 Training Required
2.0.2.3.2	Recurrent General Emergency Training Curriculum Segments	GACAR	E-book 4.21.10.11., §121.907
2.0.2.3.3.2	Adjusting the Training/Checking Month.	GACAR	E-book 4.21.10.5
2.0.3	General Policy – Cabin Crew Training	GACAR	§ 65.69(b)
		IOSA	CAB 1.2.5, 1.6.1, 2.1.1A
2.1.1.1.1	Basic indoctrination training	GACAR	§ 121.879(A), E-BOOK VOL.4.21.3.3
		IOSA	FLT 2.2.7, 2.2.10, 2.5.1



RIYADH AIR  
طيران الرياض

## OPERATIONS MANUAL PART D

0	FRONT MATTER
0.8	LIST OF COMPLIANCE ENTRIES

**Issue:** 00  
**Revision:** 00  
**Date:** 18-FEB-2024

SECTION	TITLE	TYPE	REGULATION STANDARD
2.1.1.1.2	Aircraft Ground Training	GACA	E-Book 4.21.5.3
		IOSA	FLT 2.2.11, 2.2.16A
2.1.1.1.3	Initial Crew Resource Management Training	GACAR	§ 121.887(1)(VIII), FAA AC 120-53
		IOSA	FLT 2.2.14, 2.2.15, 2.2.30
2.1.1.1.4	Emergency Training	GACAR	§ 121.907, E-BOOK VOL.4.21.4
		IOSA	FLT 2.2.8, 2.2.40
2.1.1.1.4.3.2	Emergency Drill Training Modules	GACA	E-Book, VOL 4, Chapter 21, Section 4
2.1.1.1.4.3.4	Combined Training Modules	GACA	E-Book 4.21.4.17
2.1.1.1.5	First Aid Training	GACAR	§ 121.911
2.1.1.1.6	Aviation Security	IOSA	FLT 2.2.42
2.1.1.1.7	Dangerous Goods	IOSA	FLT 2.2.12
2.1.1.2	Initial Flight Training Modules	GACAR	§ 121.797, § 121.859(D), § 121.899
		IOSA	FLT 2.1.47, 2.2.26, 2.2.27, 2.2.29, 2.2.30, 2.2.31, 2.2.33, 2.2.34, 2.2.35, 2.2.40
2.1.1.2.6	Zero Flight Time/Intervention Training	IOSA	FLT 2.1.47
2.1.1.3	Operating Experience/Line Training (OE)	GACAR	§121.789(B), (C), (F)
		IOSA	FLT 2.3.1, 2.3.3
2.1.1.3.7	Consolidation Flying	GACAR	§ 121.789(G), (H)
2.1.1.3.8	Route/Area and Aerodrome Competence	GACAR	§ 121.773(c), (d), (f), (g)
		IOSA	FLT 2.4.1
2.1.1.3.10	Special Areas and Aerodromes	GACAR	§ 121.777
		IOSA	FLT 2.4.1
2.1.1.4.1	ETOPS	GACAR	§ 121, APPENDIX E
2.1.1.4.2	RVSM	GACAR	91, APPENDIX D(V)(3)
2.1.1.4.3	Low visibility Operations (LVO)	GACAR	91, APPENDIX D(II)(D)
2.1.1.4.4	Performance Based Navigation (PBN)	FAA	AC 90-105A
2.1.1.4.5	Required Navigation Performance – Authorization Required (RNP-AR)	FAA	AC 90-101A
2.1.2	Differences Training	GACAR	§121.835(b)(1), § 121.859(d), § 121.879, § 121.883
2.1.3	Transition Training	GACAR	§121.835(a)(1)(i), § 121.879, § 121.839
		IOSA	FLT 2.3.4
SECTION	TITLE	TYPE	REGULATION STANDARD



RIYADH AIR  
طيران الرياض

## OPERATIONS MANUAL PART D

0	FRONT MATTER
0.8	LIST OF COMPLIANCE ENTRIES

<b>Issue:</b>	00
<b>Revision:</b>	00
<b>Date:</b>	18-FEB-2024

2.1.4	Recurrent Training	GACAR	§ 121.835(C)(1)(I), (2), (D), (E), § 121.919
		IOSA	FLT 2.1.3, 2.3.4
2.1.4.2.2	Recurrent General Emergency Training	IOSA	FLT 2.2.8
		GACA	E-Book 4.21.10.11
2.1.7	Flight Instructor and Check Pilot Training	GACAR	§ 121.839(a)(5)
		IOSA	FLT 2.1.2, 2.1.20
2.1.7.1	Initial Training and Checking	GACAR	§121.875(c), (e), E-Book Vol.4.20.4.5
2.1.7.2	Flight Instructor – Simulator (FI-S)	GACAR	§121.867, § 121.875
		IOSA	FLT 2.1.35
2.1.7.3	Check Pilot – Simulator (CP-S)	GACAR	§ 121.863, § 121.871
		IOSA	FLT 2.1.35
2.1.7.4	Check Pilot – Aircraft (CP-A)	GACAR	§ 121.863, § 121.871
		IOSA	FLT 2.1.35
2.1.8	Upset Prevention and Recovery Training UPRT / Extended Envelope Training EET	GACAR	§ 121.889
		ICAO	Doc 10011,
2.1.8.5.2	High Altitude Flight Path Management Training	EASA	AMC1 ORO.FC.120&130
2.1.9	Requalification	IOSA	FLT 2.2.27, 2.2.40
2.1.9.1	Recent Experience	GACAR	§121.769
		IOSA	FLT 3.3.7
2.1.9.2	Route And Aerodrome Competence	GACAR	§ 121.773(h)
		IOSA	FLT 2.4.1
2.2.1.2	Types of Training	IOSA	CAB 2.1.1A
2.2.2	Initial Training	GACAR	§ 121.835(a)(1)
		IOSA	CAB 2.1.2
2.2.2.1	Initial Ground Training	GACAR	§ 121.887
2.2.2.2	Basic Indoctrination	GACAR	§ 121.879(a)
		IOSA	CAB 2.2.1, 2.2.9, 2.4.1
2.2.2.3	Crew Resource Management (CRM)	IOSA	CAB 2.2.8
2.2.2.4	Dangerous Goods	GACAR	§121.1609, 109.101, Appendix B
		IOSA	CAB 2.2.7
2.2.2.5	Emergency Training	GACAR	§ 121.907
		IOSA	CAB 2.2.3, 2.2.4, 2.2.5, 2.2.6, 2.2.9
2.2.2.6	First Aid	GACAR	§ 121.911
		IOSA	CAB 2.2.1, 2.2.3, 2.2.4, 2.2.11
SECTION	TITLE	TYPE	REGULATION STANDARD



RIYADH AIR  
طيران الرياض

## OPERATIONS MANUAL PART D

0	FRONT MATTER
0.8	LIST OF COMPLIANCE ENTRIES

**Issue:** 00  
**Revision:** 00  
**Date:** 18-FEB-2024

2.2.2.7	Aviation Security Training	IOSA	CAB 2.2.12
2.2.2.8	Operations And Type Specific	GACAR	§ 121.891
		IOSA	CAB 2.1.5, 2.2.1, 2.2.2
2.2.2.9	Initial Operating Experience	GACAR	§ 121.789(a), (b), (e), (f)
		IOSA	CAB 2.3.1
2.2.3	Competence Checks	GACAR	§121.891(b)
		IOSA	CAB 2.1.7, 2.3.4
2.2.4	Recurrent Training and Checking	GACAR	§121.835(c)(1)(ii), § 121.919
		IOSA	CAB 2.1.3
2.2.4.1	Recurrent Ground Training	GACAR	§121.907, § 121.919
		IOSA	CAB 2.1.3, 2.2.2, 2.2.7
2.2.4.1.3	Safety and Emergency Procedures (General and Aircraft Specifics)	IOSA	CAB 2.2.3, 2.2.4, 2.2.5, 2.2.6, 2.2.9, 2.4.1
2.2.4.1.4	Crew Resource Management (CRM)	IOSA	CAB 2.2.8, 2.2.9, 2.2.10
2.2.4.1.5	Dangerous Goods	GACAR	§ 109.101(d), 109 Appendix B
		IOSA	CAB 2.2.7
2.2.4.1.6	First Aid	IOSA	CAB 2.2.3, 2.2.4, 2.2.11
2.2.4.1.7	Aviation Security Training	IOSA	CAB 2.2.12
2.2.5	Differences Training	GACAR	§121.835(b)(1), § 121.879, § 121.883
2.2.6	Transition Training	GACAR	§ 121.835(a)(1)(i), § 121.879, § 121.891(b), § 121.839€, § 121.891
2.2.7	Senior Cabin Crew Member Upgrade Training	IOSA	CAB 2.2.13
2.2.8	Requalification	IOSA	CAB 2.1.4, 2.2.2, 2.2.3, 2.2.4, 2.2.5, 2.2.6, 2.2.7, 2.2.8, 2.2.9, 2.2.12, 2.2.11, 2.3.3
2.2.9	Cabin Crew Instructor and Examiner Training	IOSA	CAB 2.1.6
2.2.9.1.1	Train the Trainer	IOSA	FLT 2.1.35
2.2.9.1.2	Recurrent Training and Checking	IOSA	FLT 2.1.36
2.2.9.2	CRM Instructor	IOSA	FLT 2.1.35
2.3	Aircraft DISPATCHER TRAINING PROGRAM	GACAR	65.49(c)
2.3.1	General Policy Dispatch Training	IOSA	DSP 2.1.1
2.3.2	Initial Training	GACAR	§ 121.835(a)(2), § 121.879
		IOSA	DSP 2.1.2
2.3.3	Initial On-The-Job Training (OJT)	IOSA	DSP 2.3.1
SECTION	TITLE	TYPE	REGULATION STANDARD



RIYADH AIR  
طيران الرياض

## OPERATIONS MANUAL PART D

- 0 FRONT MATTER
- 0.8 LIST OF COMPLIANCE ENTRIES

**Issue:** 00  
**Revision:** 00  
**Date:** 18-FEB-2024

2.3.4	Route Familiarization Flights	GACAR	§ 121.957(a)(1), § 121.961
		IOSA	DSP 2.3.4
2.3.5	Competence Checks	GACAR	§ 121.895(b)
		IOSA	DSP 2.3.1
2.3.6	Recurrent Training	GACAR	§ 121.835(c)(3), § 121.919
		IOSA	DSP 2.1.2, 2.2.2
2.3.7	Recurrent Operating Familiarization	IOSA	DSP 2.3.4
2.3.9	Requalification	IOSA	DSP 2.3.3
3.0	THE CREW PERFORMANCE ASSESSMENT SCHEME	IOSA	FLT 2.1.12
3.0.3	Written, Computer Based or distance learning Examinations	IOSA	FLT 2.1.4, 2.1.28
3.3	COMPETENCY FRAMEWORK	IOSA	FLT 2.1.28
3.4	COMPETENCY BASED GRADING METHODOLOGY	IOSA	FLT 2.1.28
3.6.8	Line Check	GACAR	§ 121.879, E-BOOK 4.21.7.27
3.6.9	Remedial Training	GACAR	§ 121.879 E-BOOK 4.21.11.15
3.7	STANDARDIZATION OF TRAINING	IOSA	FLT 2.1.2, 2.1.14, 2.1.36
3.7.6	Standardization of External Instructors	IOSA	FLT 2.1.20
3.9	TRAINING DURING COMMERCIAL OPERATIONS	GACAR	§121.737(c), (d), § 121.785(e)
4	RECORD KEEPING	GACAR	§ 121.839(d), § 121.1565
		IOSA	FLT 1.8.1, 1.8.2, CAB 1.7.1, 2.1.8
4	REQUIRED TRAINING RECORDS	GACAR	§121.1505(a)(1)
4.2.1	Training Records Retention	GACAR	109.125, § 121.1565



RIYADH AIR  
طيران الرياض

## OPERATIONS MANUAL PART D

- 0 FRONT MATTER
- 0.8 LIST OF COMPLIANCE ENTRIES

**Issue:** 00  
**Revision:** 00  
**Date:** 18-FEB-2024

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## OPERATIONS MANUAL PART D

0	FRONT MATTER
0.9	MANAGEMENT APPROVAL

<b>Issue:</b>	00
<b>Revision:</b>	00
<b>Date:</b>	18-FEB-2024

### 0.9 MANAGEMENT APPROVAL

Manual Number:	RXI/OPS-FLT-M04
Title:	OPERATIONS MANUAL PART D
Issue:	00
Revision:	00

Recommended by:		Date:
Title:		
Signature:		

Quality Review by:		Date:
Title:		
Signature:		

Approved by:		Date:
Title:		
Signature:		



RIYADH AIR  
طيران الرياض

## OPERATIONS MANUAL PART D

0	FRONT MATTER
0.9	MANAGEMENT APPROVAL

<b>Issue:</b>	00
<b>Revision:</b>	00
<b>Date:</b>	18-FEB-2024

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## 0.10 GACA APPROVAL

*This manual is a controlled document, prepared to meet the requirements of the General Authority of Civil Aviation Regulations (GACAR) and is herewith accepted/approved by the General Authority of Civil Aviation (GACA) exclusively for the use of Riyadh Air.*

*If any conflict exists between the contents of this manual and GACA requirements, GACA requirements shall take precedence, and the manual will be revised without delay in accordance with GACA [E-Book Vol.4 Ch.12, section 4](#).*

*All contents of this manual are current, as listed in the List of Effective Pages (LEP) Revision 0. 18 Feb 2024.*

*This manual becomes 'uncontrolled' when printed.*

Name:		Date:	
Title:			
Signature:			
Stamp:			



RIYADH AIR  
طيران الرياض

## OPERATIONS MANUAL PART D

0 FRONT MATTER  
0.10 GACA APPROVAL

**Issue:** 00  
**Revision:** 00  
**Date:** 18-FEB-2024

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## 0.11 INTRODUCTION

### 0.11.1 POLICY

This Operations Manual Part D (Training) is approved by the General Authority of Civil Aviation (GACA) and it is compliant with GACA Part 121 regulations and applicable international standards. It is the method by which Riyadh Air undertakes all trainings.

The Operations Manual Part D (OM Part D) contains Training procedures, instructions, and guidance for operational personnel to execute their duties. It serves as a crucial guide for all flight operational employees to ensure that the planning and execution of every flight is conducted in accordance with the highest levels of safety, efficiency and effectiveness.

### 0.11.2 APPLICABILITY

The Operations Manual Part D (OM Part D) serves as an essential guide for all flight operational personnel in our organization, and it is incumbent upon every employee, regardless of their role, to adhere to the policies, procedures, regulations, guidance, and instructions detailed within Riyadh Air's operational manuals.

### 0.11.3 COMMON LANGUAGE

*IOSA FLT 3.1.1*

For general Use of Terms refer to Corporate Policy Manual, Section 0.11.2.

### 0.11.4 USAGE OF TERMS

Operations Manual Part D applies to both male and female crew members, operations personnel, passengers, and other persons, for simplification a gender-neutral text is used in this manual. Throughout this manual, specific terms (e.g., shall, should, may etc.) are used to provide precise instructions and expectations within the context of Riyadh Air's operations. These terms serve distinct purposes and outline the level of obligation or permission associated with each action. It is crucial that all operational personnel understand the nuances of these terms.

For general Use of Terms refer to Corporate Policy Manual, Section 0.11.2.

### 0.11.5 HUMAN FACTOR PRINCIPLES

*GACAR § 121.139 / 121.533*  
*IOSA FLT 1.7.4*

For Human Factor Principles applicable to FLT OPS refer to OM-A, Section 0.11.4.

For general Human Factor Principles refer to Corporate Policy Manual, Section 0.11.5.

## 0.11.6 APPLICABLE REGULATIONS AND STANDARDS

Refer to OM-A, Section 0.11.5.

## 0.12 ABBREVIATIONS, ACRONYMS AND DEFINITIONS

### 0.12.1 ABBREVIATIONS AND ACRONYMS

This manual contains a list of abbreviations and acronyms for easy reference. The Table below explains frequently used abbreviations and acronyms, while less common ones are defined in the relevant sections where they are used.

For a full list of Abbreviations and Acronyms refer to OM-A, Section 0.12.1.

A	
AC	Advisory Circular
ACARS	Aircraft Communication Addressing and Reporting System
ACS	Airman Certification Standards
ADE	Aircrew Designated Examiner
AE	Assessment and Evaluation
AED	Automated External Defibrillator
AIP	Aeronautical Information Publication
ANP	Actual Navigation Performance
AOA	Angle of Attack
APD	Aircrew Program Designee
ATO	Approved Training Organization
ATP	Airline Transport Pilot
AVMED	Aviation Medicine
C	
CBT	Computer Based Training
CBTA	Competency Based Training and Assessment
CDL	Configuration Deviation List
CFIT	Controlled Flight into Terrain
CMA	Cabin Management
COM	Communication
CP	Check Pilot All Checks
CP-A	Check Pilot - Aircraft
CPDLC	Controller Pilot Data Link Communication



RIYADH AIR  
طيران الرياض

## OPERATIONS MANUAL PART D

0 FRONT MATTER

0.12 ABBREVIATIONS, ACRONYMS AND DEFINITIONS

**Issue:** 00

**Revision:** 00

**Date:** 18-FEB-2024

CP-S	Check Pilot - Simulator
CPM	Corporate Policy Manual
CPR	Cardiopulmonary resuscitation
CRM	Crew Resource Management
CRMT	CRM Trainer
<b>D</b>	
DADE	Designated Aircraft Dispatch Manager
DEC	Direct Entry Captain
DG	Dangerous Goods
DGR	Dangerous Goods Regulations
DP	Departure Procedure (SID)
DRM	Dispatcher Resource Management
<b>E</b>	
EASA	European Union Aviation Safety Agency
EBT	Evidence Based Training
EDTO	Extended Diversion Time Operations
EET	Extended Envelope Training
EGPWS	Enhanced Ground Proximity Warning System
ELP	English Language Proficiency
ELPT	English Language Proficiency Test
ERP	Emergency Response Procedure
ETOPS	Extended Range Twin-engine Operations
EVAL	Evaluation
<b>F</b>	
FAA	Federal Aviation Administration
FAR	Federal Aviation Rules
FC-GI	Flight Crew Ground Instructor
FCOM	Flight Crew Operations Manual
FFS	Full Flight Simulator
FI-S	Flight Instructor - Simulator
FORB	Flight Operations Review Board
FPA	Aeroplane Flight Path Management - Automation
FPM	Aeroplane Flight Path Management - Manual
FSTD	Flight Simulation Training Device
FTD	Flight Training Device



## OPERATIONS MANUAL PART D

0 FRONT MATTER

0.12 ABBREVIATIONS, ACRONYMS AND DEFINITIONS

**Issue:** 00

**Revision:** 00

**Date:** 18-FEB-2024

G	
GACA	General Authority of Civil Aviation
GACAR	General Authority of Civil Aviation Regulations
GNE	Gross Navigational Error
GPWS	Ground Proximity Warning System
H	
HFM	Human Factors Manager
HUD	Head Up Display
HUDLS	Head Up Guidance Landing System
I	
IATA	International Air Transport Association
ICAO	International Civil Aviation Organization
ICAP	Instructor Concordance Assurance Training (Program)
IOE	Initial Operating Experience
IOS	Instructor Operating Station
IPE	Instructor Proficiency Evaluation
IR	Instrument Rating
L	
LC	Line Check
LCP-OS	Line Check Pilot – Observer’s Seat Only
LMS	Learning Management System
LOA	Letter Of Authorization
LOE	Line Oriented Evaluation
LOFT	Line Oriented Flight Training
LOS	Line Oriented Simulation
LRC	Line Release Check
LSAA	Landing System Assessment Area
LT	Line Training
LTW	Leadership and Teamwork
LVO	Low Visibility Operations
M	
MAPS	Management and Pilot Support
MCP	Management of Crew Performance
MEL	Minimum Equipment List





RIYADH AIR  
طيران الرياض

## OPERATIONS MANUAL PART D

0 FRONT MATTER

0.12 ABBREVIATIONS, ACRONYMS AND DEFINITIONS

**Issue:** 00

**Revision:** 00

**Date:** 18-FEB-2024

MNPS	Minimum Navigation Performance Specification
MT	Maneuver Training
MTP	Management of Trainer Performance
N	
NAT	North Atlantic
O	
OB	Observable Behaviors
OCC	Operations Control Centre
OE	Operating Experience (e.g. Line Training Sector)
OEM	Original Equipment Manufacturer
OJT	On the Job Training
OM	Operations Manual
P	
PBE	Protective Breathing Equipment
PBN	Performance Based Navigation
PEC	Previous Experience Credit
PF	Pilot Flying
PI	Principal Inspector
PIC	Pilot In Command
PM	Pilot Monitoring
PMA	Passenger Management
POI	Principle Operations Inspector
PRO	Application of Procedures
PSD	Problem Solving Decision Making
R	
RACO	Regulatory and Compliance Officer
RNAV	Area Navigation
RNP	Required Navigation Performance
RVSM	Reduced Vertical Separation Minimum
S	
SAW	Situation Awareness
SBT	Scenario Based Training
SCCM	Senior Cabin Crew Member
SEP	Safety and Emergency Procedures



RIYADH AIR  
طيران الرياض

## OPERATIONS MANUAL PART D

0 FRONT MATTER

0.12 ABBREVIATIONS, ACRONYMS AND DEFINITIONS

**Issue:** 00

**Revision:** 00

**Date:** 18-FEB-2024

SIC	Second In Command
SID	Standard Instrument Departure
SMS	Safety Management System
SOP	Standard Operating Procedures
SPI	Safety Performance Indicator
STAR	Standard Arrival Route
STC	Standards Training Captain
T	
TAWS	Terrain Awareness and Warning System
TCAS	Traffic Alert and Collision Avoidance System
TEM	Threat and Error Management
TNA	Training Needs Analysis
TPMS	Training & Performance Monitoring System
TRC	Training Review Committee
U	
UPRT	Upset Prevention and Recovery Training
V	
VPFO	Vice President Flight Operations
W	
WBT	Web Bases Training
WLM	Workload Management
X	
XTK	Cross Track Error
Z	
ZFTT	Zero Flight Time Training



## OPERATIONS MANUAL PART D

0 FRONT MATTER

0.12 ABBREVIATIONS, ACRONYMS AND DEFINITIONS

**Issue:** 00

**Revision:** 00

**Date:** 18-FEB-2024

### 0.12.2 DEFINITIONS

GACAR PART 1 – Definitions, Abbreviations and Editorial Conventions, contains a full list of aviation definition. For ease of reference the following GACAR and Company definitions commonly used throughout this manual are noted below:

For a full list of Definitions refer to OM-A, Section 0.12.2.

A	
<b>Aeroplane upset</b>	Refers to an undesired aircraft state characterised by unintentional divergences from parameters normally experienced during operations. An aeroplane upset may involve pitch and/or bank angle divergences as well as inappropriate airspeeds for the conditions.
<b>Acceptable or accepted</b>	Means the GACA or Riyadh Air has reviewed the method, procedure or policy and has neither objected to nor specifically approved its proposed use or implementation.
<b>Approach-to-stall</b>	Means flight conditions bordered by the stall warning and stall.
<b>Approved</b>	Means the GACA has reviewed the method, procedure or policy in question and issued a formal written approval.
<b>Assessment</b>	The determination as to whether a candidate meets the requirements of the competency standard.
B	
<b>Base Month</b>	The calendar month during which a crewmember or aircraft dispatcher is due to receive required Recurrent Training, a required Flight Check, a required Competency Check, or required operating familiarization. Calendar month means the first day through the last day of a particular month.
<b>Basic Checking Module</b>	The proficiency or competency check listed in a qualification segment of a curriculum outline required for qualification in the basic duties of an airman position.
C	
<b>Categories of Training</b>	The classification of instructional programs by the regulatory requirement the training fulfils. Categories of training consist of one or more curriculums. The categories of training are initial Cadet/new-hire, initial equipment, transition, upgrade, recurrent, and requalification.
<b>Checking</b>	Specifically, a practical skills test. (For flight crew members, a check consists of physical manipulation of aircraft controls in real time.)
<b>Checking and Qualification Module</b>	An integral part of a qualification curriculum segment which contains checking and qualification requirements specified under Part 121. For example, a qualification curriculum segment may contain a proficiency check module, a LOFT module and an operating experience (qualification) module.
<b>Competency</b>	A competency is manifested and observed through behaviours that mobilise the relevant knowledge, skills and attitudes to carry out activities or tasks



RIYADH AIR  
طيران الرياض

## OPERATIONS MANUAL PART D

0 FRONT MATTER

0.12 ABBREVIATIONS, ACRONYMS AND DEFINITIONS

**Issue:** 00

**Revision:** 00

**Date:** 18-FEB-2024

	under specified conditions. Trainees successfully demonstrate a competency by meeting the associated competency standard.
<b>Competency-based training</b>	Refers to 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.
<b>Conditions</b>	Refers to anything that may qualify a specific environment in which performance will be demonstrated.
<b>Consolidation of Knowledge and Skills (CKS)</b>	Line operating experience hours requirement within 120 days for Pilot crewmembers not previously qualified on the aircraft type in Part 121 operations. Refer to GACAR § 121.789 for a complete definition of CKS.
<b>Core competencies</b>	Refers to a group of related behaviors, based on job requirements, which describe how to effectively perform a job and what proficient performance looks like. They include the name of the competency, a description, and a list of behavioral indicators.
<b>Courseware</b>	Instructional material developed for each curriculum. This is information in lesson plans, instructor guides, computer software programs, audiovisual programs, workbooks, aircraft operating manuals, and handouts. Courseware must accurately reflect curriculum requirements, be effectively organized, and properly integrate with instructional delivery methods.
<b>Curriculum</b>	A complete training agenda specific to an aircraft type, a crewmember or dispatcher duty position, and a category of training. An example is an "initial new hire, Boeing 787 pilot curriculum." Each curriculum consists of several curriculum segments.
<b>Curriculum Segment</b>	The largest subdivision of a curriculum containing broadly related training subjects and activities based on regulatory requirements. Curriculum segments are logical subdivisions of a curriculum which can be separately evaluated and individually approved. Examples are a "ground training" segment and a "flight training" segment. Each curriculum segment consists of one or more training modules.
<b>Cycle</b>	Refer to Operating Cycle.
<b>D</b>	
<b>Duty Position</b>	The functional or operating position of a crewmember or aircraft dispatcher. For GACAR § Part 121 operations, duty positions are pilot-in-command (PIC), second-in-command (SIC), flight attendant (FA), and aircraft dispatcher (AD).
<b>E</b>	
<b>Element</b>	An integral part of a training, checking, or qualification module that is not task-oriented but subject oriented. For example, an "electrical power" ground training module may include such elements as a DC power system, an AC power system, and circuit protection.
<b>Eligibility Period</b>	Three calendar-months (the calendar month before the "training/checking month," the "training/checking month," and the calendar month after the "training/checking month"). During this period a crew member or aircraft dispatcher must receive recurrent training, a flight check, or a competency



RIYADH AIR  
طيران الرياض

## OPERATIONS MANUAL PART D

0 FRONT MATTER

0.12 ABBREVIATIONS, ACRONYMS AND DEFINITIONS

**Issue:** 00

**Revision:** 00

**Date:** 18-FEB-2024

	check to remain in a qualified status. Training or checking completed during the eligibility period is considered to be completed during the "training/checking month" and is due in the "training/ checking month" in the following year.
<b>Emergency Training</b>	As required by GACAR § 121.907 and its instructions in emergency assignments and procedures, this training includes instruction in the location, function, and operations of emergency equipment and in the performance of specific procedures and tasks assigned to crewmembers based on the type/degree and severity of the emergency situation and circumstance.
<b>Evaluation phase (EVAL)</b>	Refers to the phase where a first assessment of competencies is performed in order to identify individual training needs. On completion of the evaluation phase, any areas that do not meet the minimum competency standard will become the focus of the subsequent training. The evaluation phase comprises a complete mission as a crew.
<b>Event</b>	An integral part of a training, checking, or qualification module which is task-oriented and requires the use of a specific procedure or procedures. A training event provides a student an opportunity for instruction, demonstration, and/or practice using specific procedures. A checking or qualification event provides an evaluator the opportunity to evaluate a student's ability to correctly accomplish a specific task without instruction or supervision.
<b>Evidence-based training (EBT)</b>	Refers to training and assessment based on operational data that is characterized by developing and assessing the overall capability of a trainee across a range of core competencies rather than by measuring the performance in individual events or maneuvers.
<b>F</b>	
<b>Facilitation technique</b>	Refers to an active training method, which uses effective questioning, listening and a non-judgmental approach, and is particularly effective in developing skills and attitudes, assisting trainees in developing insight and their own solutions, resulting in better understanding, retention and commitment.
<b>Final Approval</b>	A formal GACA letter, without an expiration date, which authorizes Riyadh Air to continue training in accordance with a specific curriculum or curriculum segment.
<b>Flight crew resilience</b>	Means the ability of a flight crew member to recognize, absorb and adapt to disruptions.
<b>F.R.E.S.H</b>	Riyadh Air values: F – Forward thinking R – Reliable E – Empowering S – Standard H - Hospitable
<b>FSTD Training Envelope</b>	Refers to the high and moderate confidence regions of the FSTD validation envelope.
<b>I</b>	



## OPERATIONS MANUAL PART D

0 FRONT MATTER

0.12 ABBREVIATIONS, ACRONYMS AND DEFINITIONS

**Issue:** 00

**Revision:** 00

**Date:** 18-FEB-2024

<b>Initial Approval</b>	A formal GACA letter which conditionally authorizes Riyadh Air to begin instruction to qualify personnel under a specific curriculum or curriculum segment pending an evaluation of training effectiveness. An initial approval letter must specify an expiration date for the conditional authorization.
<b>Inter-Module</b>	Inter-Module: Elements and/or events of a Training, Qualification, or Checking Module which have applicability over a broad spectrum of subjects, procedures, and other subject matter, not germane or limited to any one area of training or checking. The inter-module was developed and included in the training program to provide emphasis for safety and enhanced operations in the areas of CRM, System Integration considerations, normal-abnormal-emergency procedures accomplishment, and in the way flight operations are conducted: Procedures, Profiles, and Checks. The principles learned may be applied throughout the training program: Ground, Flight, and Aircraft. These same principles form a basis that develops safe, sound, and proper decision making and actions leading to professional operations. They are the hallmark of a professional aviator.
<b>Instructor concordance</b>	The consistency or stability of scores between different raters, may also be referred to as "inter-rater reliability".
<b>Instructional Delivery Methods</b>	Methodology for conveying information to a student. For example, this may include lectures, demonstrations, audiovisual presentations, programmed and directed self-study workshops, and drills. Training devices, simulators, aircraft, and computer workstations are also considered instructional delivery methods.
<b>Inspector</b>	A GACA Inspector or GACA designee.
<b>Inter-rater reliability</b>	The consistency or stability of scores between different raters, may also be referred to as "concordance".
<b>L</b>	
<b>Line-Oriented Flight Training (LOFT)</b>	LOFT is a module of training conducted in a FFS after completion of a basic checking module to satisfy the requirements of Part 121, Appendix D.
<b>Line Training</b>	The term "line training" is equivalent to "operating experience". The two terms may be used interchangeably.
<b>M</b>	
<b>Maneuver-based training (MBT)</b>	Means training that focuses on a single event or maneuver in isolation.
<b>Modular Training</b>	The concept of program development in which logical subdivisions of training programs are developed, reviewed, approved, and modified as individual units. Curriculum segments and modules shall be used in multiple curriculums. The modular approach allows great flexibility in program development and reduces the administrative workload on both SVs Training Management and instructors in the development and approval of these programs.
<b>Module Training</b>	A subpart of a curriculum segment which constitutes a logical, self-contained unit. A module contains elements or events which relate to a specific subject.



## OPERATIONS MANUAL PART D

0 FRONT MATTER

0.12 ABBREVIATIONS, ACRONYMS AND DEFINITIONS

**Issue:** 00

**Revision:** 00

**Date:** 18-FEB-2024

	For example, a ground training curriculum segment could logically be divided into modules pertaining to aircraft systems (such as hydraulic, pneumatic, and electrical). As another example, a flight training curriculum segment is normally divided into flight periods, each of which is a separate module. A training module includes the outline, appropriate courseware, and the instructional delivery methods. It is usually, but not necessarily, completed in a single training session.
<b>N</b>	
<b>Negative Training</b>	Refers to training which unintentionally introduces incorrect information or invalid concepts, which could actually decrease rather than increase safety.
<b>Negative Transfer of Training</b>	Refers to the application (and 'transfer') of what was learned in a training environment (i.e., a classroom, an FSTD) to normal practice, i.e. it describes the degree to which what was learned in training is applied to actual normal practices. In this context, negative transfer of training refers to the inappropriate generalization of knowledge and skill to a situation or setting in normal practice that does not equal the training situation or setting.
<b>O</b>	
<b>Observable behavior (OB)</b>	Refers to a single role-related behavior that can be observed. The instructor may or may not be able to measure it.
<b>Operating Cycle</b>	A complete flight segment consisting of a takeoff, climb, enroute portion, descent, and a landing. (GACAR § 1.1).
<b>P</b>	
<b>Policy</b>	The stated intentions and direction providing the directives or regulations for a definite method approved by Riyadh Air management authorized for this purpose.
<b>Proficiency Check</b>	Refers to a demonstration of skill to endorse or renew ratings.
<b>Program</b>	An organized set of processes directed toward a common purpose, goal or objective.
<b>Programmed Hours/Sectors (legs)</b>	The hours specified in Part 121 for certain categories of training (initial new-hire, initial equipment, and recurrent). Programmed hours are specified in curriculum segment outlines in terms of training hours/Sectors (legs) and shall always be equal or more than the minimum Training hours specified in applicable GACARs.
<b>Q</b>	
<b>Qualification Curriculum Segment</b>	The segment of a specified curriculum that begins when formal training has been completed and ends when the airman is fully qualified to perform unsupervised and without restriction in revenue service.
<b>R</b>	
<b>Recurrent Training</b>	This category of training is for a crewmember trained and qualified by Riyadh Air, who will continue to serve in the same duty position and aircraft type, and who must maintain currency by receiving such training and/or checking within an appropriate eligibility period



RIYADH AIR  
طيران الرياض

## OPERATIONS MANUAL PART D

0 FRONT MATTER

0.12 ABBREVIATIONS, ACRONYMS AND DEFINITIONS

**Issue:** 00

**Revision:** 00

**Date:** 18-FEB-2024

S	
<b>Scenario-based training</b>	Means training that incorporates maneuvers into real-world experiences to cultivate practical flying skills in an operational environment.
T	
<b>Testing</b>	Any form of examination of knowledge or skill, whether oral, written, or practical.
<b>Testing and Checking</b>	Methods for evaluating students as they demonstrate a required level of knowledge in a subject, and when appropriate apply the knowledge and skills learned in instructional situations to practical situations.
<b>The Authority</b>	means the Saudi GACA
<b>Trainer</b>	A trainer is an experienced and certified individual who imparts aviation knowledge and practical skills to aspiring or current crew members. The role of the trainer is crucial in ensuring that trainees develop the necessary competencies, adhere to safety protocols, and meet regulatory requirements. Riyadh Air's trainers have extensive aviation experience, in-depth knowledge of aviation regulations, procedures aircraft systems and emergency protocols. Riyadh Air's trainers shall demonstrate effective communication skills, a high level of professionalism, reliability, and a commitment to the success of their students. Trainers shall create a positive and effective learning environment by understanding the challenges faced by trainees and being patient in guiding them through the learning process.
<b>Training/Checking Month (Base Month)</b>	The calendar month during which a crewmember or aircraft dispatcher is due to receive required recurrent training, a required flight check, a required competency check, or required operating familiarization. Calendar month means the first day through the last day of a particular month.
<b>Training Program</b>	A system of instruction which includes curriculums, facilities, instructors, check airmen, courseware, instructional delivery methods, and testing and checking procedures. This system must satisfy the training program requirements of Part 121 and ensure that each crewmember and dispatcher remains adequately trained for each aircraft, duty position, and kind of operation in which the person serves.



0 FRONT MATTER

0.13 SYSTEM OF AMENDMENT AND REVISION

**Issue:** 00

**Revision:** 00

**Date:** 18-FEB-2024

### 0.13 SYSTEM OF AMENDMENT AND REVISION

*GACAR §121.151, §121.155*

Refer to OM-A, Section 0.13



## 1 DESCRIPTION OF SCOPE

### 1.0 GENERAL

#### 1.0.1 ORGANIZATIONAL STRUCTURE

The training department organizational structure is shown in the diagram below.

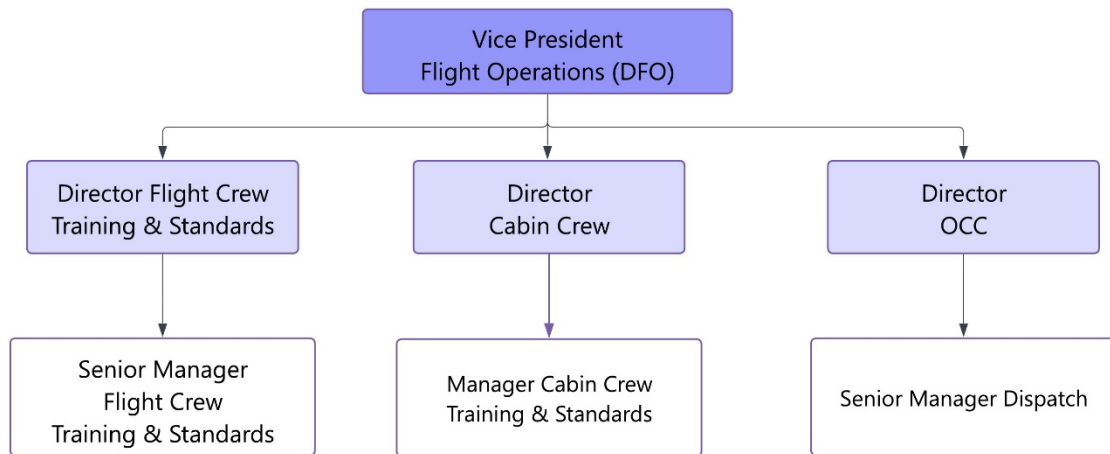


Figure 1 Flight Operations Training & Standards Org



1	DESCRIPTION OF SCOPE
1.1	DUTIES AND RESPONSIBILITIES

Issue:	00
Revision:	00
Date:	18-FEB-2024

## 1.1 DUTIES AND RESPONSIBILITIES

### 1.1.1 DIRECTOR OF FLIGHT CREW TRAINING & STANDARDS

Reporting to: Vice President Flight Operations

#### 1.1.1.1 Duties and Responsibilities

The Director of Flight Crew Training & Standards at Riyadh Air holds a vital leadership position, tasked with the oversight and strategic management of the entire flight crew training program. Reporting to the Vice President of Flight Operations and with delegated authority from the Chief Pilot, this role is pivotal in ensuring that Riyadh Air's flight crew are trained to the highest standards of proficiency, safety and regulatory compliance. The Director is responsible for shaping the training framework, developing and implementing comprehensive training strategies, and maintaining the integrity and quality of all training activities.

The Director's role extends to ensuring that training programs are in alignment with the latest aviation regulations, industry best practices and technological advancements. This includes the responsibility for not only meeting but exceeding GACA regulations and setting internal benchmarks that place Riyadh Air at the forefront of aviation training excellence. The Director of Flight Crew Training & Standards continuously reviews training policies and procedures ensuring that they are effective, up-to-date, and conducive to the operational needs and strategic goals of Riyadh Air.

A significant aspect of the job includes managing the development and upkeep of the training manual (OM-D), ensuring it remains a dynamic and relevant resource. The Director is also tasked with the critical responsibility of ensuring that all training personnel, equipment, and materials meet the required standards and are effectively utilized to deliver high-quality training.

In addition to the operational and regulatory aspects, the Director plays a key role in representing Riyadh Air's training interests in various forums, including interactions with regulatory bodies such as GACA.

The Director of Flight Crew Training & Standards is responsible for:

#### Strategic:

1. Developing and implementing a comprehensive training strategy that aligns with Riyadh Air's strategic objectives.
2. Overseeing the organization of training programs, ensuring they are effectively structured and that they meet the needs of Riyadh Air.
3. Continuously assessing and updating training policies and procedures to reflect best practices and regulatory changes.



## OPERATIONS MANUAL PART D

1	DESCRIPTION OF SCOPE
1.1	DUTIES AND RESPONSIBILITIES

<b>Issue:</b>	00
<b>Revision:</b>	00
<b>Date:</b>	18-FEB-2024

4. Representing Riyadh Air's interests in training and standardization matters, both internally and with external bodies like GACA.
5. Maintain a proactive dialogue with aviation regulatory and industry bodies (e.g. IATA) to anticipate changes in training regulations.
6. Identifying and developing potential future instructors within the flight crew community through targeted training and development initiatives.
7. Implementing a continuous improvement process to ensure the training department adapts to changing operational needs and best practices.
8. Staying abreast of technological advancements in aviation training and evaluating their applicability to improve Riyadh Air's training programs.

### Safety:

1. Ensuring that all training programs enhance flight safety and meet regulatory standards set by GACA.
2. Establishing proficiency and competence standards required to be demonstrated during training and evaluations.
3. Implementing and overseeing a quality assurance process for all training activities, ensuring alignment with safety objectives.
4. Addressing any non-conformities identified in quality audits within the training domain.
5. Promoting a positive and just-safety culture within the Flight Training Department.
6. Escalating to the VPFO any safety risks identified within flight training.

### Security:

1. Integrating security considerations into training programs, ensuring flight crew are prepared to handle security-related scenarios.
2. Ensuring that training personnel, devices, facilities and materials comply with security regulations and standards.

### Financial:

Overseeing the training budget, ensuring effective allocation of resources and cost control measures without compromising the quality of training.

### Operational:

1. Managing the day-to-day operations of flight crew training for the Riyadh Air fleet.
2. Maintaining and approving the training manual (OM-D), ensuring it is up-to-date and compliant with regulations.



RIYADH AIR  
طيران الرياض

## OPERATIONS MANUAL PART D

- 1 DESCRIPTION OF SCOPE
- 1.1 DUTIES AND RESPONSIBILITIES

**Issue:** 00  
**Revision:** 00  
**Date:** 18-FEB-2024

- 3. Developing, introducing and controlling training programs for all Riyadh Air crew members, ensuring they are effectively delivered.
- 4. Overseeing the selection, enrolment and training of training personnel to ensure the successful execution of training programs.
- 5. Standardizing training personnel, devices, facilities and materials, whether directly employed or subcontracted.
- 6. Regularly reviewing and auditing training programs to ensure ongoing compliance with all regulatory requirements.
- 7. Implementing a continuous development program for instructors to ensure that they are up to date with the latest teaching methods and industry knowledge.
- 8. Monitoring and evaluating instructor performance, providing feedback and coaching to maintain high teaching standards.
- 9. Recording, analyzing and archiving training records in accordance with procedures in the OMD Section 4.
- 10. Updating training and checking syllabi in line with GACA regulations and internal standards.
- 11. Ensure objectivity in the training and evaluation program with proper documentation and implementation of all Riyadh Air policies and procedures.
- 12. Corresponding with GACA on training-related matters.
- 13. Managing disruptions in training and checking events.
- 14. Establishing a feedback mechanism to gather input from trainees and instructors to continually refine training methods and content.
- 15. Implementing a continuous improvement process to ensure the training department adapts to changing operational needs and best practices.
- 16. Developing and updating training curricula to address evolving industry trends, new aircraft types and regulatory changes.



1	DESCRIPTION OF SCOPE
1.1	DUTIES AND RESPONSIBILITIES

<b>Issue:</b>	00
<b>Revision:</b>	00
<b>Date:</b>	18-FEB-2024

## 1.1.2 SENIOR MANAGER FLIGHT CREW TRAINING & STANDARDS (STM)

The Senior Manager Flight Crew Training & Standards (STM) is responsible for overseeing the training programs and ensuring that Riyadh Air flight crew are adequately trained to operate and dispatch the B787 aircraft safely and efficiently. This role involves a combination of administrative, instructional, and leadership duties. Below are the specific roles and responsibilities of the Senior Manager Flight Crew Training & Standards.

1. Training Program Development:
  - a. Develop and maintain comprehensive training programs for pilots.
  - b. Ensure training materials are up-to-date, accurate and compliant with regulatory requirements.
2. Regulatory Compliance:
  - a. Stay updated on aviation regulations and standards (e.g., GACA, FAA, EASA, ICAO) to ensure the highest level of compliance possible.
  - b. Collaborate with regulatory authorities for program approvals and certifications.
3. Curriculum Design:
  - a. Design training curricula that encompass all aspects of B787 operations, safety procedures, and practices.
  - b. Tailor training programs to meet the specific needs of the airline or organization.
4. Instructor Management:
  - a. Recruit, train and supervise a team of qualified instructors for flight crew training courses.
  - b. Conduct regular instructor evaluations and provide feedback for improvement.
  - c. Conduct regular standardization meetings for the trainer community.
5. Training Delivery:
  - a. Oversee the delivery of training sessions and courses, ensuring they are conducted effectively and efficiently.
  - b. Occasionally deliver training sessions or lectures as needed.
6. Assessment and Evaluation:
  - a. Develop and implement assessment tools to evaluate the knowledge and skills of trainees.
  - b. Review and analyze training performance data to identify areas for improvement.
7. Technology Integration:



RIYADH AIR  
طيران الرياض

## OPERATIONS MANUAL PART D

- 1 DESCRIPTION OF SCOPE
- 1.1 DUTIES AND RESPONSIBILITIES

**Issue:** 00  
**Revision:** 00  
**Date:** 18-FEB-2024

- a. Incorporate modern training technologies and simulators to enhance the effectiveness of training programs.
- b. Manage and maintain training equipment and simulators.
- 8. Continuous Improvement:
  - a. Continuously review and enhance training programs to keep pace with technological advancements and industry best practices.
  - b. Solicit feedback from trainees and instructors to make improvements.
- 9. Documentation and Records:
  - a. Maintain accurate records of all training activities, including trainee progress, certifications, and course completion.
  - b. Ensure that records are organized and easily accessible for audits and reporting.
- 10. Collaboration:
  - a. Collaborate with other departments such as flight operations, maintenance and safety to align training with organizational goals and safety objectives.
  - b. Foster a culture of collaboration and open communication within the training department.
- 11. Compliance Reporting:
  - a. Prepare and submit required reports and documentation to regulatory authorities on training activities including training program updates and changes.

### 1.1.3 MANAGER SIMULATOR TRAINING WIDEBODY

Reserved



## OPERATIONS MANUAL PART D

1	DESCRIPTION OF SCOPE
1.1	DUTIES AND RESPONSIBILITIES

<b>Issue:</b>	00
<b>Revision:</b>	00
<b>Date:</b>	18-FEB-2024

### 1.1.4 MANAGER CABIN CREW TRAINING & STANDARDS

The Manager of Cabin Crew Training & Standards is responsible for developing, implementing, and maintaining training programs and standards for cabin crew members. This role ensures that cabin crew are equipped with the necessary skills and knowledge to provide excellent customer service, maintain passenger safety, and handle emergency situations effectively.

1. Training Program Development:
  - a. Develop comprehensive training programs for cabin crew, including initial training for new hires and recurrent training for existing crew members.
  - b. Ensure that training programs align with regulatory requirements and industry best practices.
2. Regulatory Compliance:
  - a. Stay updated on aviation regulations (e.g., GACA, FAA, EASA, ICAO) related to cabin crew training and ensure all training activities comply with these regulations.
  - b. Collaborate with regulatory authorities for program approvals and certifications.
3. Curriculum Design:
  - a. Design and update training curricula covering topics such as safety procedures, emergency protocols, customer service and cultural sensitivity.
  - b. Customize training programs to reflect the airline's specific policies and procedures.
4. Instructor Management:
  - a. Recruit, train and supervise a team of qualified cabin crew instructors.
  - b. Conduct regular evaluations and performance assessments of instructors.
5. Training Delivery:
  - a. Oversee the delivery of cabin crew training, including classroom instruction, practical exercises and simulation training.
  - b. Ensure training is delivered effectively and efficiently.
6. Assessment and Evaluation:
  - a. Develop and administer assessments to evaluate the knowledge and skills of cabin crew trainees.
  - b. Analyze training performance data to identify areas for improvement.
7. Emergency Procedures:
  - a. Ensure that cabin crew are trained to respond effectively to emergency situations, including evacuations, medical incidents and security threats.





## OPERATIONS MANUAL PART D

1	DESCRIPTION OF SCOPE
1.1	DUTIES AND RESPONSIBILITIES

<b>Issue:</b>	00
<b>Revision:</b>	00
<b>Date:</b>	18-FEB-2024

- b. Conduct realistic emergency drills and simulations.
- 8. Customer Service Training:
  - a. Develop and deliver customer service training to enhance the passenger experience and maintain the airline's reputation for excellence.
  - b. Focus on interpersonal skills, conflict resolution and cultural awareness.
- 9. Safety Standards:
  - a. Establish and enforce safety standards and protocols for cabin crew including safety equipment usage, cabin inspections and emergency equipment handling.
  - b. Conduct safety audits and inspections.
- 10. Documentation and Records:
  - a. Maintain accurate records of all training activities, including attendance, assessments and certifications.
  - b. Ensure records are organized and readily available for audits and reporting.
- 11. Budget Management:
  - a. Develop and manage the training department's budget, allocating resources effectively to meet training objectives.
  - b. Identify cost-saving opportunities without compromising training quality.
- 12. Continuous Improvement:
  - a. Continuously review and enhance training programs to adapt to changing industry trends and technology.
  - b. Solicit feedback from cabin crew members and instructors to make improvements.
- 13. Collaboration:
  - a. Collaborate with other departments, such as flight operations, maintenance and safety to ensure alignment with organizational goals and safety objectives.
  - b. Foster cross-departmental communication and cooperation.
- 14. Leadership:
  - a. Provide leadership and mentorship to the cabin crew training team, promoting a positive and professional work environment.
  - b. Set clear performance goals and expectations for staff members.



RIYADH AIR  
طيران الرياض

## OPERATIONS MANUAL PART D

- 1 DESCRIPTION OF SCOPE
- 1.1 DUTIES AND RESPONSIBILITIES

**Issue:** 00  
**Revision:** 00  
**Date:** 18-FEB-2024

### 1.1.5 HUMAN FACTORS MANAGER

Reserved

### 1.1.6 GROUND/DISPATCH TRAINING MANAGER

Ground / Dispatch Manager duties and responsibilities as below.

1. Senior Manager Flight Crew Training & Standards is responsible for Flight Crew Ground Training requirements.
2. Manager Cabin Crew Training & Standards is responsible for Cabin Crew Ground Training requirements.
3. Senior Manager Dispatch is responsible for OCC and Dispatcher training requirements.

### 1.1.7 SEP TRAINING MANAGER

Refer to Cabin Crew Training Manual

### 1.1.8 AVIATION HEALTH TRAINING MANAGER

Refer to Cabin Crew Training Manual



## OPERATIONS MANUAL PART D

### 1 DESCRIPTION OF SCOPE

#### 1.2 TRAINING MANAGEMENT MEETING SCHEDULES

Issue: 00

Revision: 00

Date: 18-FEB-2024

## 1.2 TRAINING MANAGEMENT MEETING SCHEDULES

Meeting Type	Chair	Purpose / Agenda	Required Attendees	Frequency
Training Management	Director Flight Crew Training & Standards	<ul style="list-style-type: none"><li>To review immediate training issues, events and feedback which need addressing in the short term.</li><li>To track progress of projects within flight training.</li></ul>	All Training management staff	Weekly
Flight Ops / Training Liaison	VP-FO	To Review: <ul style="list-style-type: none"><li>Operational impacts on training</li><li>Manning and recruitment impact on training</li><li>FDM events</li></ul>	<ol style="list-style-type: none"><li>VP Flight Operations (or Deputy)</li><li>Director Flight Crew Training &amp; Standards (or deputy)</li><li>Director Cabin Crew (or deputy)</li><li>Director OCC (or deputy)</li><li>Chief Pilot (or Deputy)</li></ol>	Monthly
Safety / Training Liaison	Director Flight Crew Training & Standards	To Review: <ul style="list-style-type: none"><li>Recent Safety Reports for flight and cabin crew relevant to training</li></ul>	<ol style="list-style-type: none"><li>Director of Flight Crew Training &amp; Standards (or deputy)</li><li>Director of Cabin Crew (or deputy)</li><li>Director OCC (or deputy)</li><li>Safety Department Delegate</li></ol>	Monthly
Training Program Review Meeting	Director Flight Crew Training & Standards	As per <a href="#">section 1.2.2</a>	As per <a href="#">section 1.2.2</a>	6 monthly
Training Review Committee	Director Flight Crew Training & Standards	As per <a href="#">section 1.2.1</a>	As per <a href="#">section 1.2.1</a>	6 monthly
Flight Operation Review Board	VPFO	To address capability and disciplinary issues with flight crew, cabin crew, and dispatchers through a formal performance management process.	As per OMA Sec 2.1.2	On Demand

Figure 2 Training Management Meeting Schedules

Minutes of the meetings will be stored electronically, and training personnel will be provided with information relevant to their role. Refer to the flight operations process and procedures manuals for details.



1	DESCRIPTION OF SCOPE
1.2	TRAINING MANAGEMENT MEETING SCHEDULES

<b>Issue:</b>	00
<b>Revision:</b>	00
<b>Date:</b>	18-FEB-2024

### 1.2.1 TRAINING REVIEW COMMITTEE (TRC)

#### RESPONSIBILITIES

The committee's prime responsibility is to address training system issues and improvements related to trend analysis of training system output and audit activities. The committee represents flight operations, training, audit and safety interests. The committee also addresses the impact of regulatory, procedural, technical, fleet and schedule changes as well as international best practice upon future training requirements. The TRC has the important function of providing feedback to adjust the training delivered during recurrent training to ensure that quality and safety margins are maintained.

#### COMPOSITION

The TRC will be comprised of the following personnel or their delegate:

1. Director Flight Crew Training & Standards.
2. Senior Manager Flight Crew Training & Standards
3. Vice President Flight Operations
4. Vice President Safety
5. Chief Pilot
6. Director of Cabin Crew
7. Manager – Cabin Crew Training & Standards
8. Senior Manager Dispatch
9. Any Other Member (As required)

The committee's primary goal is to assess and improve training quality, effectiveness and compliance with regulations and industry standards. The specific roles and individuals included can be tailored to the organization's needs and the objectives of the review.

#### FUNCTIONS

Following are the Primary functions of Training Review Committee:

1. Review trends and feedback from the outputs of the training and assessment systems.
2. Address training system issues and improvements related to trend analysis of training system output and audit activities.
3. Address the impact of regulatory, procedural, technical, fleet and schedule change as well as international best practice upon future training requirements.
4. Identification of training system issues and trends arising from the review and analysis of training results, this should include the review of recent training disruptions and remediations.



RIYADH AIR  
طيران الرياض

## OPERATIONS MANUAL PART D

1 DESCRIPTION OF SCOPE

1.2 TRAINING MANAGEMENT MEETING SCHEDULES

**Issue:** 00

**Revision:** 00

**Date:** 18-FEB-2024

5. Evaluate the effectiveness of Training Programs and Training Syllabi to ensure they meet established standards.
6. Evaluate the impact and responses to operational and technical issues arising from Operations Manual and FCOM revisions, manufacturers bulletins, airworthiness directives, NOTAMs and any other source of safety-critical information.

### 1.2.2 TRAINING PROGRAM REVIEW MEETING

The Training Program Review Meeting will be comprised of the following personnel or their delegate:

1. Director Flight Crew Training & Standards (chair).
2. Senior Manager Flight Crew Training & Standards.
3. Director Cabin Crew (or deputy).
4. Manager – Cabin Crew Training & Standards (or deputy).
5. Director OCC.
6. Senior Manager Manpower Planning & Crew Control.
7. Any Other Member (As required).



## OPERATIONS MANUAL PART D

1	DESCRIPTION OF SCOPE
1.3	RESERVED

<b>Issue:</b>	00
<b>Revision:</b>	00
<b>Date:</b>	18-FEB-2024

### 1.2.3 FLIGHT OPERATION REVIEW BOARD (FORB)

Refer to OMA [section 2.1.2](#)

### 1.3 RESERVED

### 1.4 RESERVED

### 1.5 CORE VALUES

#### 1.5.1 GENERAL PHILOSOPHY

All training should be learner focused, instructor facilitated and form part of a comprehensive system of knowledge management. All training personnel shall create an environment where trainees are able to participate with confidence and exit with improved expertise.

#### 1.5.2 MISSION STATEMENT

The mission of Flight Operations Training is to prioritize safety, standardize procedures, foster a positive learning environment, empower instructors to facilitate learning, ensure organized and updated materials, implement Competency-Based Training and Assessment, and promote a culture of professional ethics for achieving comprehensive excellence in aviation training.

#### 1.5.3 SERVICE EXCELLENCE

We aim to deliver products and services of consistently high standards.

Regulatory compliance is a by-product of our commitment to excellence rather than the desired outcome of training. Training design and delivery reflects and exceeds the needs of our customers' expectations. Our customers include Flight Operations, the pilot body, our own trainers, the regulatory authorities, and other third-party airlines.

Flight Training builds on a strong heritage of training excellence incorporating tried and proven methods and the latest techniques available. Through research and a commitment to continuous quality improvement, Flight Training seeks to be recognized as the benchmark in training in the airline industry.

#### 1.5.4 VALUES

The Values of Flight Operations Training reflect the corporate values of Riyadh Air. We fully promote the F.R.E.S.H in our daily work. These values help our training personnel respond to the challenges and opportunities they face daily, in the manner expected of a member of the Flight Training team.



RIYADH AIR  
طيران الرياض

## OPERATIONS MANUAL PART D

- 1 DESCRIPTION OF SCOPE
- 1.5 CORE VALUES

**Issue:** 00  
**Revision:** 00  
**Date:** 18-FEB-2024

### 1.5.5 PEOPLE

We select personnel of the highest caliber to be our trainers and support them to improve their skills and knowledge. We respect our training staff for the vital role they play in supporting flight operations and, ultimately, the continued success of the company. We foster a working environment that encourages teamwork, loyalty and commitment to supplying the best possible training product. We recognize our students to be aviation professionals and treat them as a collaborative partner in the training and assessment process.

### 1.5.6 SAFETY

Focusing on quality and integrity in training design, delivery and assessment supports the Group's commitment to safety. Training personnel should seek every opportunity to improve the services provided. We encourage and actively support constructive challenge and debate within Flight Training in order to improve safety and efficiency outcomes. We utilize proven risk management principles to tailor the training product in order to address Riyadh Air's unique and challenging operational environment.



1	DESCRIPTION OF SCOPE
1.6	GENERAL POLICIES

<b>Issue:</b>	00
<b>Revision:</b>	00
<b>Date:</b>	18-FEB-2024

### 1.6 GENERAL POLICIES

It is Riyadh Air's policy that all GACAR requirements shall be complied with. Moreover, training courses and procedures should be developed and conducted in accordance with industry best practice and supported by the latest industry publications and recommendations.

#### 1.6.1 MANAGEMENT INTERFERENCE

*IOSA FLT 2.1.2*

Riyadh Air shall ensure objectivity is maintained in the training and evaluation program and that trainers are permitted to perform assigned activities without inappropriate interference from management and/or external organizations.

#### 1.6.2 SEGREGATION OF TRAINING AND CHECKING

With the exception of recurrent, requalification, differences or other specified pilot training, trainees shall not be trained and examined by the same person who conducted the Training event immediately prior to the Check.

An instructor who has conducted 50% or more of a trainee's training may not carry out any subsequent check.

The training and checking of trainees for the LOFT, LRC, DEC, Initial Line Check of the Command Course and conversion courses shall be conducted by a different instructor/examiner."

Additionally, in all cases, a trainer shall not conduct a training duty whenever they feel that their objectivity may be affected.

#### 1.6.3 INAPPROPRIATE INTERFERENCE

Instructors and examiners shall not be subjected to inappropriate interference by anybody in the performance of their duties.

#### 1.6.4 HIGHLIGHTING TRAINING ISSUES TO MANAGEMENT

If a trainee has any concerns about their training or their trainer, they should raise the issue with the relevant Training Managers.

#### 1.6.5 DRESS CODE

**Instructor/Trainee/Candidate:** Company uniform shall be worn; hat and jacket may be worn if so desired.

**Instructor:** Business attire (collared shirt and tie) or National Dress should be worn for duties not involving trainees/candidates.





1	DESCRIPTION OF SCOPE
1.6	GENERAL POLICIES

<b>Issue:</b>	00
<b>Revision:</b>	00
<b>Date:</b>	18-FEB-2024

### 1.6.6 WORKING HOURS

Normal working hours for Office Duties and Projects are:

Sunday – Thursday: 0900 – 1700

### 1.6.7 TESTING OF STAFF FOR THE PSYCHOACTIVE SUBSTANCE USE

The procedures detailed in PUPSP regarding testing of staff for psychoactive substance use apply to all training duties. No differentiation should be made between those conducted on Company premises, outsourced or contracted out to other third-party providers.

### 1.6.8 CARRIAGE OF DOCUMENTS

*GACAR § 61.63*

Crew, Dispatchers and Trainers are required to carry their appropriate documents (Licenses and Medical Certificates) when receiving or conducting a training session.

1. Crew might be issued with a temporary certificate while waiting to receive the permanent certificate. A temporary pilot, flight instructor or ground instructor certificate or rating is issued for up to 120 days to an applicant.
2. A temporary pilot, flight instructor, ground instructor, or flight engineer certificate or rating expires—
  - a. On the date as endorsed on the certificate,
  - b. Upon receipt of the permanent certificate, or
  - c. Upon receipt of a notice that the certificate or rating sought is denied or revoked.

#### 1.6.8.1 Flying Duties

When conducting flying duties; trainers must comply with the document carriage requirements detailed in the OM-A Section: 8.1.12.

Prior to a regulatory check (Line Check or Line Release Check) the check pilot must check the trainee's License and Medical Certificate validity.

#### 1.6.8.2 Simulator Duties

For simulator training and checking duties trainers and trainees (or examiners and candidates) shall carry their licenses, medical certificates, approvals, authorizations and other documentation required to establish their qualification to either conduct or take part in the duty as a trainer, trainee, check candidate or support pilot.

Prior to a regulatory check (Proficiency Check) the candidate's License and Medical Certificate



## OPERATIONS MANUAL PART D

1	DESCRIPTION OF SCOPE
1.6	GENERAL POLICIES

<b>Issue:</b>	00
<b>Revision:</b>	00
<b>Date:</b>	18-FEB-2024

shall be checked by the check pilot conducting the event to ensure that any rating or certificate renewed or reinstated as a result of the check will be valid.

In the event that a pilot has mislaid the required documentation, examiner shall confirm with the Crew Duty Manager (CDM) the required documentation is in existence. At the completion of the successful check, the onus is on the certificate holder to retrieve the documentation and present it to the examiner in order for the check form to be completed. An individual whose medical has been suspended or lapsed shall be stood down from the duty and is not allowed to participate in the check.

**Note:** It is a pilot's responsibility to ensure that their license, medical, ratings and certificates are valid and that they meet all the requirements of OM-A before acting as a member of a flight crew.

### 1.6.9 CONTACT WITH THE AUTHORITY

The normal procedure for contact with the Authority is via The Director of Flight Crew Training & Standards, Director of Cabin Crew or Director of OCC for flight crew, cabin crew and dispatch training respectively.

### 1.6.10 COMMUNICATION PROTOCOL

The normal communication protocol within Flight Training is firstly through the respective manager or his deputy.

### 1.6.11 DEPLOYMENT OF TRAINERS WITH A MEDICAL RESTRICTION

#### Use of Trainer with a Temporarily Suspended Medical

A trainer that has his medical certificate temporarily suspended is automatically downgraded to simulator and classroom duties only as long as:

1. Their Type Rating remains current.
2. They are still in possession of an in date medical certificate.
3. The AME authorizes them to conduct simulator duties.

All trainers may also be assigned limited classroom or office duties when unable to fly due to a medical issue.

### 1.6.12 ENGLISH LANGUAGE PROFICIENCY

Should an English language proficiency problem be identified during training or checking, the relevant Training Manager will arrange for appropriate remedial training until a satisfactory standard is reached. Additionally, flight crew assessed at ICAO proficiency Level 4 or 5 are to complete further periodic evaluations; the period between these evaluations is detailed in the OM-A Section 5.1.1.1.



## OPERATIONS MANUAL PART D

1	DESCRIPTION OF SCOPE
1.6	GENERAL POLICIES

<b>Issue:</b>	00
<b>Revision:</b>	00
<b>Date:</b>	18-FEB-2024

### 1.6.13 USE OF AUTHORIZED DOCUMENTS

Only documents and other training media and materials approved and authorized by Riyadh Air shall be referenced when conducting training and assessment. Unauthorized materials are not to be distributed or their use sanctioned at any time. Electronically stored training documentation and training material becomes uncontrolled when printed.

### 1.6.14 DATA PROTECTION AND ROSTER PRIVACY

To facilitate the planning and conduct of their duties, instructors have access to roster data and contact information not available to the general pilot population. It is the responsibility of individual instructors to:

1. Only access roster data directly relevant to the execution of their duties.
2. Only access simulator schedules directly relevant to the conduct of their duties.
3. Instructors shall not record roster data for individual pilots, this includes electronic and conventional information.
4. Instructors shall not forward pilot roster or contact information.



1	DESCRIPTION OF SCOPE
1.7	DISTANCE LEARNING PROGRAM

<b>Issue:</b>	00
<b>Revision:</b>	00
<b>Date:</b>	18-FEB-2024

### 1.7 DISTANCE LEARNING PROGRAM

*IOSA FLT 2.1.4, E-Book 4.21.5.25*

Distance learning refers to the training and evaluation procedures for Crew members and Flight Dispatchers conducted without direct classroom interaction with an instructor or evaluator. Instead, it relies on the dissemination of printed materials or electronic media.

Educational or training courses are disseminated to remote locations through synchronous or asynchronous modes of instruction. This encompasses written correspondence, text-based materials, graphics, audio-visual resources, online learning platforms, as well as audio and video conferencing technologies. The scope of distance education is extensive and encompasses the domain of eLearning.

#### 1.7.1 MODES OF DISTANCE LEARNING DELIVERY

Distance learning shall be dispensed through one or more of the following methods:

1. Video Learning or Virtual Live Learning: Delivered by an instructor in real-time through a web-based platform, employing a webcam or similar technology to ensure the instructor is both seen and heard while delivering the course.
2. E-Learning: Entails the utilization of computer, Internet, web-based, and mobile technologies to deliver learning solutions, particularly self-paced, individual modular courses.
3. Online Learning: Harnesses computer, Internet, web-based, and mobile technologies to offer a diverse array of solutions. These can manifest in various forms, including virtual classrooms, online discussion forums, Augmented/Virtual Reality integration, or comprehensive eLearning courses complete with exercises and examinations.

#### 1.7.2 LIMITS ON CREDITABILITY OF DISTANCE LEARNING.

Riyadh Air recognizes the great training potential of distance learning that is well planned and effectively validated. Ground training developed in accordance with an implementation plan (described below) is subject to GACA approval. Distance learning may be as much 100 percent creditable toward the Knowledge and Cognitive Skill training objectives in all ground training, including the following training categories:

1. Basic Indoctrination
2. Initial
3. Transition
4. Upgrade
5. Recurrent
6. Requalification



### A. Ground Training Media.

The general nature and specific characteristics of training media used for distance learning vary widely. Examples include paper media, computer-based training (CBT), Web-based training and virtual classroom. The media used should meet the requirements of the respective training objective. Validation of training effectiveness is one of the most important components of the implementation plan described below.

### B. Implementation Plan.

Any proposal for ground training to be accomplished by distance learning should include a plan for start-up, validation, operation, and maintenance of that training. This plan should include at least the following elements:

1. Start-up.

Identification of knowledge and cognitive training objectives.

- a. Ground training objectives can be reduced to simple terms such as being able
  - i. To recall
  - ii. To recognize
  - iii. To comprehend
  - iv. To apply
  - v. Identification of the media to be used for ground training and testing
  - vi. A validation strategy that addresses
    - 1) The effectiveness of the ground training itself and
    - 2) The learning accomplished by each person trained.

Key features of a validation strategy are shown below.

- b. Effectiveness of the ground training being conducted.

- i. Setting a reference.

One validation method is to establish a performance baseline from which to measure the effectiveness of the ground training proposed.

Examples of performance baselines include average ground training hours a trainee spends in learning a certain subject, average pass-fail rates for tests of ground training content, median scores, average pass-fail rates for flight checks and many others. A performance baseline may be set by using an existing baseline or by referring to some other existing standard.



## OPERATIONS MANUAL PART D

- 1 DESCRIPTION OF SCOPE
- 1.7 DISTANCE LEARNING PROGRAM

**Issue:** 00  
**Revision:** 00  
**Date:** 18-FEB-2024

- ii. Maintaining currency. Validation depends upon maintaining the currency of the ground training to be conducted. A reliable method to do so is an essential part of a ground training proposal.
  - iii. Tracking. A method for keeping test results and tracking overall performance.
- c. Learning accomplished by each person trained.
  - i. A strategy for testing. Testing should be designed to determine that training objectives are being met by each trainee.
  - ii. Integrity of tests. A method should be developed to ensure integrity of tests, including integrity of test questions and test answers and controlled access to tests and test results.
  - iii. Tracking. A method for keeping test results and tracking each individual's performance.
- 2. Validation.

Validation of ground training is a determination that the training proposed actually succeeds in meeting the performance objectives for that training. Two essential assessments comprise validation of ground training.

  - a. Systems Knowledge Validation. Assessment of a student's technical knowledge, accomplished by written or oral test.
  - b. Cognitive Skill Validation. Assessment of an individual's application of knowledge in respect to operation of systems, which may be accomplished by written or oral test, or by a more subjective evaluation by a subject matter expert such as an authorized ground instructor or an approved check pilot.

For Passing Grade and exam generation requirements, refer to section 3 of this manual.

### C. Interactivity.

Training developers should provide for interactivity between trainees and authorized ground instructors, and between the trainees themselves.

- 1. When in the field. A trainee should have ready access to an authorized ground instructor during normal business hours to resolve questions encountered during distance learning and pertinent testing.
- 2. When at a centralized training location. Before flight training, trainees should be convened in a proctored classroom setting with an authorized ground instructor to resolve any remaining issues arising during distance learning. This interactivity is particularly beneficial in respect to standardization of trainees in initial new-hire and initial equipment curricula.



1	DESCRIPTION OF SCOPE
1.8	OUTSOURCE TRAINING

<b>Issue:</b>	00
<b>Revision:</b>	00
<b>Date:</b>	18-FEB-2024

### 1.8 OUTSOURCE TRAINING

*OpSpec A31, E-Book 4.9.5.11, GACAR § 121.847*

Riyadh Air is authorized to use the services of another operator certificated under the same part, a certificated GACAR Part 142 and / or 143 training center or a GACA approved foreign training center to conduct some or all of the required training.

In all cases, Riyadh Air is responsible for the approval, oversight, content and currency of training programs delivered at outsourced locations.

Prior to using an outsourced training provider, Riyadh Air shall ensure:

1. Ensure that all training/checking curricula to be conducted by the training center has been approved by GACA prior to the commencement of training.
2. Develop an instructor/check pilot standardization program which clearly identifies those elements of the training program that are to be completed by the training center and those that are to be completed by Riyadh Air.
3. Develop an implementation plan to perform oversight of center facilities and personnel engaged in the conduct of the Riyadh Air's training and associated evaluations.

**Note:** For the requirements and standardization of external training personnel, refer to [section 3.7.6](#)

**Note:** For the relevant process for contracted activities refer to the *Flight Operations Process manual*.

The approval to use external training centers in the conduct of the required training is authorized in accordance with OpSpec A31.

An initial standardization review must be conducted by the operator and submitted to the Principal Operations Inspector (POI) before any contract training or checking may be conducted. Riyadh Air is also to conduct ongoing audits of the training center/provider to ensure the training center is continuing to provide training and checking in accordance with Riyadh Air's approved program. The initial audit should be completed within 60 days of the commencement of contract training or checking operations. Each audit with evaluation must be presented to Riyadh Air's POI for review and acceptance within 30 days after completion. Ongoing audits will be conducted at least every 24 months in order for Riyadh Air to continue to use the training center/provider. In addition, at least 20% of external trainers shall undergo an Instructor Proficiency Evaluation (IPE) in accordance with section 3 of this manual.

#### Flight Training Equipment.

In order to receive training/checking/testing credit for the use of a FSTD, the specific device must be a part of the Riyadh Air's approved curriculum. The subject curriculum and training device are a part of the outsourced training audit and must include a comparison of the aircraft flown by the operator to the flight training equipment available at the training center. The comparison should encompass the make, model and variant of the aircraft and simulator and include a summary of the flight instrumentation, autopilot, flight management system (FMS) equipment, aircraft modifications



RIYADH AIR  
طيران الرياض

## OPERATIONS MANUAL PART D

- 1 DESCRIPTION OF SCOPE
- 1.8 OUTSOURCE TRAINING

**Issue:** 00  
**Revision:** 00  
**Date:** 18-FEB-2024

(electrical system, hydraulic system, engines, propellers, thrust rev, heads-up display, etc.) applicable to each. Regulations require that the flight training equipment fully meets the requirements of the operator's training program and accurately represent the model and variant of aircraft flown by the operator including installed equipment. (For FSTD Approved List Refer to [Appendix 5.0](#)). If the flight training equipment available at the training center does not match Riyadh Air's aircraft, Riyadh Air will state how any differences between the aircraft and the FSTDs will be addressed and develop an appropriate differences training module.





## OPERATIONS MANUAL PART D

1	DESCRIPTION OF SCOPE
1.9	ADVANCED SIMULATION TRAINING PROGRAM

Issue:	00
Revision:	00
Date:	18-FEB-2024

### 1.9 ADVANCED SIMULATION TRAINING PROGRAM

*GACAR § 121 Appendix D.*

Riyadh Air utilizes the Advanced Simulation Training program, which allows completion of Training and Checking elements on an advanced simulator; Riyadh Air only uses Level D FFS.

The qualification and currency requirements for the Advanced Training Program are embedded in the Trainer's Initial and Recurrent Training Programs.

1. All instructors and check pilots actively participate in either an approved regularly scheduled line flying program as a flight crew member or an approved line observation program in the same airplane type for which that person is instructing or checking.
2. All trainers participate in the Riyadh Air standardization program that will provide at least 4 hours of training each year to remain familiar with the advanced simulation training program, or changes to it, and to emphasize their respective roles in the program. Training for simulator instructors and check pilots will include training policies and procedures, instruction methods and techniques, operation of simulator controls (including environmental and trouble panels), limitations of the simulator, and minimum equipment required for each course of training.
3. Line Oriented Flight Training (LOFT) of 4 hours has been integrated in the initial training program to facilitate the transition from the simulator to line flying. The LOFT will contain at least two representative flight segments of the Riyadh Air route network. The LOFT segments will incorporate both normal and non-normal procedures.

**Level D training and checking are permitted for all pilot flight training and checking** required by GACAR § 121, except that the following must still be performed in the airplane:

1. Line Checks.
2. Static airplane requirements of GACAR § 121 Appendix B, and
3. Operating experience requirements of GACAR § 121.789.



1	DESCRIPTION OF SCOPE
1.10	TRAINING AND CHECKING PERSONNEL

Issue:	00
Revision:	00
Date:	18-FEB-2024

## 1.10 TRAINING AND CHECKING PERSONNEL

### 1.10.1 APPOINTMENT OF CREW AND DISPATCHER TRAINING STAFF

All personnel conducting training or checking on behalf of Riyadh Air shall meet the qualifications criteria as per [Section 1.10.3](#), and, either accepted or approved by the Authority, according to the following guidance.

#### 1.10.1.1 General

Selection of trainers is to be carried out in accordance with the policies outlined in the Flight Operations Process and Procedures Manual.

Prior to appointment to a training position, nominees must have completed the training and checking program associated with the specific appointment.

Training personnel nominated as Check Pilot - Simulator, Check Pilot - Aircraft, and Aircrew Designated Examiners require approval from the authority before exercising the privileges of that position.

Training personnel nominated as Flight Instructor – Simulator, Standards Training Captain, Ground Instructor and supervisor needs to be found suitably qualified and acceptable by the authority before exercising the privileges of that position.

Where trainers are required to occupy either pilot's seat, they shall be qualified in their normal and emergency duties in both seats.

#### 1.10.1.2 Use of Outsourced Training Staff

*IOSA FLT 2.1.20*

Riyadh Air may require the use of external training staff due to high levels of training demand.

The Director of Flight Crew Training & Standards may authorize the use of this provision provided approval from GACA is obtained. Prior to commencement of this training, all external instructors shall undergo the standardization program for external trainers detailed in [section 3.7.6](#) of this manual.

Responsibility for identifying the need of external trainers' requirements is as below:

1. Senior Manager Flight Crew Training & Standards is responsible for Flight Crew Ground Training requirements.
2. Manager Cabin Crew Training & Standards is responsible for Cabin Crew Ground Training requirements.
3. Senior Manager Dispatch is responsible for OCC and Dispatcher training requirements.



RIYADH AIR  
طيران الرياض

## OPERATIONS MANUAL PART D

- 1 DESCRIPTION OF SCOPE
- 1.10 TRAINING AND CHECKING PERSONNEL

**Issue:** 00  
**Revision:** 00  
**Date:** 18-FEB-2024

### 1.10.1.3 Conduct of Third-Party Training by Riyadh Air

Reserved

### 1.10.2 DUTIES AND RESPONSIBILITIES

Training personnel have the responsibility to develop the potential and skills of company operational staff. Training personnel are expected to uphold standards and provide a positive role model to all other personnel. Training personnel are in the best position to monitor the quality of training and its applicability to normal line operations. Training personnel should take responsibility for making and suggesting training system and course improvements.

Training personnel have a personal responsibility for ensuring that the records they are required to submit are both accurate and complete. Each item of training has an objective which should be understood and each trainer must be aware of the objectives and the standards required.

Responsibilities of personnel assigned duties include:

1. Familiarizing flight/cabin crew members with the latest operational procedures.
2. Conducting evaluations and checks on behalf of the Company, provided they possess the relevant certification.
3. Proposing initiatives to enhance safety standards and operational efficiency in both training and line operations.
4. Timely completion of records following training, evaluations and checks.
5. Providing comprehensive periodic feedback to training management.



RIYADH AIR  
طيران الرياض

## OPERATIONS MANUAL PART D

- 1 DESCRIPTION OF SCOPE
- 1.10 TRAINING AND CHECKING PERSONNEL

**Issue:** 00  
**Revision:** 00  
**Date:** 18-FEB-2024

### 1.10.3 TRAINING PERSONNEL USED BY RIYADH AIR

#### 1.10.3.1 Cabin Crew training and checking personnel:

Refer Section 2.2

#### 1.10.3.2 Dispatch Training and Checking Personnel

Reserved

#### 1.10.3.3 Flight Crew training and checking personnel

Riyadh Air is using the following Flight Instructors and Check Pilots positions:

1. Flight Instructor – Simulator (FI-S)
2. Check Pilot – Simulator (CP-S)
3. Check Pilot – Aircraft (CP-A)
4. Standards Training Captain (STC)
5. Flight Crew Ground Instructors (FCGI)
6. CRM Trainer (CRMT)

An individual may be designated to serve in more than one instructor/check pilot category.

##### 1.10.3.3.1 Flight Instructor – Simulator (FI-S)

GACAR § 121.867, 121.875

FI-S are responsible for the conduct of approved simulator training as required by Riyadh Air. FI-S report to the Senior Manager Flight Crew Training & Standards.

#### A. Prerequisites

Prior to being appointed as Flight Instructor – Simulator, a flight crew member shall:

PREREQUISITES
1. Hold the certificates and ratings, except medical certificate, required to serve as a PIC
2. Have satisfactorily completed the appropriate training and checking phases for the relevant aircraft, including initial and recurrent training, required to serve as a PIC
3. Have completed at least 500 hours in the capacity of flight crew member in Riyadh Air
4. Have a suitable Training history and not be on an active MCP level
5. Be found suitable by the type specific Training Manager and Chief Pilot

Table 1 Prerequisites of Flight Instructor – Simulator (FI-S)



RIYADH AIR  
طيران الرياض

## OPERATIONS MANUAL PART D

- 1 DESCRIPTION OF SCOPE
- 1.10 TRAINING AND CHECKING PERSONNEL

**Issue:** 00  
**Revision:** 00  
**Date:** 18-FEB-2024

**Note:** A candidate who has previously served as a simulator instructor, can be selected after serving a minimum of 100 hours on the same aircraft type with Riyadh Air.

### B. Duties and Responsibilities

The duties and responsibilities of this position include:

DUTIES AND RESPONSIBILITIES
A Flight Instructor – Simulator is authorized to conduct:
1. Initial (Type Rating) FSTD training
2. Ground (classroom) training for initial and recurrent training
Assessing the need for additional or remedial training for any pilot.
Recommending to the relevant training manager any changes that may improve efficiency, safety or the quality of training.
Recommend standardized procedures and teaching techniques for all instructors to ensure compliance with all Company policies and procedures.
Participating in the pilot recruitment process if required.
Conducting ground school lectures as required.
Carrying out office duties, projects, course development and other tasks as allocated by the relevant training manager.

Table 2 Duties and Responsibilities of Flight Instructor – Simulator (FI-S)

**Note:** A flight instructor (simulator) is not required to hold a GACA Flight Instructor Certificate.

#### 1.10.3.3.1.1 Non-Line Qualified FI-S

IOSA FLT 2.1.35, IOSA FLT 2.1.36

Non-Line Qualified FI-S are responsible for the conduct of approved simulator training as required by Riyadh Air. The Non-Line Qualified FI-S reports to the Senior Manager Flight Crew Training & Standards.

### A. Prerequisites

Prior to being appointed as Non-Line Qualified FI-S, the candidate shall:

PREREQUISITES
1. Hold the certificates and ratings, except medical certificate, required to serve as PIC
2. Have satisfactorily completed the appropriate proficiency or competency checks required to serve as a PIC
3. Have a suitable Training history and not be on an active MCP level
4. Be found suitable by the type specific Training Manager and Chief Pilot

Table 3 Prerequisites of Non-Line Qualified FI-S



## OPERATIONS MANUAL PART D

1	DESCRIPTION OF SCOPE
1.10	TRAINING AND CHECKING PERSONNEL

<b>Issue:</b>	00
<b>Revision:</b>	00
<b>Date:</b>	18-FEB-2024

### B. Duties and Responsibilities

The duties and responsibilities of this position are identical to those of Flight Instructor – Simulator.  
See OM-D 1.10.3.3.1

**Note:** A flight instructor (simulator) is not required to hold a GACA Flight Instructor Certificate.

#### 1.10.3.3.2 CHECK PILOTS

GACAR § 121.863, 121.871; GACA E-Book 4.20

##### 1.10.3.3.2.1 Check Pilot - Simulator (CP-S)

Check pilots – simulators are responsible for conducting FSTD training as well as initial and recurrent simulator proficiency checks. They report to the type specific Training Manager.

#### A. Prerequisites

Prior to being appointed as Check Pilot – Simulator, a flight crew member shall

PREREQUISITES
Hold the certificates and ratings, except medical certificate, required to serve as a PIC
Have satisfactorily completed the appropriate training and checking phases for the relevant aircraft, including initial and recurrent training, required to serve as a PIC
Have completed at least 100 hours as Flight Instructor – Simulator or as per note 1
Have a suitable Training history and not be on an active MCP level
Have completed at least 500 hours in the capacity of flight crew member in Riyadh Air
Be found suitable by the type specific Training Manager and Chief Pilot.

Table 4 Prerequisites of Check Pilot – Simulator (CP-S)

**Note:** A candidate who has previously served as a simulator instructor, can be selected after serving a minimum of 100 hours on the same aircraft type with Riyadh Air.

### B. Duties and Responsibilities

The duties and responsibilities of this position include:

DUTIES AND RESPONSIBILITIES
A Check Pilot – Simulator is authorized to conduct. <ol style="list-style-type: none"><li>1. Ground training.</li><li>2. FSTD training.</li><li>3. Line Oriented Flight Training.</li><li>4. Recurrent Simulator Training.</li><li>5. Proficiency Checks.</li><li>6. Special qualification checks.</li></ol>



## OPERATIONS MANUAL PART D

1	DESCRIPTION OF SCOPE
1.10	TRAINING AND CHECKING PERSONNEL

<b>Issue:</b>	00
<b>Revision:</b>	00
<b>Date:</b>	18-FEB-2024

7.	Reestablishment of landing currency.
	Complete reports and assessments on flight crew under training or check.
	Conduct pilot recruitment when authorized.
	Recommend additional or remedial training for any pilot.
	Recommend changes to SOP that may improve efficiency and safety
	Recommend changes to the training syllabi that may develop and improve efficiency, safety or the quality of training
	Recommend standardized procedures and teaching techniques for all instructors, to ensure compliance with all Company policies and procedures.
	Carry out office duties, projects, course development and other tasks as allocated by the relevant training manager.

*Table 5 Duties and Responsibilities of Check Pilot – Simulator (CP-S)*

### 1.10.3.3.2 Check Pilot - Aircraft (CP-A)

Check Pilots – Aircraft are qualified and permitted to conduct Line Checks and Operating Experience training. Check Pilots – Aircraft report to the relevant training manager.

#### A. Prerequisites

Prior to being appointed as Check Pilot – Aircraft, a flight crew member shall

PREREQUISITES
Hold the certificates and ratings including medical certificate, required to serve as a PIC
Have satisfactorily completed the appropriate training and checking phases for the relevant aircraft, including initial and recurrent training, required to serve as a PIC;
Have completed at least 100 hours as Flight Instructor – Simulator or as per note 1
Have suitable Training history and not be on an active MCP level.
Have completed at least 500 hours in the capacity of flight crew member in Riyadh Air
Be found suitable by the type specific Training Manager and Chief Pilot

*Table 6 Prerequisites of Check Pilot – Aircraft (CP-A)*

**Note:** A candidate who has previously served as a simulator instructor, can be selected after serving a minimum of 100 hours on the same aircraft type with Riyadh Air.

#### B. Duties and Responsibilities

The duties and responsibilities of this position include:

DUTIES AND RESPONSIBILITIES
A Check Pilot – Aircraft is authorized to conduct;
1. Operating Experience
2. Line Checks (all seats)



## OPERATIONS MANUAL PART D

- 1 DESCRIPTION OF SCOPE
- 1.10 TRAINING AND CHECKING PERSONNEL

**Issue:** 00  
**Revision:** 00  
**Date:** 18-FEB-2024

3. Reestablishment of landing currency
Complete reports and assessments on flight crew under training or check.
Conduct pilot recruitment when authorized.
Recommend additional or remedial training for any pilot.
Recommend changes to SOP that may improve efficiency and safety
Recommend changes to the training syllabi that may develop and improve efficiency, safety or the quality of training
Recommend standardized procedures and teaching techniques for all instructors, to ensure compliance with all Company policies and procedures.
Carry out office duties, projects, course development and other tasks as allocated by the relevant training manager.

*Table 7 Duties and Responsibilities of Check Pilot – Aircraft (CP-A)*

### 1.10.3.3 Standards Training Captain (STC)

Standard Training Captains are Check Pilots responsible for the maintenance of trainer standards within Flight Operations Training. STCs report to the Senior Manager Flight Crew Training & Standards. In addition to the duties of a Check Pilot – Simulator and Check Pilot – Aircraft, STCs are specifically charged with the following duties in the aeroplane, FSTD and classroom:

1. Trainer initial training and checking
2. Trainer recurrent/remedial training and standardization.

The prerequisites are as per the requirements to hold the appointment of Check Pilot – Simulator/Aircraft and in addition, all STC applicants shall:

1. Be held in high regard by Flight Operations Training and their peers; and
2. Be found suitable to the Senior Training Manager





## OPERATIONS MANUAL PART D

1	DESCRIPTION OF SCOPE
1.10	TRAINING AND CHECKING PERSONNEL

Issue:	00
Revision:	00
Date:	18-FEB-2024

### 1.10.3.3.4 Flight Crew Ground Instructors

Flight Crew Ground Instructors are responsible for the conduct Riyadh Air approved ground training curriculums as required by Riyadh Air. Ground Instructors report to the Senior Manager Flight Crew Training & Standards.

#### Prerequisites

Prior to being appointed as Flight Crew Ground Instructor, a person shall:

PREREQUISITES
Hold at least a secondary education or college degree
Possess the required aeronautical knowledge in his field as applicable
Satisfactorily have completed the appropriate training and checking phases for Ground Instructor
Have a suitable Training history
Be found suitable by the relevant Training Manager

Table 8 Prerequisites of Flight Crew Ground Instructors

**Note 1:** A Flight Crew Ground Instructor may only conduct training as qualified (See duties and responsibilities below)

#### Duties and Responsibilities

The duties and responsibilities of this position include:

DUTIES AND RESPONSIBILITIES
A Flight Crew Ground Instructor is authorized to conduct;
1. Initial/Differences/Transition/Recurrent and Command Upgrade Ground training curriculums;
2. CRM Training for Flight Crew and Cabin Crew (if qualified CRMT);
3. Ground Instructor training;
4. Supervision and conduct of any progress tests during the approved ground training course, as well as final examinations at the conclusion of the course
5. Any other ground training as required by the Director Flight Crew Training and Standards

Table 9 Duties and Responsibilities of Flight Crew Ground Instructors

**Note 1:** The Ground Instructor must report to the relevant manager by the quickest means available for any significant progress issues experienced by a trainee, or any failure to pass any theoretical knowledge examination



## OPERATIONS MANUAL PART D

1	DESCRIPTION OF SCOPE
1.10	TRAINING AND CHECKING PERSONNEL

<b>Issue:</b>	00
<b>Revision:</b>	00
<b>Date:</b>	18-FEB-2024

### 1.10.3.4 CRM Trainer (CRMT)

CRMTs conduct CRM training for Initial, Command and Recurrent training.

#### A. Prerequisites

PREREQUISITES
Previous flight or cabin crew experience in an airline
Intermediate to advanced knowledge of CRM concepts (required)
Strong communication skills
Previous CRM instructor experience is not required but beneficial

Table 10 Prerequisites of CRM Trainer (CRMT)

#### B. Duties and Responsibilities

The duties and responsibilities of this position include:

DUTIES AND RESPONSIBILITIES
Initial CRM training
Recurrent CRM Training
Command Upgrade CRM training
Recommend additional or remedial training for any pilot.
Recommend changes to SOP that may improve efficiency and safety
Recommend changes the training syllabi that may develop and improve efficiency, safety or the quality of training
Recommend standardized procedures and teaching techniques for all instructors, to ensure compliance with all Company policy and procedures.
Carry out office duties, projects, course development and other tasks as allocated by the relevant training manager.

Table 11 Duties and Responsibilities CRM Trainer (CRMT)



### 1.10.4 AIRCREW DESIGNATED EXAMINER'S (ADE) PROGRAM

*GACAR § 183; GACA E-Book 14.*

In accordance with the GACA Aircrew Designator Examiner's (ADE) Program, the POI may designate Riyadh Air Check Pilots to perform Certification tests and Oral examination instead of GACA Inspectors.

These designees are known as Aircrew Program Designees (APDs).

#### **ADE Policy & Procedures**

1. The APDs shall be proposed by Riyadh Air and approved by the GACA POI.
2. Once approved by GACA the APD is issued a Letter of Authority (LOA) by the POI; the LOA states the authorized functions of an APD.
3. An APD shall be designated for one year and is subject to an annual renewal of his designation.
4. Once designated, APDs may be removed by GACA at any time, if that individual becomes unacceptable to either party. Notification of such removal will be made in writing to the other party on or before the effective date of such removal.
5. APD shall be supervised by a GACA Inspector called the Aircrew Program Manager (APM), who guides and supervises the APD in the performance of his duties as APD.
6. In the conduct of his authorized functions as an APD, the APD shall be accountable to GACA.
7. The APD shall absolutely enforce GACA policy; company and individual loyalties shall not influence his assessments, conclusions or decisions.
8. An APD shall be authorized to perform the following pilot's certification functions:
  - 8.1. GACA proficiency checks.
  - 8.2. GACA Oral Exams for pilots employed by Riyadh Air



### 1.11 INSTRUCTOR RECENCY

#### 1.11.1 CHECK PILOT AND FLIGHT INSTRUCTOR RECENCY

*IOSA FLT 2.1.36*

It is Riyadh Air's policy that the check pilots and instructors should conduct a minimum number of training/checking sessions or hours per 12-month period, to maintain their recency.

1. Ground Instructors must conduct not less than 30 Hours of instruction in a 12-month period.
2. Flight Instructors - Simulator must conduct a minimum of eight 8 FFS sessions of training in a 12-month period.
3. Check Pilots - Aircraft must Conduct a minimum of eight 8 training or checking flights in a 12-month period.
4. Check Pilots - Simulator must Conduct a minimum of eight 8 FFS sessions of training/checking events in a 12-month period.

If an Instructor/Check Pilot doesn't meet these activity requirements, Riyadh Air will suspend the Instructor/Check Pilot from their functions and the POI shall be informed of any such suspension. The Director of Flight Crew Training & Standards or his designee will review the reason for not meeting the activity requirements, and the Instructor/Check Pilot will enter into requalification, as per [OM-D paragraph 2.1.9](#). Upon the Instructor/Check Pilot having completed the requalification, the Director of Flight Crew Training & Standards or his designee will communicate to the POI the removal from that suspension.



### 1.12 TRAINING FACILITIES

*GACAR § 121.839(A)(3), (4), IOSA FLT 2.1.19*

This Section details the training facilities and equipment used by Riyadh Air and the procedures for their approval.

#### 1.12.1 APPROVAL OF FSTDs

*GACAR § 61.15, 121.843(B)(2), (4), 121.855, 121 APPENDIX D*

Each FSTD used by Riyadh Air must be qualified and approved by GACA in accordance with Part 60 for:

1. The training, testing, and checking for which it is to be used.
2. Each maneuver, procedure, or crew member function performed.
3. The representation of the specific type of aircraft and variation within that type.

Riyadh Air is responsible for ensuring that each FSTD maintains the specified performance, functional, and other attributes necessary for its approval.

In the event of any modification to the aircraft being simulated that results in alterations to the performance, functional, or other characteristics essential for approval, then the FSTD must be updated accordingly.

Prior to utilization, each FSTD is to undergo a daily functional preflight check to ascertain its operational status and suitability for training purposes.

A log documenting daily discrepancies observed in the FSTD must be maintained. Each discrepancy shall be recorded by the respective instructor or check pilot at the conclusion of each training or check flight.

#### FSTD AND AIRCRAFT DIFFERENCES

Each FSTD used by Riyadh Air must be assessed for any differences that exist between the FSTD and the aircraft type being operated by Riyadh Air.

Once an FSTD is approved an initial assessment of any such differences will be made in conjunction with the associated Training Center; all differences identified will be incorporated into the Simulator Differences Document.

Should the differences of any approved FSTD change, or be updated, then the Training Center shall inform Riyadh Air and the Simulator Differences Document will be amended accordingly to reflect these changes.

*Note: Refer [Appendix 5.0](#) for List of Approved FSTD's.*



# OPERATIONS MANUAL PART D

## 1 DESCRIPTION OF SCOPE

### 1.12 TRAINING FACILITIES

**Issue:** 00

**Revision:** 00

**Date:** 18-FEB-2024

#### 1.12.1.1 FSTD Minimum Serviceability Level

IOSA FLT 2.1.46

To ensure serviceability does not adversely affect training, evaluation and/or safety, as applicable, the "Component inoperative" table provides guidance to the Trainer when critical components of a training device are fully or partially inoperative.

Aircraft Systems components may be declared unserviceable, and dispatched IAW the aircraft MEL, provided the planned exercise can be completed as required. See table below:

Legend: <b>R</b> – Required, <b>I</b> – Trainer Discretion, <b>N</b> – Not Required, <b>M</b> - According to MEL Requirements			
FSTD System	Training	Checking	Comments
<b>External Components</b>			
Rope/Ladders (2 of 2)	R	R	
Fire detection system	R	R	
Fire suppression system	R	R	
Cockpit door escape hatch	R	R	
Bridge to FSTD	R	R	
Control loading	R	R	
<b>Motion system</b>			
Full range of movement	R	R	
<b>Visual system</b>			
All display screens	NA	R	
Front display screen	R	NA	
Left display screen	I	NA	Instructors should ensure training objectives can be met
Right display screen	I	NA	Instructors should ensure training objectives can be met
Visual scene control	R	R	Daylight, dusk and night visual scenes with sufficient scene content to recognize airport, terrain, and major landmarks to successfully accomplish a landing.
<b>Sound system</b>			
Significant cockpit sounds	R	R	
Special effects	I	R	Sound of precipitation, windshield wipers, sound of crash when the FSTD exceeds limitations.
<b>Instructor station/IOS</b>			
IOS	R	R	1. At least one touch screen must be available. 2. Control of all variable inputs and abnormal conditions. 3. Instructors portable control unit may be inoperative.
Trainer Seats	R	R	Lap belts must be operative, all occupants must be seated. Electrical controls may be inoperative.



## OPERATIONS MANUAL PART D

### 1 DESCRIPTION OF SCOPE

#### 1.12 TRAINING FACILITIES

**Issue:** 00

**Revision:** 00

**Date:** 18-FEB-2024

Observers seat(s)	R	R	If the Observers seat is required - Lap belts must be operative if motion is in use, all occupants must be seated. Electrical controls may be inoperative
Cockpit Fire Extinguisher (CO2)	R	R	
Mock Cockpit fire extinguisher	I	I	
Simulated smoke system	I	I	
FSTD phone (Engineering)	N	N	
<b>Instrumentation</b>			
Engine instruments	M	M	Provided the exercise can be completed as required.
Navigation instruments	M	M	Provided the exercise can be completed as required.
<b>Communication</b>			
Radios	I	R	
Intercom system	I	R	
ACARS	M	M	Provided the exercise can be completed as required.
CPDLC	M	M	Provided the exercise can be completed as required.
<b>Cautions and warnings</b>			
TAWS	R	R	
TCAS	I	R	
Fire warning	I	R	
Smoke warning	I	R	
Stall warning	R	R	
<b>Flight Crew member station</b>			
Pilot seats	R	R	Lap belts must be operative, all occupants must be seated. Electrical controls may be inoperative. Pilots arm rest must be fitted and at a usable angle.
Oxygen masks	I	I	Provided the exercise can be completed as required.

Table 12 FSTD Minimum Serviceability Level

#### 1.12.2 APPROVAL OF TRAINING EQUIPMENT OTHER THAN FSTDs

GACAR § 121.843(B)(2), 121.857, IOSA CAB 1.10.4, FLT 2.1.45

All training equipment used in the Riyadh Air training program must be approved by GACA and:

Functionally replicate the specific aircraft type and variant equipment for crew member duty or procedure, specifically:

1. The form, fit, function and mass, as appropriate
2. The normal operation (and abnormal and emergency operation, if appropriate), including:
  - a. The required force, actions and travel
  - b. Any variations in Riyadh Air aircraft equipment, if applicable
3. The operation of the aircraft equipment under adverse conditions, if appropriate



RIYADH AIR  
طيران الرياض

## OPERATIONS MANUAL PART D

1 DESCRIPTION OF SCOPE

1.12 TRAINING FACILITIES

**Issue:** 00

**Revision:** 00

**Date:** 18-FEB-2024



## 2 TRAINING PROGRAM

### 2.0 GENERAL TRAINING PROGRAM POLICY

#### 2.0.1 GENERAL

*GACAR § 121.831 Applicability.*

The Director Flight Crew Training & Standards shall ensure that a training program is established and maintained for flight crew members used by Riyadh Air, and for the approval and use of FSTDs in the conduct of the program.

The Director Cabin Crew shall ensure that a training program is established and maintained for cabin crew members employed or used by Riyadh Air.

The Director OCC shall ensure that a training program is established and maintained for flight operations officers including dispatchers.

This process shall be conducted in close cooperation with the POI.

##### 2.0.1.1 Appointment of Flight Crew, Cabin Crew and Dispatcher Training Staff

Refer to [section 1.10.1](#).

##### 2.0.1.2 Self-assessment

If at any time during the training process, a trainee requests extra training, the request for additional training should not be considered negatively, however the decision as to whether it shall be provided, its extent and content will be determined by:

1. Flight crew: Director Flight Crew Training & Standards or the Senior Training Manager of the respective type if appropriate.
2. Cabin Crew: Director Cabin Crew or the Manager Cabin Crew Training & Standards if appropriate.
3. Dispatcher: Director OCC or the Ground/Dispatch Training Manager if appropriate.

The decision shall be made after consultation with the trainees' immediate instructors.

##### 2.0.1.3 Procedure for Training Course Approval and Acceptance

*GACAR § 121.851*

Once a course module has passed the review and validation phase, it will be sent for final internal approval to:

1. Director Flight Crew Training & Standards (or their delegate) if related to flight crew training
2. Director of OCC (or their delegate) for dispatcher training

3. Director Cabin Crew (or their delegate) for cabin crew courses

From there, to obtain initial and final approval of a training program, or a revision to an approved training program, the Director Flight Crew Training & Standards (or his delegate) or the Director Cabin Crew must submit to GACA:

1. An outline of the proposed program or revision, including an outline of the proposed or revised curriculum, which provides enough information for a preliminary evaluation of the proposed training program or revised training program and
2. Additional relevant information which the GACA may request.

The 5 phases of the Training Approval Process are detailed in the GACA eBook volume 4, chapter 21, section 2.

The training approval process can be initiated by either the operator or the GACA as follows:

1. Riyadh Air's training department Initiated. Riyadh Air informs the GACA that it is planning to establish a new training curriculum or to change an existing curriculum.
2. GACA Initiated. The GACA informs an operator that revisions to its training program are required based on recently acquired information relative to training techniques, aviation technology, aircraft operational history, operator performance or regulatory changes.

## 2.0.1.4 Record Keeping – Check Reports

*GACAR § 121.839(d), 121.1565*

All the training and check records concerning flight crew, dispatchers, and cabin crew must identify the instructor or check pilot that certifies the proficiency and knowledge of the trainee. Training records shall be retained in accordance with the policy detailed in Section 4 of this manual.

The training management system will track the following Qualifications to ensure that the scheduled crew member maintains the recency:

1. RHS (assigned Captains, or Instructors/Check Pilots Aircraft).
2. Route/Aerodrome.
3. Takeoff and Landing Currency; refer to Requalification for loss of currency.
4. Special operations experience (LVTO, RNP APCH, ETOPS).
5. Recurrent training.
6. Emergency drills.
7. Proficiency Check/Competency Check.
8. Line Check.
9. UPRT/EET.

10. GACA License Expiry.
11. GACA Medical Expiry.
12. ELPT Expiry.

## 2.0.2 GENERAL POLICY – FLIGHT CREW TRAINING

*GACAR § 121.835 Training Required.*

The Director Flight Crew Training & Standards shall ensure that the following courses and modules of training and their methods of assessment are established in the Operations Manual and approved by the Authority for each type of airplane operated by Company personnel.

The following training courses require regulatory approval:

1. Initial training.
2. Transition training.
3. Differences Training
4. Recurrent Training.
5. Command Upgrade Training.
6. Requalification Training.
7. Pilot Qualification to operate in Either Pilots seat (RHS training).
8. Instructor/Check Pilot Training.
9. Upset Prevention and Recovery Training UPRT/Extended Envelope Training EET.
10. Training arrangements with other training organizations.

### 2.0.2.1 Mandatory Requirements

#### 2.0.2.1.1 Simulator Session Duration

Unless otherwise described in the type specific training manual, all Riyadh Air training sessions should be scheduled using the below.

Simulator Session Modules	HOURS
Briefing/Orientation	2h
Simulator Session	4h
Debriefing	1h
<b>Total</b>	<b>7h</b>

*Table 13 Simulator Session Duration*



## OPERATIONS MANUAL PART D

2	TRAINING PROGRAM
2.0	GENERAL TRAINING PROGRAM POLICY

<b>Issue:</b>	00
<b>Revision:</b>	00
<b>Date:</b>	18-FEB-2024

### 2.0.2.1.2 Instructors

Riyadh Air requires all instruction to be conducted by an authorized instructor holding the appropriate certificates or any instructor having appropriate experience in aviation and knowledge of the aircraft concerned, e.g. flight engineer, maintenance engineer, flight operations officer.

Unless otherwise specified, flight crew training is normally conducted by the following training personnel:

	Pilot Ground Instructor	CRM Instructor	SEP Instructor	Flight Instructor (Simulator)	Check Pilot (Simulator)	Check Pilot (Aircraft)	Standards Training Captain
Ground Training	YES	NO	NO	YES	YES	YES	YES
FSTD flight training	NO	NO	NO	YES	YES	NO	YES
ZFTT	NO	NO	NO	NO	YES	NO	YES
Aircraft OE (121.789 (c)(1)(i))	NO	NO	NO	NO	NO	YES	YES
General Emergency Training	YES*	NO	YES*	YES*	YES*	YES*	YES*
CRM Training (Initial, Conversion, Command Course and Recurrent Modular Training)	NO	YES	NO**	Note 1	Note 1	Note 1	Note 1
Instructor & Check Pilot Training	NO	NO	NO	NO	NO	NO	YES

Table 14 Instructors

\* if suitably qualified

\*\* except for combined CRM if suitably qualified

#### **Note 1: CRM inclusion into Recurrent FSTD Training**

All personnel conducting FSTD recurrent training are suitably qualified to integrate elements of CRM into this training.

#### **Note: Dangerous Goods Training**



## OPERATIONS MANUAL PART D

### 2 TRAINING PROGRAM 2.0 GENERAL TRAINING PROGRAM POLICY

**Issue:** 00  
**Revision:** 00  
**Date:** 18-FEB-2024

*Dangerous Goods training is conducted by a suitably qualified instructor who has successfully completed specific training for instruction in dangerous goods.*

**Note: Performance Training**

*The Performance Course is conducted by suitably qualified performance engineers and a performance evaluation is carried out on completion of the course.*

**Note: Standards Training Captain (STC)**

*STCs that are not qualified as Check Pilot – Aircraft are limited to FSTD duties.*

*All personnel conducting recurrent training are suitably qualified to integrate elements of CRM into this training.*

#### 2.0.2.1.3 Check Pilots

Unless otherwise specified, assessment is normally conducted by the following training personnel:

	Check Pilot (Simulator)	Check Pilot (Aircraft)	Standards Training Captain
Proficiency Check 121.797 (b)(2)	YES *	NO	YES*
Recurrent Evaluation Phase (EVAL)	YES	NO	YES
Line Training Entry Oral Exam	NO	YES	YES
Line Release Check	NO	YES	YES
PIC initial or upgrade training. At least 1 leg observed by a GACA inspector. 121.789 (c)(1)(ii)	NO	NO	NO
Line Check	NO	YES	YES
Check Pilot Observation	NO	NO	YES*
Flight Instructor Observation	NO	YES*	YES

Table 15 Check Pilots

\* If qualified as ADE (Aircrew Designated Examiner)

**Note:** *Emergency and Safety Equipment Checking is conducted by suitably qualified Safety and Emergency Procedures (SEP) Trainers.*



RIYADH AIR  
طيران الرياض

## OPERATIONS MANUAL PART D

- 2 TRAINING PROGRAM
- 2.0 GENERAL TRAINING PROGRAM POLICY

**Issue:** 00  
**Revision:** 00  
**Date:** 18-FEB-2024

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## 2.0.2.1.4 Minimum Crew Complement/Simulator Support Requirements

The minimum crew complement and requirements for simulator support are detailed in the session profiles contained in the type specific training manuals and in the footprint manual. The minimum crew complement should not be varied without the approval of the Director Flight Crew Training & Standards, or Senior Training Manager.

## 2.0.2.2 Records

The progress of Company pilots is monitored throughout any training/checking carried out by Flight Training.

### A. General Form Completion Guidance

*GACAR § 121.839 (d)*

The Prodefis TPMS (Training & Performance Monitoring System) requires any Training or Examining form to be submitted as soon as practicable after a session but at the latest within 12 hours of the completion of the session or flight.

### B. Incomplete Sessions

If a session is incomplete or a required validation has not been completed the trainer should advise the Crew Duty Manager (CDM) if the trainee's subsequent roster will be affected. For instance, any incomplete session prior to a check would require the training items to be completed before continuing with the course.

## 2.0.2.2.1 Rework / amendment of Training Records

Rework / amendment of training records should be completed when:

1. A discrepancy has been identified that requires correction; or
2. Editorial changes are required.

Rework can be initiated by:

1. The trainer that submitted the record; or
2. Training Management

Training Management shall initiate the rework process when a discrepancy has been identified between the grade(s)/outcome awarded and the written comments.

Training Managers shall not attempt to influence the grade/outcome awarded.

Training management shall only highlight the discrepancy noted or the mismatch between the grade and written comments.

Discrepancies that are deemed minor do not require rework of the record.

Any rework / amendment of training records shall be validated by the relevant Training Manager.

## Records for Support Pilots (seat substitutes)

There is no requirement to submit records for pilots providing support to a training or checking event unless the standard observed is below competent. This applies to both simulator and aircraft events.

### 2.0.2.2.2 Invalidation of Training or Checking Sessions

Training or assessment sessions and the associated form can only be invalidated by the Director Flight Crew Training & Standards, Director Cabin Crew or Director OCC respectively.

Following invalidation, the session shall be repeated in full.

### 2.0.2.3 Period of Validity

The initial validity of each check or qualification shall be from date of completion of the check or requirements for that qualification and shall be valid for the applicable period and up to the end of that calculated calendar month.

#### 2.0.2.3.1 Designating the Training/Checking Month:

Unless otherwise specified, whenever a crew member or aircraft dispatcher takes a required flight check or competence check, or completes recurrent training, in the month before or after the month in which that check or training is required, the crew member is considered to have taken or completed it in the month in which it was required.

The check or qualification shall be revalidated or renewed from the existing expiry date.

Pilot Training		
Check Type	Validity Period	Buffer Period
Proficiency Check* 121.797	12 months	Whenever a crew member or aircraft dispatcher takes a required flight check or competence check, or completes recurrent training, in the month before or after the month in which that check or training is required, the crew member is considered to have taken or completed it in the month in which it was required. 121.839 (c)
Recurrent training* 121.797	6 months	
Line Checks 121.793	12 months	
UPRT/Extended Envelope Training** 121.889	24 months	
Low altitude windshear flight training** 121.919 (d)	12 months	

Table 16 Pilot Training

\* It must not be similar to or occur within a 4 month period of the previous Proficiency Check or FSTD recurrent training.





RIYADH AIR  
طيران الرياض

## OPERATIONS MANUAL PART D

- 2 TRAINING PROGRAM  
2.0 GENERAL TRAINING PROGRAM POLICY

**Issue:** 00  
**Revision:** 00  
**Date:** 18-FEB-2024

\*\*Any UPRT, EET or Low Altitude Windshear events that occur during a proficiency check are not to be credited towards any recurrent training requirement for such events.

Flight Instructor/Check Pilot Training		
Check Type	Validity Period	Buffer Period
Recurrent instructor training 121.861 (4), 121.875 (h)	12 months	+/- 1 month
Line Observation (flight instructor simulator and check pilot simulator) 121.867 (f)(2), 121.863 (f)(2)	12 months	The flight segments or line observation program are considered completed in the month required if completed in the month before or after the month in which they are due.
Check Pilot: conducts a check or supervises operating experience under the observation of a GACA inspector or a designated examiner employed by Riyadh Air. 121.871 (a)(2)	24 months	The observation is considered to have been completed in the month required if completed in the month before or after the month in which it is due.
Flight Instructor: conducts instruction under the observation of a GACA inspector, a Riyadh Air check pilot, or a designated examiner employed by the Riyadh Air. 121.875 (a)(2)	24 months	

Table 17 Flight Instructor/Check Pilot Training

Common Training		
Check/Training Type	Validity Period	Buffer Period
Low Visibility Operations. FAA AC 120-28D	12 months	+/- 1 month
Performance-based Navigation (PBN) Operations. FLT 2.4.2	12 months	+/- 1 month
Operations with Minimum Navigation Performance Specifications (MNPS/NAT HLA). FLT 2.4.2	12 months	+/- 1 month
Operations in Airspace with Reduced Vertical Separation Minimums (RVSM). FLT 2.4.2	12 months	+/- 1 month
Performance-Based Communication and Navigation Surveillance System (PBCS). FLT 2.4.2	12 months	+/- 1 month
Areas of Magnetic Unreliability (AMU). FLT 2.4.2	12 months	+/- 1 month
Extended-range operations with two-engine airplanes (ETOPS).	12 months	+/- 1 month



## OPERATIONS MANUAL PART D

### 2 TRAINING PROGRAM 2.0 GENERAL TRAINING PROGRAM POLICY

**Issue:** 00  
**Revision:** 00  
**Date:** 18-FEB-2024

Dangerous Goods	24 months	If completed with the final 3 months of validity of the previous training, the period of validity extends from the date on which the recurrent training was completed until 24 months from the previous expiration date of that training.
SMS training <i>FLT 2.5, CSMM 4.2.3.2</i>	24 months	+/- 1 month
Security	12 months	+/- 1 month
TCAS <i>FLT 2.2.35</i>	As per Recurrent Training program	+/- 1 month
PRM	N/A	N/A
Emergency Descent	12 months	+/- 1 month
CRM	12 months	+/- 1 month
General Emergency Training	12 months	+/- 1 month
Incapacitation	12 months	+/- 1 month

Table 18 Common Training

#### 2.0.2.3.2 Recurrent General Emergency Training Curriculum Segments

E-book 4.21.10.11., GACAR § 121.907

This curriculum segment is separate from the aircraft ground recurrent training curriculum segment. Recurrent general emergency training consists of emergency situation and emergency drill training modules.

The below table illustrates the intervals of the various aspects of General Emergency Training. For detailed curriculum content refer to [section 2.1.4.2.2](#)

TYPE OF RECURRENT GENERAL EMERGENCY TRAINING	Months Since First General Emergency Training Curriculum Segment			
	12 Months	24 Months	36 Months	48 Months
Emergency Situation Training	X	X	X	X
Emergency Drill Training (Hands-on or Pictorial Demonstration)	X		X	
Emergency (Hands-on required)		X		X

## 2.0.2.3.3 Operator Proficiency Check

### 2.0.2.3.3.1 General

Following completion of conversion training pilots enter the recurrent training and checking program. Pilots are assigned a datum which is a numeric indication of the calendar months that their recurrent program is due. The datum normally indicates the month the pilot actually completed.

their type rating. However, for administrative purposes and to balance the recurrent training load, a pilot may be assigned an earlier datum.

### 2.0.2.3.3.2 Adjusting the Training/Checking Month.

*GACAR § E-Book 4.21.10.5*

Riyadh Air may adjust a crew member's training/checking month by administering a period of recurrent training and qualification.

When training is accomplished before it is due, training management must ensure that all requirements are accomplished within the 12 calendar months allowed by the regulations.

When a training/checking month is adjusted, the reason for the adjustment must be noted in the airman's record.

## 2.0.3 GENERAL POLICY – CABIN CREW TRAINING

*GACAR § 65.69(b)*

*IOSA CAB 1.2.5, 1.6.1, 2.1.1A*

This section details the Riyadh Air training program for cabin crew.

Each curriculum and curriculum segment must include the following items, as appropriate:

1. Prerequisites prescribed by the GACARs or required by Riyadh Air for enrollment in the curriculum.
2. Statements of objectives of the entire curriculum and a statement of the objective of each curriculum segment
3. A list of each training device, mockup, system trainer, procedures trainer, and other training aids which require POI approval. The curriculum may contain references to other documents in which the approved cabin crew training devices and aids, are listed.
4. Descriptions or pictorial displays of normal, abnormal, and emergency procedures which are intended for use in the curriculum, when appropriate (these descriptions or pictorial displays, when grouped together, are commonly referred to as the procedures document). The operator may choose to present detailed descriptions and pictorial displays of procedures in other manuals.



## OPERATIONS MANUAL PART D

### 2 TRAINING PROGRAM 2.0 GENERAL TRAINING PROGRAM POLICY

**Issue:** 00  
**Revision:** 00  
**Date:** 18-FEB-2024

5. An outline of each training module within each curriculum segment; each module should contain sufficient detail to ensure that the main features of the principal elements or events will be addressed during instruction.
6. Training hours which will be applied to each curriculum segment and the total curriculum.
7. The checking and qualification modules of the qualification curriculum segment used to determine successful course completion, including any GACAR qualification requirements for cabin crew members to serve in Part 121 operations (such as initial operating experience, line checks, operating familiarization).

The Director Cabin Crew shall ensure that the following courses and modules of training and their methods of assessment are established in the Operations Manual and approved by the Authority for each type of airplane operated by Company personnel.

The following training courses require regulatory approval:

1. Initial training. *GACAR § 121.891.*
2. Transition training. *GACAR § 121.835, 121.891.*
3. Differences Training *GACAR § 121.883.*
4. Recurrent Training *GACAR § 121.835.*
5. Senior Cabin Crew Upgrade Training.
6. Requalification Training.
7. Training arrangements with other training organizations.

#### 2.0.3.1 Period of Validity

Check Type	Validity Period	Buffer Period
Recurrent ground training	12 months	+/- 1 month
Competence check	12 months	+/- 1 month
CRM	12 months	+/- 1 month
Proper use of automated external defibrillators and in cardiopulmonary resuscitation <i>GACAR § 121.911 (4)(iii)</i>	24 months	+/- 1 month

Table 19 Period of Validity

#### 2.0.3.2 Missed Training

Any training missed shall be recovered prior to the completion of the Training Course.



## OPERATIONS MANUAL PART D

- 2 TRAINING PROGRAM
- 2.0 GENERAL TRAINING PROGRAM POLICY

**Issue:** 00  
**Revision:** 00  
**Date:** 18-FEB-2024

### 2.0.4 GENERAL POLICY – DISPATCHER TRAINING

The Director OCC shall ensure that the following courses and modules of training and their methods of assessment are established in the Operations Manual and approved by the Authority for each type of airplane operated by Company personnel.

The following training courses require regulatory approval:

1. Initial training. *GACAR § 121.895.*
2. Transition training. *GACAR § 121.895.*
3. Differences Training *GACAR § 121.883.*
4. Recurrent Training *GACAR § 121.835.*
5. Requalification Training.
6. Dispatch Instructor and Examiner Training.
7. Training arrangements with other training organizations.

#### 2.0.4.1 Period of Validity

Check Type	Validity Period	Buffer Period
Recurrent ground training	12 months	+/- 1 month
Competence check.	12 months	+/- 1 month

Table 20 Period of Validity

## 2.1 FLIGHT CREW TRAINING PROGRAMS

### 2.1.1 INITIAL FLIGHT CREW TRAINING

The initial Flight Crew Training Program applies to pilots not previously employed by Riyadh Air. The program consists of the below modules:

INITIAL TRAINING MODULES
Ground Training including Basic Indoctrination training
Flight Training
Operating Experience

Ground Training must be completed before Commencement of Flight Training and Operating Experience cannot be acquired until all ground and flight training has been completed.

The initial training will include Type Rating Training on the type of aircraft assigned to the individual crew member. The length of the Type Rating course will depend on the previous experience of the trainee. The prerequisites to the various courses are detailed below. These prerequisites are in addition to the general requirements detailed in OM-A section 5.

#### A. B787 Type Rating Requirements

This section details the requirements for a pilot joining Riyadh Air on the B787 aircraft.

#### B. B787 Type Rating with Previous Experience Credit

This course is applicable for pilots joining Riyadh Air with previous experience on the B737NG/MAX, B747-400/-8, B757/B767, B777. The details of ground and flight training for the various courses are listed in [sections 2.1.1.1](#) and [sections 2.1.1.2](#) respectively.

The detailed hour requirements are:

DIRECT ENTRY CAPTAINS (DEC)	HOURS REQUIRED
Total hours	6000h
Pilot in command on aircraft with MTOW above 60t	2000h
Pilot in command hours on one of the above Boeing models within the previous 3 years	1000h
FIRST OFFICER	HOURS REQUIRED
Total hours	1500h
Hours on one of the above Boeing models within the previous 3 years	1000h



## OPERATIONS MANUAL PART D

- 2 TRAINING PROGRAM
- 2.1 FLIGHT CREW TRAINING PROGRAMS

**Issue:** 00  
**Revision:** 00  
**Date:** 18-FEB-2024

### C. B787 Type Rating without previous experience credit (Full Course)

This course is applicable to experienced pilots with significant experience in commercial airline operations but does not meet the requirements for the B787 PEC course.

DIRECT ENTRY CAPTAINS (DEC)	HOURS REQUIRED
Total hours	6000h
Pilot in command on aircraft with MTOW above 60t	2000h
FIRST OFFICER	HOURS REQUIRED
Total hours on aircraft with MTOW above 60t	1500h

### D. B787 Type Rating with recent experience on the B787

This course is applicable for trainees with significant recent experience on the B787 aircraft. These trainees require a valid ICAO Type Rating for the B787. Additionally, the B787 must have been flown within the last 6 months prior to joining.

Additional prerequisites are:

DIRECT ENTRY CAPTAINS (DEC)	HOURS REQUIRED
Total hours	6000h
Pilot in command on aircraft with MTOW above 60t	2000h
Pilot in command on the B787	1000h
B787 in the last 12months	300h
FIRST OFFICER	HOURS REQUIRED
Total hours on aircraft with MTOW above 60t	1500h
B787 in the last 12months	300h



## OPERATIONS MANUAL PART D

- 2 TRAINING PROGRAM
- 2.1 FLIGHT CREW TRAINING PROGRAMS

**Issue:** 00  
**Revision:** 00  
**Date:** 18-FEB-2024

### E. B787 Type Rating with recent experience on the B777

This course takes advantage of the inherent similarities between the B777 and B787 aircraft. To be eligible for this course, trainees require a valid ICAO B777 Type Rating and additionally shall have flown the B777 within the last 6 months prior to joining Riyadh Air.

Additional prerequisites are:

DIRECT ENTRY CAPTAINS (DEC)	HOURS REQUIRED
Total hours on aircraft with MTOW above 50t	6000h
Pilot in command on aircraft with MTOW above 50t	2000h
Pilot in command on the B777	1000h
B777 in the last 12months	300h
FIRST OFFICER	HOURS REQUIRED
Total hours on aircraft with MTOW above 60t	1500h
B777 in the last 12months	300h





## OPERATIONS MANUAL PART D

- 2 TRAINING PROGRAM
- 2.1 FLIGHT CREW TRAINING PROGRAMS

**Issue:** 00  
**Revision:** 00  
**Date:** 18-FEB-2024

### 2.1.1.1 Initial Ground Training Modules

The ground training modules are delivered using a combination of distance learning and classroom training.

Ground training segment modules	Training hours
Basic Indoctrination Training	40:00
Aircraft Systems and Limitations (CBT) (All B787 Initial Courses)	59:00
Aircraft Exterior Pre-flight Inspection	01:00
Aircraft Systems Integration Training (FTD) (B787 Without Previous Experience Credit) *	10:00
Aircraft Systems Integration Training (FTD) (B787 With Previous Experience Credit) *	05:00
Aircraft Systems Integration Training (FTD) (B787 Type Rating with recent experience on the B787)*	02:00
Aircraft Systems Integration Training (FTD) (B787 Type Rating with recent experience on the B777)*	03:00
MEL/CDL	02:00
Initial Crew Resource Management Training	18:00
General Emergency Training	08:00
Aviation Security Training	04:00
Extended Range Twin Engine Operations ETOPS	02:00
NAT and Oceanic Procedures	02:00
Low Visibility Operations (LVTO/CAT II/III)	04:00
Dangerous Goods	04:00
EFB/IPAD	02:00
Data Link Communications Training (FANS/ATN) / CPDLC	01:00
RVSM	01:00
Terrain Awareness Procedures and Maneuvers/CFIT	01:00
Adverse Weather, Windshear avoidance/recovery, Thunderstorm, active volcano avoidance	04:00
Ground De-icing/Anti-Icing Training	03:00
Contaminated Runway Operations	01:00
Special Airports operations (if applicable)	01:00
Upset Prevention and Recovery training (UPRT) including Stall Prevention and recovery	03:00
TCAS (CBT)	01:00
Fatigue Education & Awareness	01:00
Total Instructional Hours:	183:00

**Note 1:** Aircraft systems integration training has been integrated in the FTD session of the Type Rating course. To facilitate this, all sessions have a 2-hour briefing and 1 hour debriefing.

**Note2:** Total hours reflect trainees Without/With previous Boeing EFIS experience.

## 2.1.1.1.1 Basic indoctrination training

GACAR § 121.879(A), E-BOOK VOL.4.21.3.3  
IOSA FLT 2.2.7, 2.2.10, 2.5.1

The objective of basic indoctrination training is to introduce the new-hire flight crew member to Riyadh Air and the way we conduct commercial air operations. It specifically familiarizes the student with Riyadh Air's policies, procedures, organizational and administrative practices and ensures the student has acquired basic aeronautical knowledge. The flight crew member basic indoctrination curriculum segment consists of training modules which contain information applicable to the student's specific duty position.

The below modules consist of Riyadh Air specific modules and flight crew specific modules. The modules are delivered by a combination of distance learning and classroom training.

The Initial Indoctrination Training consists of the below modules:

No.	Modules	Hours
<b>Riyadh air specific modules</b>		
1	Duties Responsibilities and Company Policy and Procedures <ol style="list-style-type: none"> <li>Company history, organization and management structure</li> <li>Safety Management Systems (SMS)</li> <li>Operational concepts, policies and kind of operation</li> <li>Company forms, records and administrative procedures</li> <li>Employee standards and rules of conduct</li> <li>Employee compensation and benefits</li> <li>Authority and responsibilities of duty position</li> <li>Company-required equipment</li> <li>Company manual organization, revisions and employee responsibilities concerning manuals</li> </ol>	06:00
2	Appropriate Provisions of the GACA Regulations* * Including following modules within this module. <ol style="list-style-type: none"> <li>Safety Management System (GACAR § Part 5)</li> <li>Fatigue management (GACAR § Part 117)</li> <li>Problematic Use of Psychoactive Substances, Prevention and Safety Programs (GACAR Part 7)</li> <li>Dangerous Goods (GACAR Part 109)</li> <li>Aviation Security</li> </ol>	15:00



RIYADH AIR  
طيران الرياض

## OPERATIONS MANUAL PART D

- 2 TRAINING PROGRAM
- 2.1 FLIGHT CREW TRAINING PROGRAMS

**Issue:** 00  
**Revision:** 00  
**Date:** 18-FEB-2024

	6. General Emergency Training 7. Normal and Emergency Communication Procedures	
3	Contents of Certificate and OpSpecs 1. Regulatory basis in Parts 121 2. Definitions, description and organization of operations specifications (OpSpecs) 3. Limitations and authorizations of OpSpecs 4. Description of certificate 5. Description of General Authority of Civil Aviation (GACA), Aviation Standards including the responsibilities of the Director of Flight Operations (DFO), Principal Inspectors (PIs) and Inspectors	01:00
4	Company Operational Control and Communication 1. Dispatch, flight release or flight locating systems and procedures (as applicable) 2. Organization, duties and responsibilities 3. Weather and Notices to Airmen (NOTAM) information 4. Company communications	02:00
<b>FLIGHT CREW SPECIFIC MODULES</b>		
5	Mass and Balance (M&B) 1. Definitions such as zero-fuel mass, moments, and datum 2. General loading procedures and center of gravity computations 3. Effects of fuel burn and load shifts in flight 4. M&B forms, load manifests, fuel slips and other applicable documents	01:00
6	Aircraft Performance and Airport Analysis 1. Definitions such as balanced field, visual meteorological conditions (VMC), obstruction planes and maximum endurance 2. Effects of temperature and pressure altitude 3. Instrument Procedures design criteria (obstacle clearance standards) – (ICAO PANS-OPS) 4. Aerodrome analysis system as appropriate to the type of operation and family or families of aircraft 5. Effects of contaminated runways 6. Takeoff, climb, cruise, approach and landing performance; 7. Obstacle clearance; 8. Diversion Planning 9. Engine out driftdown	04:00
7	Meteorology including practical knowledge of weather phenomena, including: 1. Principles of frontal systems 2. Icing 3. Fog 4. Thunderstorms 5. Sandstorms	04:00



RIYADH AIR  
طيران الرياض

## OPERATIONS MANUAL PART D

- 2 TRAINING PROGRAM
- 2.1 FLIGHT CREW TRAINING PROGRAMS

**Issue:** 00  
**Revision:** 00  
**Date:** 18-FEB-2024

	6. Windshear and; 7. High altitude weather 8. Volcanic Ash	
8	Navigation Including: 1. The use of navigation aids, including instrument approach procedures 2. RVSM/PBN 3. RNAV/RNP	04:00
9	Airspace and ATC procedures including: 1. Definitions such as precision approaches, airways and automated terminal information service (ATIS) 2. Description of airspace 3. Navigation performance and separation standards 4. Controller and pilot responsibilities 5. ATS communications 6. Air traffic flow control 7. Wake turbulence recognition and avoidance	01:00
10	Enroute and Terminal Area Charting and Flight Planning 1. Terminology of charting services 2. Takeoff minimums, landing minimums and alternate requirements. 3. General company flight planning procedures 4. Flight service and international procedures (as applicable) 5. Aerodrome diagrams 6. Aerodrome Ground Operational Safety	01:00
11	Concepts of Instrument Procedures and Approaches 1. Definitions such as minimum descent altitude (MDA), height above aerodrome (HAA), height above touchdown (HAT), decision height (DH), Category II (CAT II) instrument landing system (ILS) and no procedure turn required (NOPT) 2. Holding patterns and procedure turns 3. Precision approaches such as Category I (CAT I), LTS CAT I, CAT II, OTS CAT II and Category III (CAT III) 4. Non-precision approaches 5. APV approaches 6. Stabilized approaches and the CDFA technique 7. Circling and visual approaches	01:00
<b>Total Instructional Hours</b>		<b>40:00</b>
<b>Exams</b>		<b>02:00</b>



## OPERATIONS MANUAL PART D

2	TRAINING PROGRAM
2.1	FLIGHT CREW TRAINING PROGRAMS

<b>Issue:</b>	00
<b>Revision:</b>	00
<b>Date:</b>	18-FEB-2024

### 2.1.1.1.2 Aircraft Ground Training

GACAR § E-Book 4.21.5.3, IOSA FLT 2.2.11, 2.2.16A

The primary objective of aircraft ground training is to provide flight crew members with the necessary knowledge for understanding the basic functions of aircraft systems, the use of the individual system components, the integration of aircraft systems, and operational procedures.

The amount of training will depend on the course being undertaken as per the below table:

The aircraft specific training is comprised of three specific segments:

1. General Operational Topics
2. Aircraft Systems Training
3. Systems Integrations Training

#### A. General Operational Topics

Training in this area includes instruction on certain operational subjects that are general in nature but with a specific focus on the aircraft on which the training is being conducted.

The theoretical aspects of the topics are integrated into the aircraft specific computer-based training produced by the OEM while the practical operation of these aspects are covered during flight training sessions.

	GENERAL OPERATIONAL TOPICS
1	Type specific aspects of dispatch, flight release or flight locating procedures applicable to the specific type of operation
2	Type Specific aspects of Mass and balance procedures
3	Type Specific procedures related to adverse weather practices related to: <ol style="list-style-type: none"><li>1. Sandstorms</li><li>2. Icing</li><li>3. Turbulence</li><li>4. Heavy precipitation</li><li>5. Thunderstorms with associated windshear and microburst phenomena</li><li>6. Low visibility</li><li>7. Contaminated runways</li></ol>
4	Type Specific Procedures aircraft communications and navigation equipment in the following areas of operation: <ol style="list-style-type: none"><li>1. Specific company communications requirements</li><li>2. ATS clearance requirements</li><li>3. Area departure and arrival requirements</li><li>4. Enroute requirements</li><li>5. Approach and landing requirements</li></ol>



## OPERATIONS MANUAL PART D

- 2 TRAINING PROGRAM
- 2.1 FLIGHT CREW TRAINING PROGRAMS

**Issue:** 00  
**Revision:** 00  
**Date:** 18-FEB-2024

5	Type Specific performance characteristics of the aircraft during all flight regimes, including: <ul style="list-style-type: none"><li>1. The use of charts, tables, tabulated data and other related manual information</li><li>2. Normal, abnormal and emergency performance problems</li><li>3. Meteorological and mass-limiting performance factors such as temperature, pressure, contaminated runways, precipitation, and climb/runway limits</li><li>4. Inoperative equipment performance limiting factors such as MEL/CDL, and inoperative anti-skid</li><li>5. Special operational conditions such as unpaved runways, high altitude aerodromes and drift down requirements</li></ul>
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### B. Aircraft Systems and Limitations Training

Aircraft systems training covers a technical description of each system. It also includes normal, supplementary and non-normal procedures relating to each system. The amount of training will depend on the course assigned that is based on the previous experience of the trainee as per the table below.

Aircraft Systems and Limitations Training	
All B787 Courses	59 hours

This training is delivered using OEM approved Computer Based Training.

The systems covered includes the below:

NO.	Aircraft Systems and Limitations Training
1	<b>Aircraft General</b> Typical elements include an overview of the basic aircraft such as dimensions, turning radius, panel layouts, cockpit and cabin configurations and other major systems and components or appliances.
2	<b>Powerplants</b> Typical elements include a basic engine description, engine thrust ratings, engine components such as accessory drives, ignition, oil, fuel control, hydraulic and bleed air features.
3	<b>Electrical</b> Typical elements should include elements identifying the sources of aircraft power including engine-driven generators, auxiliary power unit (APU) generator and external power. Other elements include the electrical buses and related components such as circuit breakers, fuses, the aircraft batteries and other standby power systems, if applicable.
4	<b>Hydraulic</b> Some typical elements are the hydraulic reservoirs, pumps, accumulators, the means of routing hydraulic fluid through filters, check valves, interconnects and to associated actuators and hydraulically operated components.



## OPERATIONS MANUAL PART D

### 2 TRAINING PROGRAM

#### 2.1 FLIGHT CREW TRAINING PROGRAMS

**Issue:** 00

**Revision:** 00

**Date:** 18-FEB-2024

5	<b>Fuel</b> Elements include the fuel tank system (location and quantities), engine-driven pumps, boost pumps, system valves, cross feeds, quantity indicators and provisions (if applicable) for fuel jettisoning.
6	<b>Pneumatic</b> Typical elements include bleed-air sources such as engines, APU, or external ground air, the means of routing, venting and controlling bleed air via associated valves, ducts, chambers and temperature and pressure limiting devices.
7	<b>Air Conditioning and Pressurization</b> Typical elements include heaters, air conditioning packs, fans and other environmental control devices. Pressurization system components include elements such as outflow and negative pressure relief valves with associated automatic, standby and manual pressurization controls and annunciators.
8	<b>Flight Controls</b> Elements in flight controls include primary (yaw, pitch, and roll devices) and secondary controls (leading/trailing edge devices, flaps, trim, and damping mechanisms). Elements that indicate the means of actuation (direct/indirect or flyby-wire) should be included as well as applicable redundancy devices.
9	<b>Landing Gear</b> Typical elements should include the landing gear extension and retraction mechanism including the operating sequence of struts, doors and locking devices, brake and antiskid systems, if applicable. Other elements are steering (nose or body steering gear), bogie arrangements, air/ground sensor relays and visual downlock indicators.
10	<b>Ice and Rain Protection</b> Elements should include rain removal systems and each anti-icing and/ or deicing system that prevents or removes the formation of ice from airfoils, flight controls, engines, pitot-static probes, fluid outlets, cockpit windows, and aircraft structures. Other elements should include system components such as pneumatic/electrical valves, sensors, ducts, electrical elements, or pneumatic devices.
11	<b>Equipment and Furnishings</b> Typical elements are the aircraft exits, galleys, water and waste systems, lavatories, cargo areas, crew member and passenger seats, bulkheads, seating and/or cargo configurations, and non-emergency equipment and furnishings.
12	<b>Navigation Equipment</b> Typical elements are flight navigation system components including flight directors, horizontal situation indicators, radio magnetic indicators, navigation receivers (ADF, VOR, GNSS, RNAV, Marker Beacon, DME) used on the aircraft. Other elements include applicable inertial systems (INS, IRS), functional displays, fault indications, and comparator systems; aircraft transponders, radio altimeters, weather radar and cathode ray tube or computer-generated displays of aircraft position and navigation information.
13	<b>Auto Flight System</b> Typical elements include such items of equipment as the autopilot, autothrottles and their interface with aircraft flight director and navigation systems, including automatic approach tracking, Autoland and automatic fuel or performance management systems.



## OPERATIONS MANUAL PART D

### 2 TRAINING PROGRAM 2.1 FLIGHT CREW TRAINING PROGRAMS

**Issue:** 00  
**Revision:** 00  
**Date:** 18-FEB-2024

14	<b>Flight Instruments</b> Typical elements should include an overview of the panel arrangement and the electrical and pitot-static sources and alternate sources for the flight instruments. Other elements include attitude, heading (directional gyro and magnetic), airspeed, vertical speed, altimeters, standby flight instruments and other relevant instruments.
15	<b>Communication Equipment</b> Elements include the VHF/HF radios, audio panels, inflight interphone and passenger address systems, the voice recorder, and air/ ground passive communications systems (ACARS).
16	<b>Warning Systems</b> Typical elements are aural, visual, and tactile warning systems, including the character and degree of urgency related to each signal. Other elements include warning and caution annunciator systems, including ground proximity and takeoff warning systems.
17	<b>Fire Protection</b> Elements should include all fire and overheat sensors, loops, modules, or other means of providing visual and/or aural indications of fire or overheat detection. Other elements include procedures for the use of fire handles, automatic extinguishing systems, agents and the power sources necessary to provide protection for fire and overheat conditions in engines, APU, cargo bay/wheel well, the cockpit, cabin and lavatories.
18	<b>Oxygen</b> Typical elements are the aircraft oxygen system including the installed passenger, crew and portable systems. Other elements include sources of oxygen (gaseous or solid), flow and distribution networks, automatic deployment systems, regulators, pressure levels, gauges and servicing requirements.
19	<b>Lighting</b> Typical elements are the cockpit, cabin and external lighting systems including power sources, switch positions, and spare light bulb locations.
20	<b>Emergency Equipment</b> Typical elements are the type, location, and purpose of each item of emergency equipment such as fire and oxygen bottles, first aid kits, medical kits, life rafts, life preservers, crash axes and emergency exits and lights. Other elements include each item of egress equipment such as slides, slide rafts, escape straps or handles, hatches, ladders or movable stairs.
21	<b>Auxiliary Power Unit (APU)</b> Elements should include location of the APU and APU operation including its electrical and bleed air capabilities and how it interfaces with the aircraft's electrical and pneumatic systems. Other elements include the APU components such as inlet doors, exhaust ducts, and fuel supply.

### C. Aircraft Systems Integration Training

This segment of training provides the student with training on how aircraft systems interrelate with respect to normal, abnormal and emergency procedures. In the Riyadh Air type rating courses this aspect of technical training has been integrated into all curriculum segments. In particular the CBT



distance learning and FTD orientation sessions have been designed to include systems integration training.

The aircraft systems CBT incorporates normal, supplementary and non-normal procedures and all FTD sessions are scheduled with a two-hour orientation prior to the session in order to appropriately prepare the trainee for the planned session including the practical application of the below topics:

NO.	Aircraft Systems Integration Training
1.	<b>Use of Checklist</b> Typical elements include safety checks, cockpit preparation (switch position and checklist flows), checklist callouts and responses, and checklist sequence.
2.	<b>Flight Planning</b> Elements should include performance limitations (meteorological, mass, and MEL/CDL items), required fuel loads and weather planning.
3.	<b>Display Systems</b> Typical elements include the use of weather radar and other displays (checklists, vertical and longitudinal navigation displays).
4.	<b>Autoflight</b> Typical elements include the autopilot, autothrottle and flight director systems, including the appropriate procedures, normal and abnormal indications and annunciators.
5.	<b>Flight Deck Familiarization</b> Typical elements include activation of aircraft system controls and switches to include normal, abnormal and emergency switches and control positions and relevant annunciators, lights, or other caution and warning systems.

The total hours of Systems Integration depend on the previous experience of the trainee and are summarized below as a function of the assigned initial course.

	B787 Without PEC	B787 with PEC	B787 Recent	B777 Recent
Systems Integration Training	10hrs	5hrs	2hrs	3hrs



### 2.1.1.1.3 Initial Crew Resource Management Training

GACAR § 121.887(1)(VIII), FAA AC 120-53  
IOSA FLT 2.2.14, 2.2.15, 2.2.30

Crew Resource Management (CRM) is the effective utilization of all available resources (e.g. crewmembers, airplane systems, supporting facilities and persons) to achieve safe and efficient operation. The objective of CRM is to enhance the communication and management skills of the flight crew member concerned. The emphasis is placed on the non-technical aspects of flight crew performance. CRM training is conducted by means of both classroom training and eLearning.

#### A. Syllabus and Content

The content of the CRM syllabus is detailed below.

One of the objectives of this training is to provide appropriate knowledge, skills and behavioral patterns for managing and operating automated systems. Special attention is given to how automation increases the need for crews to have a common understanding of the way in which the system performs, and any features of automation which make this understanding difficult.

CRM training elements	Description
<b>General principles</b>	<ol style="list-style-type: none"><li>1. Human factors in aviation;</li><li>2. General instructions on CRM principles and objectives;</li><li>3. Human performance and limitations;</li><li>4. Threat and error management.</li></ol>
<b>Relevant to the individual flight crew member</b>	<ol style="list-style-type: none"><li>1. Personality awareness, human error and reliability, attitudes and behaviors, self-assessment and self critique;</li><li>2. Stress and stress management; Fatigue and vigilance;</li><li>3. Assertiveness, situation awareness, information acquisition and processing.</li></ol>
<b>Relevant to the flight crew</b>	<ol style="list-style-type: none"><li>1. Automation and philosophy on the use of automation;</li><li>2. Specific type-related differences;</li><li>3. Monitoring and intervention</li></ol>
<b>Relevant to the entire aircraft crew</b>	<ol style="list-style-type: none"><li>1. Shared situational awareness, shared information acquisition and processing;</li><li>2. Workload management;</li><li>3. Effective communication and coordination inside and outside the flight crew compartment;</li><li>4. Leadership, cooperation, synergy, delegation, decision-making, actions;</li><li>5. Resilience development; Surprise and startle effect;</li><li>6. Cultural differences.</li></ol>



RIYADH AIR  
طيران الرياض

## OPERATIONS MANUAL PART D

- 2 TRAINING PROGRAM
- 2.1 FLIGHT CREW TRAINING PROGRAMS

**Issue:** 00  
**Revision:** 00  
**Date:** 18-FEB-2024

<b>Relevant to the operator and the organization</b>	<ul style="list-style-type: none"><li>1. Operator's safety culture and company culture, standard operating procedures (SOPs), organizational factors, factors linked to the type of operations;</li><li>2. Effective communication and coordination with other operational personnel and ground services.</li></ul>
<b>Case studies</b>	<ul style="list-style-type: none"><li>1. Review of relevant company/industry events with a focus on CRM.</li></ul>
<b>Duration</b>	<b>16 Hrs.</b>

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## B. CRM Training Integration

In addition to the standalone, classroom initial CRM training, CRM skills and topics are integrated into all Riyadh Air's Flight and Cabin crew training and checking programs by the means of the competency framework and competency-based grading methodology detailed in section 3 of this manual.

## C. Assessment of Flight Crew CRM Skills

Assessment of CRM skills is the process of observing, recording, interpreting and debriefing crews and crew member's performance using an accepted methodology in the context of the overall performance.

The flight crew member's CRM skills should be assessed in the operational environment, in the context of Flight Crew training and assessment, this means in accordance with the Competency Framework and Competency Based Grading Methodology during simulator and aircraft training and checking.

### 2.1.1.1.4 Emergency Training

*GACAR § 121.907, E-BOOK VOL.4.21.4  
IOSA FLT 2.2.8, 2.2.40*

The objective of Emergency Training is to train in how to respond effectively to various safety and emergency situations that may occur during a flight. While pilots are primarily responsible for the operation and navigation of the aircraft, SEP training ensures they are also capable of responding effectively to a wide range of safety-related scenarios. The general emergency training shall be covered under basic indoctrination.

#### 2.1.1.1.4.1 Types of Emergency Training

There are two types of Emergency Training applicable to flight crew:

1. Aircraft Specific
2. General Emergency Training

#### 2.1.1.1.4.2 Aircraft-Specific

This type of emergency training includes instruction and practice in emergency and abnormal procedures associated with aircraft systems, structural design and operational characteristics.

This training provides pilots with the knowledge and skills necessary to perform the emergency or abnormal procedures specified in the approved FCOM for respective aircraft type.

Examples of such procedures are those used when engine, landing gear, flight control, and/or pressurization problems occur. Aircraft-specific also includes training on the location and use of specific items of emergency equipment on the aircraft, such as fire extinguishers, oxygen bottles, life rafts, life vests and first aid kits.

Aircraft specific emergency training is fully integrated in the initial type rating ground and flight training programs.

## 2.1.1.1.4.3 General Emergency Training

This training provides each pilot in the aircraft type, as appropriate, knowledge and skills required for functions and duties to be performed in an emergency or a situation requiring emergency evacuation. This includes training on crew member incapacitation.

General emergency training itself consists of two types:

1. Emergency Drill Training and
2. Emergency Situation Training.

### 2.1.1.1.4.3.1 Emergency Drill Training

"Emergency drill" training provides instruction and practice in the actual use of certain items of emergency equipment, such as fire extinguishers, life vests, oxygen bottles and first aid equipment. Emergency Drill Training consists of:

1. Operation of emergency exits (such as floor level and over-wing) in the normal and emergency modes. This should include an emergency evacuation drill with each person evacuating the aircraft or approved training device using at least one type of installed emergency evacuation slide as applicable.
2. Operation of each type of hand-held fire extinguisher.
3. Operation of each type of emergency oxygen system. This should include at least one approved PBE drill in which the Crew Member combats an actual or simulated fire using at least one type of installed hand fire extinguisher.
4. Donning, use and inflation of life preservers and other flotation devices (if applicable).
5. Ditching procedures (if applicable), including cockpit preparation, crew coordination, passenger briefing, cabin preparation, the use of lifelines and boarding of passengers and crew into a life raft or slide raft, as appropriate.

### 2.1.1.1.4.3.2 Emergency Drill Training Modules

*GACAR § E-Book, VOL 4, Chapter 21, Section 4*

Each Crew Member shall accomplish the following emergency drill training during initial training that provides individual instruction in the location, function, demonstration and practice in the actual operation of emergency equipment for respective type of aircraft in which crew is to serve.

Each crew member must perform:

1. PBE/Evacuation
  - a. At least one approved PBE drill in which the Crew Member combats an actual or simulated fire using at least one type of installed hand fire extinguisher.



## OPERATIONS MANUAL PART D

2	TRAINING PROGRAM
2.1	FLIGHT CREW TRAINING PROGRAMS

<b>Issue:</b>	00
<b>Revision:</b>	00
<b>Date:</b>	18-FEB-2024

- b. An emergency evacuation drill with each person evacuating the aircraft or approved training device using at least one type of installed emergency evacuation slide as applicable.

### 2. Emergency Drills Training

- a. Perform the following emergency drills and operate the following equipment:
  - i. Each type of emergency exit in the normal and emergency modes, including the actions and forces required in the deployment of any installed emergency evacuation slides.
  - ii. Each type of installed hand fire extinguisher.
  - iii. Each type of emergency oxygen system to include PBE, if applicable.
  - iv. Donning, use and inflation of individual flotation means, if applicable.
  - v. Ditching, if applicable, including as appropriate:
    - 1) Flight deck preparation and procedures.
    - 2) Crew coordination.
    - 3) Passenger briefing and cabin preparation.
    - 4) Donning and inflation of life preservers.
    - 5) Use of lifelines.
    - 6) Boarding of passengers and crew into raft or a slide/raft pack.
- b. Observe the following drills:
  - i. Removal from the aircraft (or training device) and inflation of each type of life raft, if applicable.
  - ii. Transfer of each type of slide/raft pack from one door to another, if applicable.
  - iii. Deployment, inflation, and detachment from the aircraft (or training device) of each type of slide/raft pack, if applicable; and
  - iv. Emergency evacuation including the use of a slide if installed.



## OPERATIONS MANUAL PART D

### 2 TRAINING PROGRAM 2.1 FLIGHT CREW TRAINING PROGRAMS

**Issue:** 00  
**Revision:** 00  
**Date:** 18-FEB-2024

The training modules and elements for the emergency drill training subject area described below:

Modules	Elements
<b>Hand-Held Fire Extinguishers</b>	<ol style="list-style-type: none"><li>1. Inspection tags, dates, and proper charge levels.</li><li>2. Removal and stowage of extinguishers.</li><li>3. Actual discharge of each type of extinguisher.</li><li>4. Maintenance procedures and Minimum Equipment List (MEL).</li></ol>
<b>Portable Oxygen Systems</b>	<ol style="list-style-type: none"><li>1. Inspection tags, dates, and pressures.</li><li>2. Removal and stowage of oxygen bottles.</li><li>3. Actual operation of each type of bottle and each type of mask.</li></ol>
<b>Emergency Exits and Slides</b>	<ol style="list-style-type: none"><li>1. Actual operation (opening and closing) of each exit in the normal and emergency modes.</li><li>2. Instruction on slide or slide raft deployment, transfer from one door to another and detachment from the aircraft or training device of each type of slide or slide raft (if applicable).</li><li>3. Actual Use of Slide or Slide Raft, this requirement needs to be accomplished only once during initial new-hire or initial equipment training</li></ol>
<b>Ditching Equipment</b>	<ol style="list-style-type: none"><li>1. Actual donning, use and inflation of individual flotation means (life preservers).</li><li>2. Instruction on life raft removal from the aircraft and inflation of each type of life raft.</li><li>3. Instruction on the use of lifelines.</li><li>4. Actual boarding of a life raft or slide raft.</li><li>5. Instruction on survival equipment.</li></ol>

#### 2.1.1.1.4.3.3 Emergency Situation Training

Emergency situation training consists of instruction on the factors involved and the procedures to be followed when emergency situations occur. Examples include passenger evacuations, ditching, rapid decompressions, aircraft fires and persons requiring first aid:

Emergency Situation Training consists of:

1. Rapid decompression
2. In-flight fire (or on-the-surface) and smoke control procedures.
3. Ditching and evacuation situations.
4. Illness, injury, the proper use of first aid equipment and other abnormal situations involving passengers or Crew Members.



RIYADH AIR  
طيران الرياض

## OPERATIONS MANUAL PART D

- 2 TRAINING PROGRAM
- 2.1 FLIGHT CREW TRAINING PROGRAMS

**Issue:** 00  
**Revision:** 00  
**Date:** 18-FEB-2024

DRAFT





## OPERATIONS MANUAL PART D

2	TRAINING PROGRAM
2.1	FLIGHT CREW TRAINING PROGRAMS

<b>Issue:</b>	00
<b>Revision:</b>	00
<b>Date:</b>	18-FEB-2024

### 2.1.1.1.4.3.4 Combined Training Modules

GACAR § E-Book 4.21.4.17

As part of their initial Emergency Training, Flight Crew Members should participate in joint training activities or exercises with Cabin Crew Members for the purpose of enhancing on-board coordination and mutual understanding of the human factors involved in addressing emergency evacuations and other situations and security threats. To the extent possible, such training should include joint practical training exercises. If such exercises are not possible, joint interactive discussion in the subject areas is an acceptable alternative; for this reason Flight Crew Initial Emergency Training shall be conducted by a qualified cabin crew member.

The below are examples of training modules and elements that can be used for combined training modules, the focus in this type of training is not around the specific module being used but on the competencies of Communication, Leadership & Teamwork, Workload Management and Decision Making in the context of a joint scenario with both flight crew and cabin crew members.

Modules	Elements
<b>Flight Crew Member Duties and Responsibilities</b>	<ol style="list-style-type: none"><li>1. Emergency assignments.</li><li>2. Captain's emergency authority.</li><li>3. Reporting incidents and accidents.</li></ol>
<b>Crew Coordination and Company Communication</b>	<ol style="list-style-type: none"><li>1. Cabin Crew/Supernumerary notification and coordination procedures among FCM and, as applicable, CCM and/or supernumeraries.</li><li>2. Ground agency notification procedures (FAA, Airport Authority).</li><li>3. Company communication procedures.</li></ol>
<b>Aircraft Fires</b>	<ol style="list-style-type: none"><li>1. Principles of combustion and classes of fire.</li><li>2. Toxic fumes and chemical irritants.</li><li>3. Use of appropriate hand-held extinguishers for each class of fire.</li><li>4. Lavatory fires.</li><li>5. PBE, Smoke Goggles and Oxygen Masks</li></ol>
<b>Medical Equipment</b>	<ol style="list-style-type: none"><li>1. Contents of first aid kit, universal precaution kit, medical kit.</li><li>2. Requirements for first aid kit integrity.</li><li>3. Automated external defibrillators.</li><li>4. Use of individual items</li></ol>
<b>Crew Member Incapacitation</b>	<ol style="list-style-type: none"><li>1. FCM incapacitation.</li><li>2. Cabin Crew Incapacitation.</li><li>3. Demonstration of competence in Duties and Procedures.</li><li>4. Company procedures.</li></ol>



RIYADH AIR  
طيران الرياض

## OPERATIONS MANUAL PART D

- 2 TRAINING PROGRAM
- 2.1 FLIGHT CREW TRAINING PROGRAMS

**Issue:** 00  
**Revision:** 00  
**Date:** 18-FEB-2024

	<ul style="list-style-type: none"><li>5. Reporting requirements (GACA/AIB).</li><li>6. Interference with Crew Members.</li></ul>
<b>Ground Evacuation</b>	<ul style="list-style-type: none"><li>1. Aircraft configuration and Situations requiring Emergency Evacuation.</li><li>2. Directing passenger flow.</li><li>3. Blocked or jammed exit procedures.</li><li>4. Fuel spills and other ground hazards.</li><li>5. Handicapped persons.</li></ul>
<b>Ditching</b>	<ul style="list-style-type: none"><li>1. Cockpit and cabin preparation.</li><li>2. Passenger briefing.</li><li>3. Crew coordination.</li><li>4. Primary swells, secondary swells and sea conditions.</li><li>5. Ditching heading and water landings.</li><li>6. Ditching at night.</li></ul>
<b>Rapid Decompression</b>	<ul style="list-style-type: none"><li>1. Respiration.</li><li>2. Instruction in the effects of lack of oxygen/Hypoxia, hypothermia, hyperventilation.</li><li>3. Time of useful consciousness.</li><li>4. Gas expansion/bubble formation.</li><li>5. Physical phenomena and actual incidents.</li></ul>
<b>Previous Aircraft Accidents/Incidents Review and Discussion</b>	<ul style="list-style-type: none"><li>1. AIB/NTSB accident report reviews.</li><li>2. Industry incident reviews</li><li>3. Human factors/considerations.</li><li>4. GACA reporting system.</li></ul>
<b>Hijacking and Other Unusual Situations</b>	<ul style="list-style-type: none"><li>1. Hijack procedures.</li><li>2. Bomb threat procedures.</li><li>3. Security coordinator responsibilities.</li><li>4. In-flight intercept signals and procedures.</li></ul>
<b>Basic Survival Training</b>	<ul style="list-style-type: none"><li>1. Psychology of Survival.</li><li>2. Search and rescue.</li><li>3. Signaling.</li><li>4. Survival in water and adverse weather.</li><li>5. Energy Use, Loss and Conservation.</li></ul>



### 2.1.1.1.5 First Aid Training

GACAR § 121.911

First Aid training is designed to equip pilots with the knowledge and skills needed to fulfil their role in providing immediate and effective first aid care to passengers and crew members in the event of medical emergencies or injuries during a flight.

#### First Aid Module

Illness, Injury and Basic First Aid

1. Principles of Cardiopulmonary Resuscitation (CPR).
2. Ear and sinus blocks.
3. Seeking medical assistance.
4. Treatment of shock.
5. Heart attack and pregnancy situations



## OPERATIONS MANUAL PART D

- 2 TRAINING PROGRAM
- 2.1 FLIGHT CREW TRAINING PROGRAMS

**Issue:** 00  
**Revision:** 00  
**Date:** 18-FEB-2024

### 2.1.1.1.6 Aviation Security

IOSA FLT 2.2.42

Aviation security training for pilots should provide them with the knowledge to effectively contribute to the security and safety of the aircraft, passengers, crew and overall aviation operations. This training is designed to mitigate security threats and comply with international regulations, national regulations and best practices related to aviation security.

Recurrent Aviation Security Training is completed every 2 years.

Topic	Hours
Determination of the seriousness of the occurrence	04:00
Recognition of prohibited items	
Crew communication and coordination	
Policy and procedures associated with flight deck access	
Appropriate self-defense responses	
Use of non-lethal protective devices assigned to crew members whose use is authorized by the State	
Understanding the behavior of terrorists so as to facilitate the ability of crew members to cope with hijacker behavior and passenger responses: 1. Tactics that could be used to facilitate crew-passenger reaction. 2. Interaction with hijackers (e.g., conflict management). 3. Use of passive or non-passive cooperation. 4. Understanding Stockholm Syndrome. 5. Identification of and response to hijacker types/motives.	
Situational training exercises regarding various threat conditions; 1. Scenarios or situations e.g. bomb threat, hijacking, unruly passenger.	
Flight deck procedures to protect the aircraft.	
Aircraft search procedures including identification of prohibited articles.	
Guidance on least risk bomb locations and construction.	
Current threat assessment and trends experienced during line operations.	
Review of recent incidents	
<b>Total Hours</b>	<b>04:00</b>



## OPERATIONS MANUAL PART D

- 2 TRAINING PROGRAM
- 2.1 FLIGHT CREW TRAINING PROGRAMS

**Issue:** 00  
**Revision:** 00  
**Date:** 18-FEB-2024

### 2.1.1.1.7 Dangerous Goods

IOSA FLT 2.2.12

The objective of Dangerous Goods Training is to ensure that pilots are well-informed and capable of safely managing the transportation of hazardous materials on board an aircraft.

Topic	Hours
General Philosophy	04:00
Limitations	
List of dangerous goods	
Labeling and marking	
Recognition of undeclared dangerous goods	
Storage and loading procedures	
Pilots' notification	
Provisions for passengers and crew	
Emergency procedures	
<b>Total</b>	<b>04:00</b>

### 2.1.1.1.8 Special Operations Training Modules

Initial ground training includes training in special operations. This training is detailed in [section 2.1.1.1.](#)



## OPERATIONS MANUAL PART D

- 2 TRAINING PROGRAM  
2.1 FLIGHT CREW TRAINING PROGRAMS

**Issue:** 00  
**Revision:** 00  
**Date:** 18-FEB-2024

### 2.1.1.2 Initial Flight Training Modules

GACAR § 121.797, 121.859(D), 121.899

IOSA FLT 2.1.47, 2.2.26, 2.2.27, 2.2.29, 2.2.30, 2.2.31, 2.2.33, 2.2.34, 2.2.35, 2.2.40

Initial flight training will be completed by all new-hire pilots and is designed to establish the knowledge and skill required to operate the assigned aircraft in normal and non-normal operations. The flight training will conclude with a Proficiency Check and Zero Flight Time Training that will ensure that a crew member has reached the required standard prior to entering the Operating Experience phase of initial training. Flight training content and duration will depend on the previous experience of the trainee but in all cases consists of:

S.No	Flight Training Modules
1	Flight Training Device Training (FTD)
2	Full Flight Simulator Training (FFS)
3	Upset Prevention and Recovery Training (UPRT)/Extended Envelope Training (EET)
4	Line Oriented Flight Training (LOFT)
5	Company Check
6	GACA Oral Exam
7	Proficiency Check
8	Zero Flight Time Training (ZFTT) / Intervention Training

The detailed duration for the various stages of flight training is detailed below based on the course:

Flight Training Modules	B787 Without PEC	B787 with PEC	B787 Current	B777 Current
Flight Training Device Training (FTD)	40	20	8	12
Full Flight Simulator Training (FFS)	36	36	12	28
Upset Prevention and Recovery Training (UPRT) / Extended Envelope Training (EET)	4	4	4	4
Line Oriented Flight Training (LOFT)	4	4	4	4
Company Check	4	4	4	4
GACA Oral	2	2	2	2
GACA Proficiency Check	4	4	4	4
Zero Flight Time Training (ZFTT) / Intervention Training	2	2	2	2



RIYADH AIR  
طيران الرياض

## OPERATIONS MANUAL PART D

- 2 TRAINING PROGRAM
- 2.1 FLIGHT CREW TRAINING PROGRAMS

**Issue:** 00  
**Revision:** 00  
**Date:** 18-FEB-2024

<b>Total (excl GACA Oral and check)</b>	<b>86 Hrs.</b>	<b>66 Hrs.</b>	<b>30 Hrs.</b>	<b>50 Hrs.</b>
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### 2.1.1.2.1 Pilot Concurrent Training

Flight training sessions are scheduled as 4 hours session. Pilots are split up into pairs during type rating training and will conduct 2 hours as PF and 2 hours as PM during each session. Since PM and PF duties are considered important aspects of pilot training, both PF and PM hours can be credited towards the requirements for initial flight training.

### 2.1.1.2.2 Required maneuvers and procedures

The below maneuvers and procedures are required by GACARS § 121 and have been embedded into the flight training segment of all Riyadh Air type rating courses. All maneuvers and procedures listed are carried out in suitably qualified FSTDs in accordance with the requirements in Appendix B to Part 121. The visual inspection is carried out during the Ground Training Module and subsequently re-enforced during the Operating Experience (OE) module.

Flight Phases	Training Events
<b>PREPARATION</b>	Visual Inspection of the exterior and interior of the aircraft. Note: This must be completed on respective aircraft prior to OE is started and shall include the location of each item to be inspected and the purpose of inspecting it.
	Prestart Procedures
	Performance Limitations
<b>SURFACE OPERATION</b>	Pushback
	Starting
	Taxi/Runway Operations
	Pre-takeoff Checks
<b>TAKEOFF</b>	Normal Takeoff
	Crosswind Takeoff
	Rejected Takeoff
	Takeoff with Engine Failure
<b>CLIMB</b>	Normal Climb
	One-Engine-Inoperative During Climb to Enroute Altitude
<b>EN-ROUTE</b>	Steep Turns
	Stall Prevention (see section 2.1.8 for details)
	Inflight Engine Shutdown
	Inflight Engine Restart



RIYADH AIR  
طيران الرياض

## OPERATIONS MANUAL PART D

- 2 TRAINING PROGRAM
- 2.1 FLIGHT CREW TRAINING PROGRAMS

**Issue:** 00  
**Revision:** 00  
**Date:** 18-FEB-2024

Flight Phases	Training Events
	High-Speed Handling Characteristics
DESCENT	Normal
	Maximum Rate
APPROACHES	Visual Approach
	With 50 percent Loss of Power on One-Side (not applicable for 2-engine aircraft).
	With Slat/Flap Malfunction
	Precision Approach (ILS/GLS) (Normal Ops)
	ILS/One Engine Inoperative
	Approach other than ILS using 3D technique
	Approach other than ILS using 2D technique
	Approach other than ILS one engine inoperative
	RNP approach
	Circling Approach
	Missed Approach & Rejected landing during <ol style="list-style-type: none"><li>1. ILS Approach</li><li>2. Approach other than ILS</li><li>3. Approach with Engine Failure</li></ol> <b>Note:</b> At least one missed approach must be a complete approved procedure. At least one missed approach must be with a powerplant failure.
LANDINGS	Normal Landing
	With Pitch Mis-trim
	From Precision Approach (ILS/GLS)
	From Precision Approach (ILS/GLS) with critical engine inoperative
	With 50 percent Loss of Power on One Side (not applicable for 2-engine aircraft)
	With Flap/Slat Malfunction
	Crosswind
	With Manual Reversion/Degraded Flight Control Augmentation
AFTER LANDING	Parking
	Emergency Evacuation





RIYADH AIR  
طيران الرياض

## OPERATIONS MANUAL PART D

- 2 TRAINING PROGRAM
- 2.1 FLIGHT CREW TRAINING PROGRAMS

**Issue:** 00  
**Revision:** 00  
**Date:** 18-FEB-2024

Flight Phases	Training Events
<b>EXTENDED ENVELOPE TRAINING / UPSET PREVENTION AND RECOVERY TRAINING</b>	Refer to section 2.1.8 for details.
<b>OTHER FLIGHT PROCEDURES DURING ANY AIRBORNE PHASE</b>	Holding
	Ice Accumulation on Airframe
	Air Hazard Avoidance
	TCAS Alert Procedures
	GPWS Alerts and Warnings and avoidance of Controlled Flight Into Terrain (CFIT)
	Flight Crew Member Incapacitation
	Wind Shear/Microburst (Low Level Wind Shear Avoidance Recovery from predictive and actual wind- shear)
<b>SYSTEMS PROCEDURES TRAINING DURING ANY PHASE</b> <ul style="list-style-type: none"><li>• Normal</li><li>• Abnormal</li><li>• Alternate</li></ul>	Pneumatic/Pressurization
	Air Conditioning
	Fuel and Oil
	Electrical
	Hydraulic
	Flight Controls
	Anti-Icing and Deicing Systems
	Autopilot
	Flight Management Guidance Systems and/or Automatic or Other Approach and Landing Aids
	Stall Warning Devices, Stall Avoidance Devices and Stability Augmentation Systems
	Airborne Weather Radar
	Flight Instrument System Malfunction
	Communications Equipment
	Navigation Systems
	Aircraft Fires
<b>SYSTEMS PROCEDURES TRAINING DURING ANY PHASE</b>	Smoke Control
	Powerplant Malfunctions
	Fuel Jettison



RIYADH AIR  
طيران الرياض

## OPERATIONS MANUAL PART D

- 2 TRAINING PROGRAM
- 2.1 FLIGHT CREW TRAINING PROGRAMS

**Issue:** 00  
**Revision:** 00  
**Date:** 18-FEB-2024

Flight Phases	Training Events
• <b>Emergency</b>	Electrical, Hydraulic, Pneumatic Systems
	Flight Control Systems Malfunction
	Landing Gear and Flap Systems Malfunction

DRAFT

## 2.1.1.2.3 FTD and FFS training phases

The FTD and FFS training segments are split into three phases based on the competencies targeted. The segments are:

Flight Training Phases
Manual Flight Phase (MF)
Normal Operation Phase (NO)
Non-Normal Operations phase (NN)

### 2.1.1.2.3.1 Manual Flight Phase

The Manual Flight Phase builds a foundation of flight path control, with minimal use of automation. The challenging line environment and occasional system failures may require reversion to manual flight path control. Trainees must be competent and confident in handling the aircraft under all conditions, up to the environmental limits by the end of the type rating course. The Manual Flight Phase is fundamental to this.

#### Objectives

The objectives of the Manual Flight Phase are:

1. To have a basic knowledge of aircraft systems required to operate and control the aircraft manually.
2. Build confidence in manual flight path control.
3. To apply basic flight patterns and maneuvers.
4. To apply basic CRM skills to ensure safety at all times.

### 2.1.1.2.3.2 Normal Operations Phase

The Normal Operations Phase builds on fundamental flight path control by introducing procedures, flight patterns and maneuvers. Normal crew, Company and ATC communications will be practiced from this phase onwards (these should be simulated when in the IPT). It also integrates resilient competencies in focusing on leadership, teamwork, workload management and effective monitoring. Exposure to threat areas and airports will increase situation awareness and line scenarios will be used to train problem-solving and decision-making. The Normal Operations Phase integrates use of automation during all phases of flight under normal operations.

#### Objectives

The Objectives of the Normal Operations Phase are to:

1. Become proficient in scans, flows and checklist application under normal operations.
2. Apply flight patterns and maneuvers.

3. Apply CRM skills to work effectively as a crew, manage workload and maintain awareness of factors affecting normal operations.
4. Develop and apply a decision-making process to the operation.

### 2.1.1.2.3.3 Non-normal operations phase

The Non-Normal Management Phase builds on previous phases by introducing systems malfunctions and management under increasingly complex scenarios. Initial sessions focus on systems training with basic scenarios. Threat areas and airports are then introduced to assist in building situation awareness, workload management and problem-solving skills. More complex scenarios requiring assessment of time available and flight continuation are then trained.

The non-normal operations phase integrates flight path control using both manual control and automation with a particular emphasis on manual flight path control and landings in non-normal configurations.

#### Objectives

The objectives of the non-normal phase are to:

1. To increase understanding of aircraft systems and malfunctions.
2. To manage the aircraft under non-normal operations using appropriate resources and competencies. To manage the flight path confidently in all configurations and conditions.
3. To become proficient in threat and error management in preparation for line operations.

### 2.1.1.2.4 Line Oriented Flight Training (LOFT)

During this session, each flight crew member performs both as an individual and as a member of a team, as is expected during line operations. The LOFT session will allow the trainee crew member to use all the knowledge and skill learned during the course and apply this in a context similar to Line Operations.

The LOFT session will:

1. Utilize a complete flight crew;
2. Be scheduled in a Level D FFS;
3. Include at least the maneuvers and procedures (abnormal and emergency) that may be expected in line operations;
4. Be representative of two flight segments appropriate to the operations being conducted by Riyadh Air
5. Provide an opportunity to demonstrate all pilot competencies as detailed in section 3 of this manual.
6. Be assessed against set objectives in accordance with section 3 of this manual.

Training management will prepare detailed session plans to be used by trainers. Refer to the type specific training manual for details.

## 2.1.1.2.5 Company Check

The company check is scheduled prior to the GACA check and its purpose is to ensure that trainees have reached the required standard prior to being recommended for the GACA check.

At the conclusion of the company check trainers need to formally recommend trainees to proceed to the GACA Oral and Proficiency Check. If the required standard has not been reached, the result of the company check shall be recorded as "Objectives not achieved" (ONA) and the trainee will be managed in accordance the Management of Crew Performance Process detailed in section 3 of this manual.

The company check shall be assessed in accordance with the common test standards and competency framework detailed in section 3 of this manual

### 2.1.1.2.5.1 GACA Oral Exam

The GACA oral exam is conducted by a qualified check pilot or a GACA inspector. Guidelines on how to conduct the Oral Exam can be found in [Section 3.6.5.1](#) of this manual and in the Check Pilot Handbook.

### 2.1.1.2.5.2 GACA Proficiency Check

The GACA Proficiency Check is conducted by a qualified check pilot of GACA inspector. The Proficiency Check shall be assessed in accordance with the standards set in [section 3.7.2](#) in this manual. A detailed session plan for the session is available in the Check Pilot Handbook.

## 2.1.1.2.6 Zero Flight Time/Intervention Training

*IOSA FLT 2.1.47*

Zero Flight Time Training (ZFTT) is part of the Initial flight training under Riyadh Air's advanced simulation program. ZFTT is conducted using level D Full Flight simulators. Riyadh Air does not use Aircraft for ZFTT Training.

The purpose of this session is twofold.

1. To exit the simulator program with the confidence and competence to transfer a demonstrated, safe, effective and repeatable landing technique to the line training program.
2. To explore the practical application of the company intervention strategy applicable to Line Operation.

All pilots shall complete 6 Take-offs and landings conducted as full-stop landings in a FSTD. As per best practice, these should be conducted in a variety of conditions, such as differing runway surface conditions, runway length and width, Flap setting, Thrust, crosswind and turbulence, weights (including MTOW and MLW).

The trainer conducting the ZFTT session must ensure that a standard in landing suitable for Line Operation has been achieved. If this is not the case, the session shall be recorded as Objectives Not Achieved (ONA) and the trainee managed in accordance with the Management of Crew Performance Process in detailed in [Section 3.8.7](#) of this manual.

## 2.1.1.3 Operating Experience/Line Training (OE)

*GACAR § 121.789(B), (C), (F) IOSA FLT 2.3.1, 2.3.3*

Line training provides the opportunity for flight crew members to carry into practice the procedures and techniques they have been made familiar with during the ground and simulator training phases of their course. This is accomplished under the supervision of a flight crew member specifically nominated and trained for the task. At the end of line flying under supervision the respective crew member should be able to perform a safe and efficient flight conducted within the tasks of his crew member station and in compliance with the procedures as published in the appropriate manuals and documents.

The number of sectors required will depend on the course assigned to the trainee and is detailed below. Operating Experience shall be scheduled so that the minimum flight time requirement of 25 hours as detailed in *GACARS § 121.789* is met.

Operating Experience shall be representative of the Riyadh Air network and shall include international flights outside of the GCC region.

### 2.1.1.3.1 Safety Pilot

Safety Pilots are required as part of the operating crew in the beginning of the Operating Experience footprint.

Please refer to the below documents for information on the use of safety pilots:

1. OM-A section 1.6.2 for safety pilot responsibilities.
2. OMD [section 2.1.1.3.3](#) for when a safety pilot is required.
3. CRM Manual for guidance on intervention techniques from the jumpseat.

Following completion of the minimum required sectors of safety pilot use, trainers are required to indicate when a trainee does no longer require a safety pilot to be scheduled.

During sectors where a Safety Pilot is carried, the Trainer shall:

1. Ensure the Safety Pilot meets the license and experience requirement for the duty.
2. Brief the Safety Pilot on the following:
  - a. Any deviations in flight path that may affect the safety of the aircraft must be highlighted.
  - b. Any omissions or deviation from SOP actions must be called.
  - c. Action in the event of an abnormality and evacuation.



RIYADH AIR  
طيران الرياض

## OPERATIONS MANUAL PART D

- 2 TRAINING PROGRAM
- 2.1 FLIGHT CREW TRAINING PROGRAMS

**Issue:** 00  
**Revision:** 00  
**Date:** 18-FEB-2024

Ensure the Safety Pilot does not cause any undue distraction or try to instruct on behalf of the trainer

### 2.1.1.3.2 Line Training Entry Oral Exam

Prior to starting Line Training, all trainees will undertake an oral exam. The aim is to ensure that a trainees' technical and procedural knowledge is sufficient to start the line training phase. Questions and discussions during this oral exam should be focused operationally relevant topics and scenario-based discussions that the trainee needs to be proficient in during Line Operations.

Further information on the conduct of Oral Exams can be found in the Check Pilot handbook.

DRAFT



## OPERATIONS MANUAL PART D

- 2 TRAINING PROGRAM
- 2.1 FLIGHT CREW TRAINING PROGRAMS

**Issue:** 00  
**Revision:** 00  
**Date:** 18-FEB-2024

### 2.1.1.3.3 Minimum Sector Requirements

The minimum required OE sectors to be completed are:

Course Assigned	B787 Without PEC	B787 with PEC	B787 Current	B777 Current
Observation Sectors	4	2	2	2
Training Sectors**	14 (2)*	14 (2)*	6 (2)*	8 (2)*
Line Release Check	2	2	2	2
Line Check	2	2	2	2
<b>Total (excluding observation sectors)</b>	<b>18</b>	<b>18</b>	<b>10</b>	<b>12</b>

\* The number within indicates the minimum number of sectors required to be flown with a Safety Pilot. (refer to [section 1.1.9](#))

\*\* GACA will observe a minimum of one sector of operating experience for captains undergoing initial operating experience

### 2.1.1.3.4 Assessment during Line Training

The line training sectors are assessed against set objectives based on the stage of training. For details refer to [section 3.6](#) of this manual.

### 2.1.1.3.5 Assessment during Line Release Checks and Line Checks

Refer to [section 3.6.7](#) of this manual.

### 2.1.1.3.6 Operating Experience Checklist

An operating experience checklist shall be completed for each trainee during Operating Experience training. The OE-checklist ensures that all trainees are exposed to crucial items vital for line operations. The discussions and practice on the items included shall focus on the operational aspects of a specific topic. The completion of the OE-checklist is recorded electronically and is also available in the type specific training manual.

### 2.1.1.3.7 Line Training sector distribution

The first sector of Line Training shall be flown by the trainer. Following this, the sectors should be split between the PF and PM roles such that by the Line Release Check, the trainee should have flown at least half of the sectors as PF.

Instructors must take into consideration conditions and any other operational challenges when determining which sectors the trainee will operate as PF:

1. Environmental factors including runway state;





## OPERATIONS MANUAL PART D

- 2 TRAINING PROGRAM
- 2.1 FLIGHT CREW TRAINING PROGRAMS

**Issue:** 00  
**Revision:** 00  
**Date:** 18-FEB-2024

2. Aerodrome characteristics;
3. Approach Type;
4. Trainee's aerodrome knowledge;
5. Human performance and limitations;
6. OM-A restrictions such as first officer limits and aircraft degraded performance;
7. Trainee's previous operational exposure and PF/PM distribution.

During a training sector, if conditions become more challenging that could exceed the expected ability of the trainee, the instructor should intervene, and the trainee report should not be adversely affected.

### 2.1.1.4 Special Operations Training

This section details the initial training required for flight crew to operate in:

1. Extended Twin Engine Operations (ETOPS)
2. Reduced Vertical Separation Minima (RVSM)
3. Low Visibility Operations (LVO)
4. Performance Based Navigation (PBN)
5. Minimum Navigation Performance Specification (MNPS) including North Atlantic and Oceanic Operations (NAT)

#### 2.1.1.4.1 ETOPS

GACAR § 121, APPENDIX E

All Flight Crew operating aircraft certified for ETOPS operation shall undertake this training module. ETOPS training is normally delivered using distance learning modules including an exam but it can also be delivered using classroom instruction.

##### a. Methodology

Initial ETOPS Training Consists of a classroom/distance learning and elements of simulator training. Distance Learning/Classroom instruction will include an exam to ensure adequate knowledge.

	Methodology
1.	Classroom /Distance Learning
2.	Simulator Training



## OPERATIONS MANUAL PART D

- 2 TRAINING PROGRAM  
2.1 FLIGHT CREW TRAINING PROGRAMS

**Issue:** 00  
**Revision:** 00  
**Date:** 18-FEB-2024

### B. Training Elements

ETOPS Training module contains the below elements:

	Training Modules
1.	ETOPS regulations and advisory materials.
2.	Review of representative routes and airports within an ETOPS area of operation.
3.	Procedures for determining the ETOPS entry point and maximum diversion distance allowed under ETOPS.
4.	Procedures for determining, before entry into an ETOPS area of operation, that critical systems and components are operating within normal parameters.
5.	Critical Systems and components that may affect the decision to enter the ETOPS area of operation include, but are not limited to the following: <ul style="list-style-type: none"><li>1. Power Plant and Engines.</li><li>2. Pressurization.</li><li>3. Dual sources of pressurization.</li><li>4. Automatic pressurization mode.</li></ul>
6.	A sufficient supply of oxygen for the planned flight, and the impact oxygen endurance may have on fuel requirements.
7.	Auto flight system, including: <ul style="list-style-type: none"><li>Altitude hold.</li><li>Heading hold.</li></ul>
8.	Electrical systems.
9.	Aircraft performance, including engine-out performance data, drift down, engine-out service ceiling data, and engine-out instrument approach procedures.
10.	Flight preparation, planning, and preflight, including: <ul style="list-style-type: none"><li>1. ETOPS alternate airport requirements.</li><li>2. Conduct a Crew Member briefing for each ETOPS leg.</li><li>3. Inflight procedures for updating weather forecasts and other reports on airport conditions.</li><li>4. Fuel/Oil requirements at departure, including calculation of reserves required for:<ul style="list-style-type: none"><li>a. Identification of the most critical fuel scenario and most critical point for a diversion during a flight, considering possible one-engine failure and/or aircraft depressurization with all Power Plant operating or one engine out.</li><li>b. The uncertainty of long-term terminal and enroute weather forecasts.</li><li>c. The uncertainty of enroute wind forecasts in remote areas.</li><li>d. Possible navigational inaccuracy.</li></ul></li></ul>



## OPERATIONS MANUAL PART D

### 2 TRAINING PROGRAM

#### 2.1 FLIGHT CREW TRAINING PROGRAMS

**Issue:** 00

**Revision:** 00

**Date:** 18-FEB-2024

11.	Flight progress monitoring, including fuel management procedures in the event a diversion is necessary for any reason.
12.	Criteria for selecting appropriate ETOPS alternate airports, both during flight planning and in flight, including the impact of enroute changes in weather forecasts and other operational conditions that may impact use of these airports.
13.	<p>Procedures and guidelines for making timely and appropriate diversion decisions and implementing appropriate diversion procedures, including:</p> <ol style="list-style-type: none"><li>1. Use of alternate navigation and communication systems, including flight management devices.</li><li>2. Abnormal and emergency procedures to be followed in the event of equipment or systems failures during ETOPS, including:<ol style="list-style-type: none"><li>a. Considerations for single, multiple and compounding failures (that is, one failure leads directly or indirectly to the failure of another piece of equipment) in flight that would precipitate a go/no-go and diversion decision. For example, if standby sources of electrical power significantly degrade cockpit instrumentation available to the pilots, training should include considerations for flying an instrument approach with instruments powered only by an alternate source of electrical power.</li><li>b. Operational restrictions associated with equipment or component/systems failures, including restrictions associated with existing deferred maintenance items (MEL and/or Configuration Deviation List considerations).</li><li>c. Use of emergency equipment, including duration of time limited systems such as battery, oxygen, and fire extinguishing capability.</li><li>d. Procedures to be followed in the event a planned ETOPS alternate airport is no longer acceptable.</li></ol></li></ol>
14.	Understanding of normal and abnormal/emergency procedures for additional or equipment modified specifically for ETOPS (modified oxygen and fuel systems).
15.	Fuel management procedures and monitoring/logging procedures to be followed during the enroute portion of the flight. These procedures should provide for an independent cross check (manual versus automatic or pilot versus copilot) of fuel quantity indicators. For example, fuel flows could be used to calculate fuel burnt and compared to fuel loaded minus indicated fuel remaining.
16.	ETOPS Pre-departure Service Check (PDSC) is a maintenance task, performed by trained, qualified, and certificated maintenance personnel immediately prior to an ETOPS flight.
17.	Methods of maintaining position and situational awareness.
18.	Methods of determining the location of the nearest enroute alternate airports.



## OPERATIONS MANUAL PART D

- 2 TRAINING PROGRAM
- 2.1 FLIGHT CREW TRAINING PROGRAMS

**Issue:** 00  
**Revision:** 00  
**Date:** 18-FEB-2024

19.	Use of plotting charts or equivalent electronic chart, both preflight and in flight.
20.	Responsibilities following an unscheduled landing.

### 2.1.1.4.2 RVSM

GACAR § 91, Appendix D(v)(3)

Riyadh Air flight crew operate aircraft in airspace and on routes where RVSM is applied. All flight crew members shall complete training and an evaluation in RVSM procedures during initial ground training. RVSM training is included in Basic Indoctrination Training.

#### A. Training Methodology

The training is normally delivered using distance learning modules including an exam but it can also be delivered using classroom instruction.

S.No	Methodology
1.	Classroom /Distance Learning

#### B. Training Elements

The module contains the below elements.

S.No	Training Modules
1.	Flight planning
2.	Aircraft pre-flight procedures
3.	Minimum Equipment required
4.	Procedures prior to RVSM airspace entry and in-flight procedures.
5.	Knowledge and understanding of standard ATC phraseology used in each area of operations.
6.	Importance of Crew Members cross-checking each other to ensure that ATC clearances are promptly and correctly complied with.
7.	Use and limitations in terms of accuracy of standby altimeters and contingencies.
8.	Problems of visual perception of other aircraft at 1,000 feet (300 meters) planned separation during night conditions, when encountering local phenomena such as Northern Lights, for opposite and same-direction traffic, and during turns.
9.	Characteristics of aircraft altitude capture systems which may lead to the occurrence of overshoots.
10.	Effect of RVSM on traffic alert and collision avoidance.
11.	Post flight reporting requirements
12.	Other Special Regional Procedures

## 2.1.1.4.3 Low visibility Operations (LVO)

GACAR § 91, APPENDIX D(II)(D)

Low visibility Operations Training consists of training in conducting taxi, takeoff, approach and landing operations during low visibility conditions.

### 2.1.1.4.3.1 Instruction Methodology

Initial LVO Training Consists of a classroom/distance learning and elements of simulator training. Classroom or Distance Learning instruction will include an exam to ensure adequate knowledge.

	Methodology
1.	Classroom or Distance Learning
2.	Simulator Training / Checking

### 2.1.1.4.3.2 Ground Training Elements

The module contains the below elements.

	Ground Training Elements
<b>LVO Takeoff Training</b>	
1.	Characteristics of fog
2.	Effects of precipitation, ice accretion, low level windshear and turbulence
3.	The effects of specific aircraft / system malfunctions
4.	The use and limitations of RVR assessment systems
5.	Procedures to be followed and precautions to be taken with regard to surface movement during operations when the RVR is 400m or less and any additional procedures required for take-off in conditions below 150m.
6.	Qualification requirements for pilots to obtain and retain approval to conduct LVOs.
7.	The importance of correct seating and eye position
8.	Human factors associated with the intended operations.
<b>LVO Approach/Landing Training</b>	
1	Characteristics and limitations of different types of approach aids
2	Characteristics of the visual aids
3	Operational capabilities and limitations of airborne systems to include symbology used on HUD/HUDLS or equivalent display systems, if appropriate
4	Effects of precipitation, ice accretion, low level windshear and turbulence
5	The effect of specific aircraft / system malfunctions



## OPERATIONS MANUAL PART D

### 2 TRAINING PROGRAM

#### 2.1 FLIGHT CREW TRAINING PROGRAMS

**Issue:** 00

**Revision:** 00

**Date:** 18-FEB-2024

6	The use and limitations of RVR assessment systems
7	Principles of obstacle clearance requirements
8	The recognition of failure of ground equipment or in satellite approaches, the loss of signal in space and the action to be taken in the event of such failures
9	The significance of DHs based upon radio altimeters and the effect of terrain profile in the approach area on radio altimeter readings and on automatic approach/landing systems. This applies also to other devices capable of providing equivalent information.
10	The effect of pre-threshold terrain and LSAA on airborne landing systems
11	The significance of alert height, if applicable, and action in the event of any failure above and below the alert height
12	Qualification requirements for pilots to obtain and retain approval to conduct LVOs.
13	The importance of correct seating and eye position
14	The significance of LVPs or equivalent procedures
15	Human factors associated with the intended operations.

##### 2.1.1.4.3.3 Flight Training Elements

The flight training modules are conducted in a suitably qualified FSTD. The training includes an evaluation ensuring that all flight crew members are able to conduct LVO to the required standard. Therefore, there are no separate checking requirements for LVO.

The Module contains the below elements.

Flight Training Elements	
<b>LVO Takeoff Training</b>	
1.	Normal takeoff in minimum approved RVR conditions Takeoff in minimum approved RVR conditions with an engine failure: Between V1 and V2 Before V1, resulting in a rejected takeoff.
2.	Taxiing operation in minimum RVR conditions with a special emphasis on maintaining crew situation awareness.
3.	The effects of specific aircraft / system malfunctions
4.	The use and limitations of RVR assessment systems
5.	Procedures to be followed and precautions to be taken with regard to surface movement during operations when the RVR is 400m or less and any additional procedures required for take-off in conditions below 150m.
6.	Qualification requirements for pilots to obtain and retain approval to conduct LVOs.
7.	The importance of correct seating and eye position
<b>LVO Approach Landing Training – Normal Operation</b>	



## OPERATIONS MANUAL PART D

### 2 TRAINING PROGRAM

#### 2.1 FLIGHT CREW TRAINING PROGRAMS

**Issue:** 00

**Revision:** 00

**Date:** 18-FEB-2024

1	The required checks for satisfactory functioning of equipment, both on the ground and in flight;
2	The use of HUD/HUDLS or equivalent display systems during all phases of flight, if applicable;
3	Approach using the appropriate flight guidance, autopilots and control systems installed on the aircraft to the appropriate DH and transition to visual flight and landing;
4	Use of HUD/HUDLS or equivalent display systems, where appropriate;
5	The significance of alert height, if applicable;
6	The maximum lateral and vertical deviation permitted for different types of approach operation.
7	The visual references required at DH;
8	Manual aircraft handling relevant to low-visibility approach operations;
9	Approach with all engines operating using the appropriate flight guidance, autopilots and control systems installed on the aircraft, including HUD/HUDLS or equivalent display systems, down to the appropriate DH followed by a missed approach, all without external visual reference;
10	Where appropriate, approaches using autopilot to provide automatic flare, landing and roll-out; and
11	Where appropriate, approaches using approved HUD/HUDLS or equivalent display system to touchdown.
<b>LVO Approach Landing Training – Non-Normal Operation</b>	
<b>LVO Approach &amp; Landing training will include a minimum of 6 approaches</b>	
1	Approaches with engine failures at various stages of the approach;
2	Approaches with critical equipment failures, such as electrical systems, auto-flight systems, ground or airborne approach aids and status monitors;
3	Approaches where failures of auto-flight or flight guidance systems, including HUDLS or equivalent display systems, require either: <ol style="list-style-type: none"><li>1. reversion to manual control for landing or go-around, or;</li><li>2. reversion to manual control or a downgraded automatic mode control for go-around from the DH or below, including those which may result in contact with the runway.</li></ol> <p>This should include aircraft handling if, during a CAT III fail-passive approach, a fault causes autopilot to disconnect at or below the DH when the last reported RVR is 300m or less.</p>
4	Failures of systems that will result in excessive lateral or vertical deviation both above and below the DH in the minimum visual conditions for the operation.
5	Incapacitation procedures appropriate to low-visibility approach operations; and
6	Failures and procedures applicable to the specific aircraft type.

#### 2.1.1.4.4 Performance Based Navigation (PBN)

FAA AC 90-105A

The PBN training program qualifies flight crew to conduct RNP operations with the below requirements:

1. Required Navigation Performance Approach (RNP APCH) procedures (RNP 0.3);
2. Barometric vertical navigation (baro-VNAV);
3. RNP 1 (terminal) operations;
4. RNP 2 domestic, offshore, oceanic, and remote continental operations;
5. RNP 4 oceanic and remote continental operations;
6. RNP 10 (Area Navigation (RNAV) 10) oceanic and remote continental operations;

For North Atlantic and other areas with an MNPS requirement, the area specific module needs to be completed in addition to this module.

## A. Training Methodology

All flight crew members shall undergo Performance-Based Navigation (PBN) Training during initial training. The course is delivered as part of Basic Indoctrination Training. Use of RNAV equipment and RNP during type rating, operating experience and Line Checks, fulfills the practical training requirements of this module.

For RNP-AR qualification requirements, refer to [section 2.1.1.4.5](#)

S.No.	Methodology
1.	Classroom /Distance Learning
2.	Simulator Training/Operating Experience





## OPERATIONS MANUAL PART D

2	TRAINING PROGRAM
2.1	FLIGHT CREW TRAINING PROGRAMS

<b>Issue:</b>	00
<b>Revision:</b>	00
<b>Date:</b>	18-FEB-2024

### B. Ground Training Elements

The module contains the below elements.

S.No.	Ground Training Elements
1.	The applicable information in FAA Advisory Circular AC 90-105A
2.	Performance Based Navigation background, concepts and the meaning and proper use of Aircraft Equipment/Navigation Suffixes
3.	Procedure characteristics as determined from chart depiction and textual description. <ul style="list-style-type: none"><li>• Depiction of waypoint types (fly-over and fly-by) and path terminators as well as associated aircraft flight paths and coordinates identifier.</li><li>• Required navigation equipment for operation on RNAV/RNP routes, DPs, and STARs (for example, DME/DME/IRU and GPS/GNSS).</li><li>• Phraseology. Some RNAV/RNP procedures may incorporate the use of "Descend via" clearances. Pilots should be familiar with the correct use of the terminology and procedures as mentioned in AIP (refer to Air Traffic Procedures, Arrival Procedures).</li></ul>
4.	RNAV/RNP system-specific information and Aircraft Navigation Capability: <ul style="list-style-type: none"><li>• Levels of automation, mode annunciations, changes, alerts, interactions, reversions, and degradation.</li><li>• Functional integration with other aircraft systems.</li><li>• The meaning and appropriateness of route discontinuities as well as related flight crew procedures.</li><li>• Monitoring procedures for each phase of flight (for example, monitor PROG or LEGS page) and Position Reports.</li><li>• Types of navigation sensors (for example, DME, IRU, GPS/GNSS) utilized by the RNAV system and associated system prioritization/weighting/logic.</li><li>• Turn anticipation with consideration to speed and altitude effects.</li><li>• Interpretation of electronic displays and symbols</li></ul>
5.	RNAV equipment operating procedures, as applicable, including how to perform the following actions: <ul style="list-style-type: none"><li>• Verify currency of aircraft navigation data.</li><li>• Verify successful completion of RNAV system self-tests.</li><li>• Initialize RNAV system position.</li><li>• Retrieve and fly a DP or STAR with appropriate transition.</li><li>• Adhere to speed and/or altitude constraints associated with a DP or STAR.</li><li>• Make a runway change associated with a DP or STAR.</li><li>• Verify waypoints and flight plan programming.</li><li>• Perform a manual or automatic runway update (with takeoff point shift, if applicable).</li><li>• Fly direct to a waypoint.</li><li>• Fly a course/track to a waypoint.</li><li>• Intercept a course/track.</li><li>• Be vectored off and rejoin a procedure.</li></ul>



## OPERATIONS MANUAL PART D

2	TRAINING PROGRAM
2.1	FLIGHT CREW TRAINING PROGRAMS

Issue:	00
Revision:	00
Date:	18-FEB-2024

	<ul style="list-style-type: none"><li>Determine cross-track error/deviation.</li><li>Insert and delete/clear route discontinuity.</li><li>Remove and reselect navigation sensor input(s).</li><li>When required, confirm exclusion of a specific navigation aid or navigation aid type.</li><li>Insert and delete a lateral offset.</li><li>Change the arrival airport and alternate airport.</li><li>Insert and delete a holding pattern.</li><li>Operator-recommended levels of automation for phase of flight and workload, including methods to minimize cross-track error to maintain procedure centerline.</li><li>Contingency procedures for RNAV failures/Navigation errors.</li></ul>
6.	<p>Required Navigation Performance (RNP),</p> <ul style="list-style-type: none"><li>En-Route/Oceanic RNP 10, RNP 5, RNP 4, RNP 2</li><li>Arrival &amp; Departure RNAV 1 and 2, RNP 0.3, RNP 1, RNP 2</li><li>Operational Requirements, Navigational Performance</li><li>Normal and Non-Normal Operating Procedures and contingencies</li><li>Navigation and Communication Equipment/Database Requirements.</li></ul>

### 2.1.1.4.5 Required Navigation Performance – Authorization Required (RNP-AR)

FAA AC 90-101A

The RNP-AR course qualifies Flight Crew Members to conduct RNP-AR approaches in accordance with the company OPS-Spec approval. RNP-AR training is normally integrated into the type rating program for the relevant type but may also be delivered as a standalone course.

#### A. Training Methodology

The theoretical part of the course is delivered using distance learning including an exam. The practical application of knowledge and the skills required to fly RNP-AR approaches are trained and assessed using an appropriately qualified FSTD.

S.No.	Methodology
1.	Classroom Instruction/Distance Learning
2.	Simulator Training/Operating Experience

#### B. Ground Training Elements

The module contains the below elements.

S.No.	Ground Training Elements
<b>Knowledge</b>	
1	Definitions of Area Navigation (RNAV) (RNP), RNAV (GPS), RNP, RNP AR, containment,



## OPERATIONS MANUAL PART D

### 2 TRAINING PROGRAM

#### 2.1 FLIGHT CREW TRAINING PROGRAMS

**Issue:** 00

**Revision:** 00

**Date:** 18-FEB-2024

	and the differences between RNAV and RNP;
2.	RNP AR approach charting, to include applicable lines of minima, temperature limitations, non-standard climb gradients, Radius to Fix (RF) legs, speed restrictions, and missed approach RNP requirements;
3.	How to determine if specific RNP values will be available at the destination, alternate, and en-route alternates, for the expected time of use;
4.	The different components contributing to Total System Error (TSE) (i.e., path steering error, path definition error and position estimation error) and their characteristics;
5.	Compare flight performance of the aircraft to the required flight performance for the RNP AR procedure to be flown, including speed limitations and any non-standard climb gradients required;
6.	Alerts that may occur from the loading and use of improper RNP values for a desired segment of an RNP AR procedure;
7.	Performance and/or equipment requirements applicable to a specified RNP value (e.g., requirement to use autopilot or flight director (FD) below a specified RNP value);
8.	When and how to terminate RNP navigation and transfer to traditional navigation (e.g., due to loss of RNP and/or required equipment);
9.	Operational limitations if Actual Navigation Performance (ANP) degrades or RNP is lost prior to or during any portion of the approach; and
10.	How bank angle restrictions, wind, and groundspeed impact the ability to remain on the course centerline (CL), particularly on an RF leg.

#### Procedures – Normal Ops

1	Review of modifications to company documents for RNP AR operations, such as Company Flight Manual (CFM), FOM, etc., as well as understanding which checklist items need to be accomplished prior to and during RNP AR approach procedures.
2	Briefings for all RNP AR procedures including RNP approach and missed approach profiles and normal procedures. Training should address any additional briefings or review cards that may be required or available prior to commencing an RNP AR procedure.
3	Compliance with charted airspeed limitations. In the absence of charted airspeed limitations, the maximum airspeeds based on design criteria, Maximum Airspeeds throughout the Radius to Fix Leg Segment, apply for all RF legs. These speed restrictions cannot be waived by air traffic control (ATC).
4	Understanding of and compliance with the parameters associated with an RNP AR approach, such as ANP versus RNP, cross-track error (XTK), etc., as well as factors that affect aircraft ability to maintain lateral and vertical path and how to correct for deviations from path.
5	RNP AR symbology, operation, controls, and displays, as well as equipment or software differences between aircraft as applicable.
6	Appropriate responses to annunciations, cautions, alerts, and limitations.



## OPERATIONS MANUAL PART D

### 2 TRAINING PROGRAM

#### 2.1 FLIGHT CREW TRAINING PROGRAMS

**Issue:** 00

**Revision:** 00

**Date:** 18-FEB-2024

7	Programming and operating the flight management computer (FMC), autopilot, auto throttle/auto thrust, radar, GPS, Inertial Reference Unit (IRU), electronic flight instrument system (EFIS) (including moving maps), and Terrain Awareness and Warning Systems (TAWS) in support of RNP AR procedures.
8	Procedures used to verify that the FMC database and RNP AR approach procedures are current and contain required navigation data.
9	How to select RNP values for RNP AR approaches, and for different phases of flight (if required).
10	Use of temperature compensation, if applicable.
11	MEL operating provisions applicable to RNP AR approaches.
12	Procedures for verifying current local altimeter is set before beginning an RNP AR procedure, including any operational limitations associated with the source(s) for the altimeter setting and the latency of checking and setting the altimeters approaching the FAF.
13	Events that trigger a missed approach, including deviations from path, as well as issues applicable to the missed approach (e.g., lateral steering mode following initiation of a missed approach during a turn or shortly after rollout; timely re-engagement of lateral navigation (LNAV); and the critical importance of maintaining track within 1xRNP between initiation of the missed approach and re-engagement of LNAV).
14	Impact of GPS loss during an approach and understanding the performance issues and limitations associated with reversion to radio updating. Also, how to control the navigation updating modes related to RNP AR operations.
15	Pilots should understand the implications of interrupted approaches in the radar environment (e.g., being vectored off then back on the approach). Consideration should also be given to the non-radar environment, where pilots may be required to hold as published and then resume the approach. Pilots should understand how to resume both lateral and vertical paths, as well as the need to inform ATC immediately when the performance of the aircraft will no longer support RNP AR operations.

#### Procedures – Non normal OPS

1	Pilot contingency procedures for a loss of RNP capability during an approach. Training should emphasize contingency actions that achieve separation from terrain and obstacles. The operator should tailor these contingency procedures to the RNP AR procedures they will fly.
2	The navigation sensors which form the basis for their RNP operations, and how to assess the impact of failure of any avionics or a known loss of external system(s).
3	Ability to recognize, evaluate, and take appropriate action in response to any system or instrument failures that affect RNP operations prior to or during an RNP AR approach. Examples of failures that could degrade the RNP capability of the aircraft include: <ul style="list-style-type: none"><li>• Autopilot failure,</li><li>• Autothrottle/Auto thrust failure,</li></ul>



## OPERATIONS MANUAL PART D

### 2 TRAINING PROGRAM 2.1 FLIGHT CREW TRAINING PROGRAMS

**Issue:** 00  
**Revision:** 00  
**Date:** 18-FEB-2024

- GPS failure,
- Right/left/dual FMC failure, and/or
- TAWS warning.

#### Flight Training

- |   |   |
|---|---|
| 1 | RNP AR Approach Setup: <ul style="list-style-type: none"><li>• FMC/control display unit (CDU) setup;</li><li>• FMC/CDU failure conditions and recognition;</li><li>• Lateral/vertical guidance information;</li><li>• Maximum deviations and how they are represented;</li><li>• Use of map displays;</li><li>• Required equipment and mitigations for failures;</li><li>• Any emergency issues; and</li><li>• Ground proximity warning system (GPWS)/escape.</li></ul>   |
| 2 | Unplanned Issues: <ul style="list-style-type: none"><li>• Loss of vertical navigation (VNAV) path and requirements to regain path; and/or</li><li>• Radar vector off LNAV path and restrictions to regaining path (e.g. no direct to)</li></ul>   |
| 3 | Approach Preparation/Briefing: <ul style="list-style-type: none"><li>• FMC/chart crosscheck;</li><li>• Verify waypoint names and sequence, speed restrictions, crossing altitudes and glidepath;</li><li>• Glidepath and lateral path issues (e.g., configuration, landing weight, performance, winds); and</li><li>• Missed approach requirements.</li></ul>   |
| 4 | Missed Approach Preparation/Briefing: <ul style="list-style-type: none"><li>• Immediate turn scenarios—turn radius (bank angle versus speed);</li><li>• Go around considerations: track hold issues, lateral steering mode during initiation of missed approach in a turn or shortly after rollout from a turn, timely re-engaging of LNAV, and the critical importance of maintaining track to within 1xRNP between the time of initiation of missed approach and re-engagement of LNAV; and/or</li><li>• Missed approach requiring RNP less than 1.0.</li></ul> |

**Note:**

*During initial RNP-AR training, each pilot must complete at least four RNP AR approach procedures: two as pilot flying and two as pilot monitoring.*

#### 2.1.1.4.6 Minimum Navigation Performance Specification (MNPS)

This section details training programs required for operating in areas with a MNPS requirement such as North Atlantic (NAT-HLA).

## North Atlantic - High Level Airspace (NAT-HLA)

*NAT Doc 007*

The North Atlantic High Level airspace course is required prior to flight crew members operating in the NAT region. The course consists of a number of distance learning modules that will conclude with an exam.

### A. Instruction Methodology

Initial ETOPS Training Consists of a classroom/distance learning and one flight under the supervision of a qualified instructor/check pilot. Distance Learning/Classroom instruction will include an exam to ensure adequate knowledge.

S.No.	Methodology
1.	Classroom Instruction/Distance Learning
2.	Operating under supervision in NAT area

### B. Ground Training Elements

The module contains the below elements.

S.No	Ground Training Elements
1	NATHLA Areas of Operation
2	Flight Planning Requirements
3	Minimum Equipment Required
4	Organized Track System
5	Other routes within the NAT MNPS System
6	Communication and position reporting
7	Operating Procedures
8	Mach Number Technique
9	Specific RVSM procedures in MNPS airspace
10	In-flight Contingencies
11	Various Contingency Scenarios
12	Prevention of gross navigational errors (GNE)
13	Reporting Requirements

### C. Flight Training

The flight training consists of two sectors of Operating Experience in the NAT area. One sector should be flown as Pilot Monitoring (PM) in order to ensure practical exposure to voice and data-link communication.

## 2.1.2 DIFFERENCES TRAINING

*GACAR § 121.835(b)(1), 121.859(d), 121.879, 121.883*

Riyadh Air shall not use any crew member to serve as a required crew member on an aircraft of a type for which differences training is included in the training program unless that person has satisfactorily completed, with respect to both the crew member position and the particular variation of the aircraft in which he serves, either initial or transition ground and flight training, or differences training, as provided in *GACAR § 121.879 and 121.883*.

Riyadh Air currently does not operate any aircraft variants requiring differences training.

## 2.1.3 TRANSITION TRAINING

*GACAR § 121.835(a)(1)(i), 121.879, 121.839  
IOSA FLT 2.3.4*

Crew members who have demonstrated qualification and experience as a crew member on another type of aircraft within the same group are eligible to serve in a qualified crew member capacity upon successful completion of transition training, in accordance with the guidelines specified in *GACAR § 121.879*.

Riyadh Air currently operates a single-type of Boeing 787 aircraft. Any future transition training courses will be documented in this section.

## 2.1.4 RECURRENT TRAINING

*GACAR § 121.835(C)(1)(I), (2), (D), (E), 121.919, IOSA FLT 2.1.3, 2.3.4*

Recurrent training is conducted for flight crew members who have been previously trained and qualified by Riyadh Air, who are continuing to serve in the same duty position and aircraft type. The recurrent training program consists of the below modules.

Recurrent training is designed as a three-year training program. The program is divided into 3 yearly cycles and each cycle split into two bi-annual training modules each containing 2 FFS training sessions. Each flight training module has an associated ground training module that shall be completed prior to completing flight training.

RECURRENT TRAINING SEGMENTS
Ground Training
Flight Training
Special Operations Training

## 2.1.4.1 Recurrent Training Objectives

The objective of the flight crew recurrent training program is to ensure that flight crew members continue to be knowledgeable of, and proficient in, their specific aircraft type and duty assignment.

Additionally, the aim of the Riyadh Air recurrent training program is to move beyond demonstration based on proficiency, measured across a very restricted and predictable regime of checking, to a higher standard of performance demonstration based on competency across a very wide spectrum of activities, under training that facilitates improvement and stretching of competence capability.

This program aims to build the resilience required to deal with unforeseen events and create confidence and ability to deal competently with challenges encountered in flight operations.

Periodic recurrent training also provides the opportunity to introduce changes in operating procedures and best practice.

## 2.1.4.2 Recurrent Ground Training Modules

Recurrent Ground Training Consists of:

RECURRENT GROUND TRAINING MODULES
Aircraft Systems and Limitations Ground Training
General Emergency Training
First Aid
Initial Ground Training Subjects (3 year cycle)
Crew Resource Management (CRM)
Dangerous Goods (Every 24 months)
Aviation Security (Every 36 months)

The ground training modules will be delivered using a combination of distance learning and classroom-based tuition. All learning modules are concluded with an exam or quiz.

The annual hours required for each ground training segment is listed below and are split into bi-annual modules issued every six months.





## OPERATIONS MANUAL PART D

- 2 TRAINING PROGRAM  
2.1 FLIGHT CREW TRAINING PROGRAMS

**Issue:** 00  
**Revision:** 00  
**Date:** 18-FEB-2024

RECURRENT GROUND TRAINING	HOURS
Aircraft Systems & Limitations (CBT)	6h
General Emergency Training	6h
Crew Resource Management (CBT)	4h
Initial Ground Training Subjects (3-year cycle)	14h
<b>Total</b>	<b>30h</b>

**Note:** Exams included in each module are not included in stipulated hours.

### 2.1.4.2.1 Aircraft Ground Training

Recurrent aircraft systems ground training consists of instruction in three subject areas:

1. General operational subjects;
2. Aircraft systems and limitations;
3. Special Operations modules.

Below is a detailed outline of the topics covered in each of the modules:

RECURRENT GROUND TRAINING MODULES		
YEAR 1	MODULE 1	<ol style="list-style-type: none"><li>1. New or revised technical/procedural documentation</li><li>2. Elements of CRM training</li><li>3. Cold Weather Ops, Deicing/Anti-icing.</li><li>4. Elements of Low Visibility Operations.</li><li>5. Elements of NAT HLA Operations</li><li>6. Aircraft Systems and Limitations<ol style="list-style-type: none"><li>a. Aircraft General</li><li>b. Auto Flight</li><li>c. Electrical</li><li>d. Indicating/Recording</li></ol></li><li>7. Elements of Upset Prevention and Recovery Training (UPRT) and Extended Envelope Training (EET) as per <a href="#">section 2.1.8.5.1</a></li><li>8. Special Airport Pictorial Review as applicable.</li><li>9. Fatigue Risk Management System (FRMS)</li><li>10. Performance, including MEL Effects (Winter)</li></ol>
	MODULE 2	<ol style="list-style-type: none"><li>1. New or revised technical/procedural documentation</li><li>2. Elements of CRM training</li><li>3. Adverse Weather Ops/Thunderstorms and Microburst/Windshear.</li><li>4. PBN, including RNP-AR</li><li>5. Aircraft Systems and Limitations<ol style="list-style-type: none"><li>a. Navigation</li></ol></li></ol>



RIYADH AIR  
طيران الرياض

## OPERATIONS MANUAL PART D

- 2 TRAINING PROGRAM  
2.1 FLIGHT CREW TRAINING PROGRAMS

**Issue:** 00  
**Revision:** 00  
**Date:** 18-FEB-2024

		<ul style="list-style-type: none"> <li>b. TCAS</li> <li>c. EGPWS</li> <li>d. Water/Waste</li> </ul> <ul style="list-style-type: none"> <li>6. Dangerous Goods</li> <li>7. General Emergency Training</li> <li>8. Aviation Security</li> <li>9. Extended Range Twin Engine Operations ETOPS</li> <li>10. Safety Management System (SMS)</li> <li>11. Performance, including MEL effects (Summer)</li> </ul>
YEAR 2	MODULE 3	<ul style="list-style-type: none"> <li>1. New or revised technical/procedural documentation</li> <li>2. Elements of CRM training</li> <li>3. Cold Weather Ops, Deicing/Anti-icing.</li> <li>4. Elements of Low Visibility Operations.</li> <li>5. Elements of NAT HLA Operations</li> <li>6. Aircraft Systems and Limitations               <ul style="list-style-type: none"> <li>a. Auto Flight</li> <li>b. Flight Controls</li> <li>c. Hydraulic</li> <li>d. Landing gear</li> <li>e. Powerplant</li> </ul> </li> <li>7. Elements of Upset Prevention and Recovery Training (UPRT) and Extended Envelope Training (EET) as per <a href="#">section 2.1.8.5.1.</a></li> <li>8. Problematic Use of Psychoactive Substances (Company Policy)</li> <li>9. Performance, including MEL Effects (Winter)</li> </ul>
	MODULE 4	<ul style="list-style-type: none"> <li>1. New or revised technical/procedural documentation</li> <li>2. Elements of CRM training</li> <li>3. Adverse Weather Ops/Thunderstorms and Microburst/Windshear.</li> <li>4. PBN, including RNP-AR</li> <li>5. Aircraft Systems and Limitations               <ul style="list-style-type: none"> <li>a. Oxygen</li> <li>b. TCAS</li> <li>c. EGPWS</li> <li>d. Pneumatic</li> <li>e. Doors</li> </ul> </li> <li>6. Dangerous Goods</li> <li>7. General Emergency Training</li> <li>8. Aviation Security</li> <li>9. Extended Range Twin Engine Operations ETOPS</li> <li>10. SMS/FRMS/Problematic Use of Psychoactive Substances</li> <li>11. Performance, including MEL effects (Summer)</li> </ul>
YEAR 3	MODULE 5	<ul style="list-style-type: none"> <li>1. New or revised technical/procedural documentation</li> </ul>



RIYADH AIR  
طيران الرياض

## OPERATIONS MANUAL PART D

### 2 TRAINING PROGRAM

#### 2.1 FLIGHT CREW TRAINING PROGRAMS

**Issue:** 00

**Revision:** 00

**Date:** 18-FEB-2024

		<ul style="list-style-type: none"><li>2. Elements of CRM training</li><li>3. Cold Weather Ops, Deicing/Anti-icing.</li><li>4. Elements Low Visibility Operations.</li><li>5. Elements of NAT HLA Operations</li><li>6. Aircraft Systems and Limitations<ul style="list-style-type: none"><li>a. Air Cond/Press/Vent</li><li>b. Communication</li><li>c. Fire Protection</li><li>d. Fuel</li></ul></li><li>7. Elements of Upset Prevention and Recovery Techniques as per section 2.1.8.5.1.</li><li>8. Performance, including MEL Effects (Winter)</li><li>9. Reduced Vertical Separation Minimum (RVSM)</li></ul>
	<b>MODULE 6</b>	<ul style="list-style-type: none"><li>1. New or revised technical/procedural documentation</li><li>2. Elements of CRM training</li><li>3. Adverse Weather Ops/Thunderstorms and Microburst/Windshear.</li><li>4. PBN, including RNP-AR</li><li>5. Aircraft Systems and Limitations<ul style="list-style-type: none"><li>a. Ice and Rain Protection</li><li>b. Indicating/Recording</li><li>c. TCAS</li><li>d. EGPWS</li><li>e. APU</li></ul></li><li>6. Dangerous Goods</li><li>7. General Emergency Training</li><li>8. Aviation Security</li><li>9. Extended Range Twin Engine Operations ETOPS</li><li>10. Volcanic ash</li><li>11. Performance, including MEL effects (Summer)</li></ul>

## 2.1.4.2.2 Recurrent General Emergency Training

*IOSA FLT 2.2.8, GACA § E-Book 4.21.10.11*

Recurrent General Emergency training include both emergency situation and emergency drill training modules.

Flight Crew members will receive training:

1. In the use of emergency and safety equipment required to be on board the aircraft;
2. That addresses emergency evacuation and coordination among flight crew members and, as applicable, cabin crew members and/or supernumeraries required for the safety of operations.

## 2.1.4.2.3 Emergency Situation Training

Emergency situation training consists of instruction on the factors involved, as well as the procedures to be followed, when emergency situations occur. Examples include passenger evacuations, ditching, rapid decompressions, aircraft fires, and persons needing first aid. Emergency situation training should be carried out every 12 months.

The emergency situation training modules that are part of the recurrent general training curriculum segment include at least the following elements:

1. Rapid decompression
2. In-flight fire (or on-the-surface) and smoke control procedures.
3. Ditching and evacuation situations.
4. Illness, injury, the proper use of first aid equipment, and other abnormal situations involving passengers or Crew Members.

## 2.1.4.2.4 Emergency Drill Training

The emergency drill training modules, which require the crew member to actually operate the items of emergency equipment (hands-on), must be conducted at least every 24 months. During the alternate 12-month periods, the emergency drill training will be accomplished by pictorial presentation or demonstration.

The emergency drill training modules that are part of the recurrent general emergency training curriculum segment must include at least the following:

1. Operation of emergency exits (such as floor level and over-wing, and tail cone) in the normal and emergency modes
2. Operation of each type of hand held fire extinguisher
3. Operation of each type of emergency oxygen system
4. Donning, use, and inflation of life preservers and other flotation devices (if applicable)



5. Ditching procedures (if applicable), including cockpit preparation, crew coordination, passenger briefing, cabin preparation, the use of life lines and boarding of passengers and crew into a life raft or slide raft, as appropriate.

## 2.1.4.2.5 Crew Resource Management (CRM)

Crew Resource Management training is designed to improve the human factors involved in aviation and enhance the overall safety of flight operations by promoting effective communication, teamwork, decision-making, and situational awareness among the flight crew and between flight crew and other personnel.

Recurrent CRM training will address the following topics, split over a 3-year cycle such that all are covered within that period.

CRM training elements	Description	Ground Training Module	Duration
<b>General principles</b>	Human factors in aviation;	1	
	General instructions on CRM principles and objectives; Human performance and limitations;	1	
	Threat and error management.	1	
<b>Relevant to the individual flight crew member</b>	Personality awareness, human error and reliability, attitudes and behaviors, self-assessment and self critique;	2	
	Stress and stress management; Fatigue and vigilance;	2	
	Assertiveness, situation awareness, information acquisition and processing.	2	
<b>Relevant to the flight crew</b>	Automation and philosophy on the use of automation;	3	
	Specific type-related differences;	3	
	Monitoring and intervention	3	
<b>Relevant to the entire aircraft crew</b>	Shared situation awareness, shared information acquisition and processing;	4	
	Workload management;	4	
	Effective communication and coordination inside and outside the flight crew compartment;	5	
	Leadership, cooperation, synergy, delegation, decision-making, actions;	5	



## OPERATIONS MANUAL PART D

- 2 TRAINING PROGRAM
- 2.1 FLIGHT CREW TRAINING PROGRAMS

**Issue:** 00  
**Revision:** 00  
**Date:** 18-FEB-2024

	Resilience development; surprise and startle effect; cultural differences.	5	
<b>Relevant to the operator and the organization</b>	Operator's safety culture and company culture, standard operating procedures (SOPs), organizational factors, factors linked to the type of operations;	6	
	Effective communication and coordination with other operational personnel and ground services.	6	
<b>Case studies</b>	Review of relevant company/industry events with a focus on CRM.	All Modules	
<b>Total Duration for 3 years Recurrent Training Program</b>			<b>12 hours</b>

### 2.1.4.2.6 Dangerous Goods

Recurrent training for Dangerous goods is completed every 24 months and will cover all items required for initial Dangerous goods training listed in [section 2.1.1.1.7](#).

### 2.1.4.2.7 Aviation Security

Recurrent training for Aviation Security is completed every 24 months and will cover all items required for initial Security Training listed in [section 2.1.1.1.6](#).

### 2.1.4.3 Recurrent Flight Training Modules

The Riyadh Air recurrent Flight Training program requires each flight crew member to undergo training modules every 6 months and a proficiency check every 12 months. Recurrent Ground Training Modules shall be completed prior to undergoing recurrent flight training.

In addition, a line check will be flown every 12 months.

#### 2.1.4.3.1 Eligibility Period

Recurrent Training is due every 6 months. To facilitate scheduling, training modules of recurrent training shall be scheduled in a crew members eligibility period.

The eligibility period is a 3-month period comprised of the calendar month before the month in which training is due, the month in which training is due, and the calendar month after the month in which training is due. Recurrent training and checking that is completed any time during the eligibility period is considered to have been completed during the month in which training is due.

A flight crew member who fails to complete all required training and qualification modules within the eligibility period must complete requalification training in accordance with [section 2.1.9](#).



## OPERATIONS MANUAL PART D

### 2 TRAINING PROGRAM 2.1 FLIGHT CREW TRAINING PROGRAMS

**Issue:** 00  
**Revision:** 00  
**Date:** 18-FEB-2024

Below is a summary of total yearly hours flown within the 3-year FSTD recurrent training program.

RECURRENT FLIGHT TRAINING / CHECKING MODULES						
	YEAR 1		YEAR 2		YEAR 3	
Session Type	Module 1	Module 2	Module 3	Module 4	Module 5	Module 6
Training (LOFT)	NA	4h	NA	4h	NA	4h
Training (EVAL/MT)	4h	NA	4h	NA	4h	NA
Training (SBT)	4h	NA	4h	NA	4h	NA
Training (SBT/MT)	NA	4h	NA	4h	NA	4h
GACA Proficiency Check	NA	4h	NA	4h	NA	4h
Line Check	2 sectors		2 sectors		2 sectors	
<b>Total</b>	<b>8h</b>	<b>12h</b>	<b>8h</b>	<b>12h</b>	<b>8h</b>	<b>12h</b>
<b>Yearly Total</b>	<b>20 hours</b>		<b>20 hours</b>		<b>20 hours</b>	

**Note:** MT and SBT phases include the required EET and Low Altitude Windshear maneuvers.

#### 2.1.4.3.2 Proficiency Check

A Proficiency Check is flown every 12 months and its objective is to establish that all crew members have retained a standard of operation required by regulation. The PC will contain the maneuvers required by Appendix C of GACARS § 121.

The PC must be conducted by a Check Pilot or GACA Inspector and the test standards in [Section 3.6.3](#) of this manual shall be used to assess maneuvers flown.

Detailed instructions including a session plan on the conduct of Proficiency Checks can be found in the Check Pilot Handbook.

#### 2.1.4.3.3 Briefing/Orientation

The briefing segment will contain the below elements:

1. Oral test
  - a. This section will ensure that the crew member has maintained an acceptable level of knowledge in the below areas:
  - b. Operations Manuals
  - c. Aircraft Systems

- d. Relevant Special Operations Areas
- e. Performance calculations for both takeoff and landing.
2. Simulator session orientation
3. At the discretion of the check pilot, applicable elements of the Oral Test can be completed by observing the crew completing normal duty elements in the briefing room. For example, observing performance calculations and departure/arrival briefings can be used to ensure a competent standard in these areas without the need for further questioning.

Check Pilots shall follow the standard proficiency check format published in the Check Pilot Handbook.

### Additional Checking Modules

Additional checking modules are required to achieve or maintain qualification in the following:

Qualification	Recurrent	Conducted During
LVO	Annual	Proficiency Check
PBN – RNP	Annual	Proficiency Check
PBN – RNP AR	Annual	Proficiency Check
Pilot Relieving the Commander	Annual	Proficiency Check

Checking is normally integrated into normal checking events, as indicated in the table above. The content of each check is specified in the relevant curriculum segment.

### 2.1.4.3.4 Training Modules

#### 2.1.4.3.4.1 General

All flight crew members are scheduled for recurrent training sessions in accordance with the table in [section 2.1.4.2](#). The objective of the recurrent training program is to improve flight crew members' knowledge and skills relating to general aspects of the flight operation as well as airplane specific technical subjects. CRM principles are integrated into recurrent training program.

The recurrent training program has been designed to be compliant with *GACARS § 121* and aligned with the structure and content of the Evidence Based Training regulatory structure described in IATA Evidence Based Training Implementation Guide and ICAO Doc 9995. This structure will ensure that that the practical application of the below areas are thoroughly covered in the:

1. All aircraft systems
2. Extended Envelope Training (EET) / Upset Prevention & Recovery Training (UPRT)
3. Low Altitude Windshear training
4. Line Oriented Flight Training (LOFT)



5. Normal and non-normal maneuvers (Maneuver Training)
6. Crew Resource Management (CRM)
7. Scenario Based Training

## 2.1.4.3.4.2 Session Design

Recurrent Training modules are made up of two Full Flight Simulator Sessions (Session 1 and Session 2). Each session is made up of the below components:

MODULE COMPONENT	DESCRIPTION
Line Oriented Flight Training (LOFT)	During this session, each flight crew member performs both as an individual and as a member of a team, as is expected during line operations. The LOFT session will allow the trainee crew member to use all the knowledge and skill learned during the course and apply this in a context similar to Line Operations.
Evaluation Phase (EVAL)	The evaluation phase consists of a line-orientated flight scenario during which there are one or more occurrences for evaluating one or more key elements of the required competencies. The root cause/contributing factor shall be identified rather than the symptoms of any deficiency.
Maneuver Training (MT)	The training to proficiency of defined maneuvers.
Scenario Based Training (SBT)	Scenario-based training phase, comprising line-orientated flight scenario(s) to develop competencies and address individual training needs.

## 2.1.4.3.4.3 Line Oriented Flight Training (LOFT)

During this session, each flight crew member performs both as an individual and as a member of a team, as is expected during line operations. Similar to the evaluation phase, the LOFT is an opportunity to assess competencies, determine training system effectiveness and identify individual training needs. On completion of the LOFT, any areas that do not meet the minimum competency standards shall become the focus of the subsequent training:

The LOFT session will:

1. Utilize a complete flight crew;
2. Include at least the maneuvers and procedures (abnormal and emergency) that may be expected in line operations;

3. Is representative of two flight segments appropriate to the operations being conducted by Riyadh Air
4. Provide an opportunity to demonstrate all pilot competencies as detailed in section 3 of this manual.
5. Be assessed against set objectives in accordance with section 3 of this manual.
6. Include elements of recurrent CRM Training as per *GACAR § 121.919 (b)(4)*

#### 2.1.4.3.4.4 Evaluation Phase

The LOFT part of the session is also referred to as the Evaluation Phase of the recurrent training module.

The evaluation phase is a first look to assess competencies, determine training system effectiveness and identify individual training needs. On completion of the evaluation phase, any areas that do not meet the minimum competency standards shall become the focus of the subsequent training.

Each pilot undergoes an evaluation phase as a 'first look' at the commencement of an EBT module. The evaluation may commence from the pre-flight preparation, runway holding point or a position in the cruise in accordance with the competencies targeted.

#### 2.1.4.3.4.5 Maneuver Training Phase (MT)

The maneuver training phase is a set of discrete maneuvers. The maneuvers enable training to competency of critical flight maneuvers and equivalence of approach in accordance with the EBT syllabus. This phase may also provide an opportunity to train to proficiency maneuvers assessed as requiring training from the evaluation phase.

#### 2.1.4.3.4.6 Scenario Based Training (SBT)

The scenario-based phase consists of line oriented scenarios that include the training topics specified in the EBT training matrix contained in the Flight Examiners Handbook (FEH) . The scenarios may be utilized to train to proficiency areas identified as deficient from the evaluation phase.

#### 2.1.4.3.4.7 Training Topics

The training topics are organized into A, B and C items based on the frequency the item is covered in the training program.

ITEM	INTERVAL
A - ITEMS	Covered in every module (every 6 months)
B - ITEMS	Covered in every cycle (every 12 months)
C - ITEMS	Covered in every program (every 36 months)



## OPERATIONS MANUAL PART D

### 2 TRAINING PROGRAM 2.1 FLIGHT CREW TRAINING PROGRAMS

**Issue:** 00  
**Revision:** 00  
**Date:** 18-FEB-2024

The training topics are:

1. Derived from safety and operational data that are used to identify the areas for improvement and prioritization of pilot training to guide in the construction of suitable recurrent training programs;
2. Distributed across a 3-year period at a defined frequency;
3. Relevant to the type or variant of aircraft on which the pilot operates.

The specific topics that are included in the SBT and LOFT/EVAL phases are listed below. In addition, items for maneuver training are listed under each modules at set intervals.

ITEM	TOPICS
<b>A - ITEMS</b>	<ol style="list-style-type: none"><li>1. Adverse Weather</li><li>2. Automation Management</li><li>3. Competencies (Non-Technical)</li><li>4. Compliance</li><li>5. Go-around Management</li><li>6. Manual Aircraft Control</li><li>7. Monitoring and Cross-Checking, error management, mismanaged aircraft state</li><li>8. Unstable Approach</li><li>9. EET / UPRT (Prevention)</li></ol>
<b>B - ITEMS</b>	<ol style="list-style-type: none"><li>1. Aircraft System Malfunction</li><li>2. Approach, Visibility close to minimum</li><li>3. Runway or Taxiway Condition</li><li>4. Terrain</li><li>5. Workload, Distraction, Pressure</li><li>6. Special Ops Approach (RNP) (MT or SBT)</li><li>7. Adverse Wind</li><li>8. Landing</li><li>9. Surprise</li><li>10. Aircraft System Management</li><li>11. Special OPS Approach LVO (MT or SBT)</li></ol>
<b>C - ITEMS</b>	<ol style="list-style-type: none"><li>1. Traffic</li><li>2. Navigation</li><li>3. Windshear recovery</li><li>4. Pilot Incapacitation</li><li>5. Special Airport Training (As applicable)</li><li>6. ATC</li></ol>



## OPERATIONS MANUAL PART D

- 2 TRAINING PROGRAM  
2.1 FLIGHT CREW TRAINING PROGRAMS

**Issue:** 00  
**Revision:** 00  
**Date:** 18-FEB-2024

ITEM	TOPICS
	<ul style="list-style-type: none"><li>7. Fire and Smoke Management</li><li>8. EET / UPRT (Recovery)</li><li>9. Volcanic Ash</li><li>10. Special Airport Training (As applicable)</li><li>11. Loss of Communications</li><li>12. Oceanic Operation</li><li>13. Engine Failure</li><li>14. High Terrain Contingency Procedures</li><li>15. Managing Loading, Fuel, Performance Errors</li></ul>

The detailed content of each recurrent training module can be found below.

RECURRENT TRAINING MODULES		
MODULE 1		
Weather	Cold Weather	
Focus Competencies	1. Problem Solving Decision Making 2. Aircraft flight path control Manual Control 3. Aircraft flight path control Automation 4. Situational Awareness and Management of Information	
System Failure Characteristics	1. Degradation of Aircraft Control (CA PF) 2. Loss of Instrumentation (F/O PF) 3. Immediacy	
Riyadh Air Evidence Based Requirements (SMS)	To be decided by the Training Review Committee (TRC)	
MANEUVER TRAINING (MT)		
1. Engine Failure between V1 and V2 2. Eng Out approach and Landing 3. Special OPS LVO Rejected Takeoff at minimum RVR 4. Go Around All Engine 5. Special OPS Approach (RNP) (MT or SBT)		
RHS qualified commanders to operate from the LHS during MT		
Evaluation & Scenario Based Training		
Category A	Category B	Category C
1. Adverse Weather	1. Aircraft System Malfunction	1. Traffic 2. Navigation



RIYADH AIR  
طيران الرياض

## OPERATIONS MANUAL PART D

### 2 TRAINING PROGRAM

#### 2.1 FLIGHT CREW TRAINING PROGRAMS

**Issue:** 00

**Revision:** 00

**Date:** 18-FEB-2024

2. Automation Management	2. Approach, Visibility close to minimum	3. EET / UPRT (Recovery)
3. Competencies (Non-Technical)	3. Runway or Taxiway Condition	
4. Compliance	4. Terrain	
5. Go-around Management	5. Workload, Distraction, Pressure	
6. Manual Aircraft Control	6. Special Ops Approach (RNP) (MT or SBT)	
7. Monitoring and Cross-Checking, error management, mismanaged aircraft state		
8. Unstable Approach		
9. EET / UPRT (Prevention)		

### MODULE 2

Weather	Hot Weather	
Focus Competencies	1. Application of Procedures 2. Leadership and Teamwork 3. Communication	
System Failure Characteristics	1. Degradation of Aircraft Control (F/O PF) 2. Loss of Instrumentation (CA PF) 3. Complexity 4. Management of Consequences	
Riyadh Air Evidence Based Requirements (SMS)	To be decided by the Training Review Committee (TRC)	
MANEUVER TRAINING (MT)		
1. Go Around All Engine 2. Failure of one engine on takeoff after V2 3. Engine out approach and go around 4. Approach type A (2D) 5. Special OPS Approach LVO (MT or SBT) 6. Pilot Qualification to operate in either seat		
RHS qualified Captains to operate from the RHS during MT		
LOFT, Evaluation & Scenario Based Training		
Category A	Category B	Category C



RIYADH AIR  
طيران الرياض

## OPERATIONS MANUAL PART D

### 2 TRAINING PROGRAM

#### 2.1 FLIGHT CREW TRAINING PROGRAMS

**Issue:** 00

**Revision:** 00

**Date:** 18-FEB-2024

1. Adverse Weather	1. Adverse Wind	1. Windshear recovery
2. Automation	2. Landing	2. Pilot Incapacitation
3. Competencies (Non-Technical)	3. Surprise	3. Special Airport Training (As applicable)
4. Compliance	4. Aircraft System Management	
5. Go-around Management	5. Special OPS Approach LVO (MT or SBT)	
6. Manual Aircraft Control		
7. Monitoring & Cross-checking, error management, mismanaged a/c state		
8. Unstable Approach		
9. EET / UPRT (Prevention)		

### MODULE 3

Weather	Cold Weather	
Focus Competencies	1. Situational Awareness and Management of Information 2. Workload Management 3. Knowledge	
System Failure Characteristics	1. Degradation of Aircraft Control (CA PF) 2. Loss of Instrumentation (F/O /PF) 3. Immediacy	
Riyadh Air Evidence Based Requirements (SMS)	To be decided by the Training Review Committee (TRC)	
MANEUVER TRAINING (MT)		
1. Engine Failure between V1 and V2 2. Eng Out approach and Landing 3. RTO 4. Go Around All Engine 5. Approach type A or B (3D) 6. Emergency Descent 7. Special OPS Approach (RNP) (MT or SBT)		
RHS qualified commanders to operate from the LHS during MT		
LOFT, Evaluation & Scenario Based Training		
Category A	Category B	Category C



RIYADH AIR  
طيران الرياض

## OPERATIONS MANUAL PART D

### 2 TRAINING PROGRAM

#### 2.1 FLIGHT CREW TRAINING PROGRAMS

**Issue:** 00

**Revision:** 00

**Date:** 18-FEB-2024

1. Adverse Weather	1. Aircraft System	1. ATC
2. Automation	2. Malfunction	2. Fire and Smoke
3. Management	2. Approach, Visibility close to minimum	Management
3. Competencies (Non-Technical)	3. Runway or Taxiway Condition	
4. Compliance	4. Terrain	
5. Go-around Management	5. Workload, Distraction, Pressure	
6. Manual Aircraft Control	6. Special OPS Approach (RNP) (MT or SBT)	
7. Monitoring & Cross-Checking, error management, mismanaged a/c state		
8. Unstable Approach		
9. EET / UPRT (Prevention)		

### MODULE 4

Weather	Hot Weather	
Focus Competencies	1. Problem Solving and Decision Making 2. Workload Management 3. Situational Awareness and Management of Information	
System Failure Characteristics	1. Degradation of Aircraft Control (F/O PF) 2. Loss of Instrumentation (CA PF) 3. Complexity 4. Management of Consequences	
Riyadh Air Evidence Based Requirements (SMS)	To be decided by the Training Review Committee (TRC)	
MANEUVER TRAINING (MT)		
1. Failure of one engine on takeoff after V2 2. Eng Out approach and Go Around 3. Approach type A (2D) 4. Special OPS Approach LVO (MT or SBT) 5. Pilot Qualification to operate in either seat 6. Go Around All Engine		
RHS qualified Captains to operate from the RHS during MT		
LOFT, Evaluation & Scenario Based Training		
Category A	Category B	Category C



RIYADH AIR  
طيران الرياض

## OPERATIONS MANUAL PART D

### 2 TRAINING PROGRAM

#### 2.1 FLIGHT CREW TRAINING PROGRAMS

**Issue:** 00

**Revision:** 00

**Date:** 18-FEB-2024

1. Adverse Weather	1. Adverse Wind	1. EET / UPRT (Recovery)
2. Automation Management	2. Landing	2. Volcanic Ash
3. Competencies (Non-Technical)	3. Surprise	3. Special Airport Training (As applicable)
4. Compliance	4. Aircraft System Management	
5. Go-around Management	5. Special OPS Approach LVO (MT or SBT)	
6. Manual Aircraft Control		
7. Monitoring and Cross-Checking, error management, mismanaged aircraft state		
8. Unstable Approach		
9. EET / UPRT (Prevention)		

MODULE 5	
<b>Weather</b>	Cold Weather
<b>Focus Competencies</b>	1. Aircraft Flight Path Control Manual Control 2. Leadership and Teamwork 3. Application of Procedures
<b>System Failure Characteristics</b>	1. Degradation of Aircraft Control (CA PF) 2. Loss of Instrumentation (F/O PF) 3. Immediacy
<b>Riyadh Air Evidence Based Requirements (SMS)</b>	To be decided by the Training Review Committee (TRC)
MANEUVER TRAINING (MT)	
1. Go Around All Engine 2. RTO 3. Failure of one engine on takeoff between V1 and V2 4. Engine out approach and landing 5. Approach type A or B (3D) 6. Special OPS Approach (RNP) (MT or SBT)	
RHS qualified commanders to operate from the LHS	
LOFT, Evaluation & Scenario Based Training	
<b>Category A</b>	<b>Category B</b>
	<b>Category C</b>





RIYADH AIR  
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## OPERATIONS MANUAL PART D

### 2 TRAINING PROGRAM

#### 2.1 FLIGHT CREW TRAINING PROGRAMS

**Issue:** 00

**Revision:** 00

**Date:** 18-FEB-2024

1. Adverse Weather	1. Aircraft System	1. Loss of Communications
2. Automation Management	2. Approach, Visibility close to minimum	2. Oceanic Operation
3. Competencies (Non-Technical)	3. Runway or Taxiway	3. Engine Failure
4. Compliance	4. Condition	
5. Go-around Management	5. Terrain	
6. Manual Aircraft Control	6. Workload, Distraction, Pressure	
7. Monitoring and Cross-Checking, error management, mismanaged aircraft state	7. Special OPS Approach (RNP) (MT or SBT)	
8. Unstable Approach		
9. EET / UPRT (Prevention)		

MODULE 6	
<b>Weather</b>	Hot Weather
<b>Focus Competencies</b>	1. Aircraft Flight Path Control Automation 2. Communication 3. Knowledge
<b>System Failure Characteristics</b>	1. Degradation of Aircraft Control (F/O PF) 2. Loss of Instrumentation (CA PF) 3. Complexity 4. Management of Consequences
<b>Riyadh Air Evidence Based Requirements (SMS)</b>	To be decided by the Training Review Committee (TRC)
MANEUVER TRAINING (MT)	
1. Go Around All Engine 2. Failure of one engine on takeoff after V2 3. Approach type A (2D) 4. SPA Approach LVO (MT or SBT) 5. Pilot Qualification to operate in either seat	
RHS qualified commanders to operate from the RHS	
LOFT, Evaluation & Scenario Based Training	
Category A	Category B
Category C	



## OPERATIONS MANUAL PART D

### 2 TRAINING PROGRAM

#### 2.1 FLIGHT CREW TRAINING PROGRAMS

**Issue:** 00

**Revision:** 00

**Date:** 18-FEB-2024

1. Adverse Weather	1. Adverse Wind	1. High Terrain Contingency Procedures
2. Automation Management	2. Landing	2. Managing Loading, Fuel, Performance Errors
3. Competencies (Non-Technical)	3. Surprise	
4. Compliance	4. Aircraft Management System	
5. Go-around Management	5. Special OPS Approach LVO (MT or SBT)	
6. Manual Aircraft Control		
7. Monitoring and Cross-Checking, error management, mismanaged aircraft state		
8. Unstable Approach		
9. EET / UPRT (Prevention)		

#### 2.1.4.3.4.7.1 Low Altitude Windshear Flight Training

The objective of the Low Altitude Windshear Flight Training curriculum is for a pilot to maintain the skills required to respond correctly to a windshear encounter.

The below events have been integrated into the recurrent flight training modules. For details refer to section

Event	Content
Windshear detection and recognition	<ol style="list-style-type: none"> <li>Demonstration of on-board windshear detection equipment</li> <li>Visual cues and observations</li> <li>Recognizing signs of windshear visually or on instruments</li> </ol>
Windshear avoidance and Recovery	<ol style="list-style-type: none"> <li>Avoidance maneuvering options</li> <li>Windshear escape maneuver</li> <li>Windshear encounter scenario training in various phases of flight</li> </ol>

## 2.1.4.3.4.8 Special Operations Recurrent Training

### 2.1.4.3.4.8.1 ETOPS

ETOPS recurrent training has been included in the Recurrent training Program as detailed in [section 2.1.4.2](#) of this manual and will contain elements of the topics covered during the initial training program listed in [section 2.1.1.4.1](#) of this manual.

### 2.1.4.3.4.8.2 RVSM

RVSM recurrent training has been included in the Recurrent training Program as detailed in [section 2.1.4.2](#) of this manual and will contain elements of the topics covered during the initial training program listed in [section 2.1.1.4.2](#) of this manual.

## 2.1.4.3.4.9 LOW VISIBILITY OPERATIONS (LVO)

### 2.1.4.3.4.9.1 Recurrent Ground Training

Annual recurrent ground training will provide brief review of topics specified in the initial training program listed in section 2.1.1.4.3 of this manual to ensure continued familiarity with those topics necessary for the performance of the assigned duties for each respective crewmember.

Emphasis will be placed on:

- Any program modifications, changes to aircraft equipment or procedures, review of any occurrences or incidents that may be pertinent,
- Re-familiarization with topics such as mode annunciations for failure conditions or other information which the pilots may not routinely see during normal line operations.

### 2.1.4.3.4.9.2 Recurrent Flight Training

For both CAT II/IIIA landings and low visibility takeoffs, sufficient training should be provided to assure competency in each of the maneuvers or procedures listed in Initial Qualification and include:

- At least one CAT IIIA and one CAT II approach to a landing
- One approach requiring a go-around from a low altitude below Alert Height or Decision Height prior to touchdown.
- One rejected takeoff at the lowest approved minima, with an engine failure near but prior to V1.

The above requirements have been included in the recurrent ground and flight training programs listed in [section 2.1.4.2](#) and [section 2.1.4.3](#) of this manual.

## 2.1.4.3.4.10 Performance Based Navigation (PBN)

PBN recurrent training has been included in the Recurrent training Program as detailed in [section 2.1.4.2](#) and [section 2.1.4.3](#) of this manual and will contain elements of the topics covered during the initial training program listed in [section 2.1.1.4.4](#) of this manual.

## 2.1.4.3.4.11 REQUIRED NAVIGATION PERFORMANCE – AUTHORIZATION REQUIRED (RNP-AR)

### 2.1.4.3.4.11.1 Recurrent Ground Training

Annual recurrent ground training will provide brief review of topics specified in the initial training program listed in [section 2.1.1.1](#) of this manual to ensure continued familiarity with those topics necessary for the performance of the assigned duties for each respective crewmember.

Emphasis will be placed on:

1. Any program modifications, changes to aircraft equipment or procedures, review of any occurrences or incidents that may be pertinent,
2. Re-familiarization with topics such as mode annunciations for failure conditions or other information which the pilots may not routinely see during normal line operations.

### 2.1.4.3.4.11.2 Recurrent Flight Training

Sufficient training will be provided to assure competency in each of the maneuvers or procedures listed in Initial Qualification and include:

1. At least one RNP-AR approach to landing
2. One approach requiring a go-around from DA

The above requirements can be completed either as PM or PF and have been included in the recurrent ground and flight training programs listed in [section 2.1.4.2](#) and [section 2.1.4.3](#) of this manual.

## MINIMUM NAVIGATION PERFORMANCE SPECIFICATION (MNPS)

PBN recurrent training has been included in the Recurrent training Program as detailed in [section 2.1.4.2](#) and [section 2.1.4.3](#) of this manual and will contain elements of the topics covered during the initial training program listed in section 2.1.1.4.6 of this manual.

### 2.1.5 COMMAND UPGRADE TRAINING

Reserved for future use

### 2.1.6 RIGHT HAND SEAT TRAINING

It is Riyadh Air's policy to, when necessary, qualify Captains to carry out duties as SIC operating from the right-hand seat.

To qualify for this purpose the candidate must undergo the following training in a FSTD whilst occupying the right-hand seat:

1. A total minimum of 3 take-offs and landings
2. A take-off with engine failure between V1 And V2
3. An engine out approach to a go around
4. An engine out approach to landing

#### 2.1.6.1 Recurrent Right Hand Seat Training

Recurrent right hand seat training is to be conducted annually.

The below maneuvers are included in the recurrent training program.

1. A take-off with engine failure between V1 And V2
2. An engine out approach to a go around
3. An engine out approach to landing

## 2.1.7 Flight Instructor and Check Pilot Training

GACAR §121.839(a)(5)

IOSA FLT 2.1.2, 2.1.20

Riyadh Air provides a range of Instructor and Check Pilot Training in accordance with relevant parts of the GACA parts.

The Director Flight Crew Training & Standards shall ensure that training and checking programs for instructors and check pilots are specified in the Operations Manual Part D and approved by the Authority.

The Director of Flight Crew Training & Standards shall ensure that instructor's and Check Pilot's privileges and standardization arrangements are established in the Operations Manual Part D and approved by the Authority.

Provided that they meet the qualification and experience requirements set out by the Authority for each role undertaken, instructors and examiners are not confined to a single role.

Training requirements for transition between instructional roles can be determined by comparing the course modules for each role. A previously qualified instructor only needs to complete the modules not completed as part of their previous qualification.

### 2.1.7.1 Initial Training and Checking

GACAR § 121.875(c), (e), E-Book Vol.4.20.4.5

#### 2.1.7.1.1 Part 1 - Ground Training (Generic)

The Initial Ground Training Segment provided in this manual is applicable to all Flight Instructors and Check Pilots and is a one-time training requirement.

The ground training element for Check Pilot and Standards Training Captain positions will be completed separately.

This training shall remain valid unless:

1. The candidate fails to acquire Initial Flight Instructor and/or Check Pilot qualification before the expiry of 2 years from undergoing the ground training in this part.
2. A once qualified Flight Instructor or Check Pilot becomes unqualified and remains unqualified as a Flight Instructor or Check Pilot for an uninterrupted period of more than 3 years.

If a Flight Instructor or Check Pilot becomes unqualified due to the above, they shall undergo the complete Initial Ground Training segment specified in this manual.

The ground training consists of 18 hours of classroom / distance learning.

FLIGHT INSTRUCTOR GROUND TRAINING MODULES	
1.	Flight Instructor duties, functions and responsibilities
2.	The applicable GACAR and Riyadh Air's policies and procedures
3.	The appropriate methods, procedures, and techniques for conducting flight instruction.
4.	Proper evaluation of student performance, including detection of: <ul style="list-style-type: none"> <li>a. Improper and insufficient training</li> <li>b. Personal characteristics of an applicant that could adversely affect safety.</li> </ul>
5.	The corrective action in the case of unsatisfactory training progress
6.	The approved methods, procedures, and limitations for performing the required normal, abnormal, and emergency procedures in the aircraft.
7.	Those who do not hold a Flight Instructor certificate: <ul style="list-style-type: none"> <li>a. The fundamental principles of the teaching and learning process.</li> <li>b. Teaching methods and procedures</li> <li>c. The instructor-student relationship</li> </ul>
8.	For Flight Instructors who conduct training in an FSTD, the following subjects specific to the devices for the aircraft type: <ul style="list-style-type: none"> <li>a. Proper operation of the controls and systems</li> <li>b. Proper operation of environmental and fault panels</li> <li>c. Data and motion limitations of simulation</li> <li>d. The minimum aircraft simulator equipment required by GACAR § 121 or 60, for each maneuver and procedure completed in an FSTD.</li> </ul>

## 2.1.7.2 EET and UPRT Instructor Training

Extended Envelope and Upset Prevention and Recovery Training for instructors has been fully integrated in all FSTD qualified trainer courses so that all Riyadh Air trainers are fully qualified to conduct EET/UPRT in FSTDs.

Specific Objectives for this course segment are detailed under [section 2.1.8](#).

## 2.1.7.3 Flight Instructor – Simulator (FI-S)

GACAR § 121.867, 121.875, IOSA FLT 2.1.35

For role definition and prerequisites, refer to [section 1.10.3.3.1](#) of this manual.

### 2.1.7.3.1 Training Program

The training program for the role of Flight Instructor – Simulator consists of five parts.



## OPERATIONS MANUAL PART D

- 2 TRAINING PROGRAM
- 2.1 FLIGHT CREW TRAINING PROGRAMS

**Issue:** 00  
**Revision:** 00  
**Date:** 18-FEB-2024

FLIGHT INSTRUCTOR - SIMULATOR		DURATION
Part - 1	Ground Training	25 Hours
Part - 2	Observation of FSTD type rating training	4 hours
Part – 3	Technical training, including revision of technical knowledge, the preparation of lesson plans and the development of classroom/simulator instructional skills; (Briefing and Debriefing)	10 hours
Part – 4	Flight Training - Delivering FSTD Training under supervision	10 hours
Part – 5	Assessment of Competence (Check)	4 hours

**Note:** Parts 2 and 3 are completed simultaneously by the use of 2 hour briefing and 1 hour debriefing sessions.

### Part 1 – Ground Training

Refer to [section 2.1.7.1.1.](#)

### Part 2 – Observation

During this phase of training, the trainee instructor will observe the conduct of a training session delivered by an STC or Check Pilot – Simulator. The objective is for the trainee instructor to observe the practical instructional skills used by the experienced trainer delivering the session.

### Part 3 – Training under supervision

During this phase of training, the trainee instructor practices the instructional skills learned during the ground school and observation phases of training. The below are the overarching objectives for this phase of training.

Training and practice in the required normal, abnormal, and emergency procedures to ensure competence to conduct the flight instruction required by the role

Training in the operation of FSTDs to ensure competence to conduct the flight instruction required by the role of flight instructor in the FSTD environment.

1. The flight training phase additionally has the below objectives:
  - a. TEM, CRM, and the appropriate use of behavioral markers should be integrated throughout.
  - b. Training courses are developed to help the candidate instructor gain experience in the training of a variety of exercises, covering both normal and abnormal operations.
  - c. The syllabus is tailored and appropriate to the relevant aircraft type.
  - d. The course covers the whole range of instructor skills to enable the candidate instructor to plan sessions, brief, train and debrief using all relevant training techniques that are appropriate to pilot training.





## OPERATIONS MANUAL PART D

- 2 TRAINING PROGRAM
- 2.1 FLIGHT CREW TRAINING PROGRAMS

**Issue:** 00  
**Revision:** 00  
**Date:** 18-FEB-2024

- e. The candidate will be instructed in using the device and made familiar with its limitations, capabilities, and safety features, including emergency evacuation.
- f. The candidate will be instructed in providing and evaluating training from the instructor station and from all pilot operating positions, including demonstrations of handling exercises.
- g. The syllabus includes engine-out handling and engine-out operations in addition to representative exercises from the type rating course.
- h. FSTD instructor training is designed to develop the competencies of a pilot to become an instructor. From this perspective, the training will be provided in several arrangements:
  - i. The candidate instructor sitting in either pilot seat;
  - ii. The candidate instructor sitting at the IOS; or
- 2. Two Flight Instructor candidates instructors can be instructed in parallel under the following scenarios:
  - a. One candidate is sitting at the controls (supported by a suitable pilot or STC), while the second candidate is sitting at the IOS; this scenario may be used for demonstration of flight maneuvers or engine out exercises; or
  - b. Both candidates receive instruction (general introduction and handling) at the IOS.

In this way, both candidates can independently develop specific competencies and will receive full credit towards the required hours of training.

### Part 4 – Assessment of Competence (Check)

During the skill test the applicant occupies the seat normally occupied by the instructor (i.e. Instructor Operation Station in a Full Flight Simulator (FFS). If demonstrating an exercise the applicant will occupy a pilot seat of the FFS.

The STC conducting the check, another instructor or an instructor under training, may function as the 'student'.

The applicant is required to explain the relevant exercises and to demonstrate their conduct to the 'student', where appropriate. Thereafter, the 'student' executes the same maneuvers (if the 'student' is the examiner or another instructor, this can include typical mistakes of inexperienced students). The applicant is expected to correct mistakes orally or, if necessary, by intervening physically (during demonstration exercises) or through facilitated debriefing at the conclusion of the exercise/session.

The assessment of competence may include additional demonstration exercises, as decided by the check pilot and agreed upon with the candidate instructor before the assessment. These additional exercises should be related to the training requirements for the applicable instructor certificate.

The Flight instructor AOC (check) requires the candidate instructor to achieve a score of 3 or better in all instructor competencies detailed in section 3 of this manual.

## 2.1.7.3.2 Non-Line qualified FI-S

For role definition and prerequisites, refer to [section 1.10.3.3.1.1](#) of this manual.

### 2.1.7.3.2.1 Training Program

The training program for the role of Non-Line Qualified FI-S is identical to the one of the Flight Instructor – Simulator (FI-S). [Refer to OM-D 2.1.7.3.](#)

Furthermore, the Non-Line Qualified FI-S must undergo the following:

Non-Line Qualified FI-S
A jump seat observation program, consisting of 4 sectors to provide familiarity with current and type-related line operations.

### 2.1.7.3.2.2 Recurrent Training

Non-Line Qualified FI-S shall undergo the Instructor Recurrent and Requalification program as per [OM-D 2.1.9](#)

Additionally the Non-Line Qualified FI-S must complete the following:

Non-Line Qualified FI-S
Complete the Flight Crew recurrent training program every 2 years to maintain system and procedural knowledge; Change to follow reg. FC program
Complete the Aircraft systems and CRM recurrent Aircraft Ground Training modules; Delete
Conduct a training session under supervision of a current Flight Instructor - Simulator every 12 months.

## 2.1.7.4 Check Pilot – Simulator (CP-S)

GACAR § 121.863, 121.871

IOSA FLT 2.1.35

For role definition and prerequisites, refer to [section 1.10.3.3.2.1](#) of this manual.

### 2.1.7.4.1 Training Program

The training program for the role of Check Pilot – Simulator consists of four parts.

CHECK PILOT - SIMULATOR		DURATION
Part - 1	Ground Training	12 hours
Part - 2	Observation of FSTD proficiency check	4 hours



## OPERATIONS MANUAL PART D

- 2 TRAINING PROGRAM
- 2.1 FLIGHT CREW TRAINING PROGRAMS

**Issue:** 00  
**Revision:** 00  
**Date:** 18-FEB-2024

CHECK PILOT - SIMULATOR		DURATION
Part – 3	Flight Training - Training Under Supervision	12 hours
Part – 4	GACA Assessment of Competence (Check)	4 hours

### Part 1 – Ground Training

During this stage of training, trainees are to become familiar with the duties and responsibilities of a Riyadh Air Check Pilot as detailed in OM-D and GACA regulatory documentation. Individual and group exercises will be conducted to gain experience of the regulatory environment in which they will operate and to develop the skills required of a check pilot.

STCs will provide demonstrations of briefings when conducting recurrent training. The differences between a training and check briefing and debriefing will be clearly explained and demonstrated.

It is expected that trainees are already well experienced in the role of instructor and have a high level of knowledge and presentational skills that will also be required in their role of check pilot. In addition, check pilot candidates should feel comfortable discussing any relevant training subjects that a trainee on an initial, recurrent or upgrade course may need clarification on. Some topics may require underlying principles to be briefed therefore it is important that candidates are aware and able to train “big picture” aspects. If depth of knowledge is required, then candidates should, with the confidence of a senior training captain, be able to assist in answering a trainee’s question(s). It would be wholly inappropriate to memorize all documentation, but familiarity is essential and recall/memory items should be beyond reproach if you are to appear credible to your trainees.

The theoretical training ensures an adequate level of theoretical knowledge has been achieved. The theoretical training days will also prepare the check pilot candidate for the practical training focusing on the required skills required for the conduct of examining events. The check pilot course has been designed to address the key elements needed to be an effective examiner, in accordance with the applicable parts of GACA regulation and industry best practice. It is expected that the candidates will have acquired knowledge prior to the course through pre-reading and study of the Check Pilot Handbook and GACAR § 121 with relevant appendices. The practical understanding of how to apply this knowledge will be completed throughout the course.

### Part 2 – Observation

During this phase of training, the candidate check pilot will observe the conduct of proficiency check session delivered by an STC or Check Pilot – Simulator. The objective is for the trainee instructor to observe the practical skills used by the experienced trainer delivering the session.

### Part 3 – Flight Training (Training under supervision)

Part 3 of the Examiner course is intended to develop the candidates examining skills both in the briefing room and the Full Flight Simulator.

The examiner candidate will already have experience in the role of instructor, therefore this course focuses on the specific aspects relevant to the role of check pilot. Practical training consists of:

1. Flight Training in the conduct of the duties relevant to the role. These are described in the relevant modules in the Check Pilot Handbook and the type specific training manual
2. Guidelines and safety measures for emergency situations likely to develop in conducting the required normal, abnormal, and emergency procedures in an aircraft and in a simulator as appropriate.
3. The consequences of improper or untimely safety measures.
4. Knowledge of the administrative procedures pertaining to that test or check.

The practical training follows the below format:

1. The conduct of Proficiency Checks under supervision
2. The conduct of recurrent training modules under supervision

Both parts listed above will include training in Root Cause Analysis and pilot assessment in accordance with regulatory and company requirements.

By the end of practical training, the STC conducting the final session prior to the GACA check must grade the check pilot candidate in accordance with the instructor competency framework and competency based grading methodology and ensure that the required standard has been reached.

The required standard for Check Pilots to proceed to the GACA check is to have a 3 or above in all competencies in accordance with the competency based grading methodology.

## Part 4 – GACA Assessment of Competence (Check)

The assessment of competency will be conducted by a GACA inspector or a Riyadh Air designated examiner.

### Pre-evaluation Briefing

An Inspector conducting a check pilot evaluation must arrange to meet with the candidate in sufficient time for a pre-evaluation briefing. The Inspector must explain the purpose of the evaluation and some ground rules, including:

1. That the check should be conducted as if the candidate were fully qualified in the role of check pilot;
2. That during the briefing, the Inspector may ask questions of the check pilot candidate as part of the evaluation; and
3. That the Inspector will not ask questions while the check is in progress.

### Observing and Debriefing the Candidate

While the check is in progress, the Inspector will observe, but should not interrupt or otherwise interfere with the check pilot candidate's management of the check. The Inspector must determine that all required events and maneuvers were conducted properly, that the check pilot candidate's evaluation of

the airman's performance was objective and accurate and that the check pilot candidate's debriefing of the airman was thorough and constructive.

## 2.1.7.5 Check Pilot – Aircraft (CP-A)

GACAR § 121.863, 121.871

IOSA FLT 2.1.35

For role definition and prerequisites, refer to [section 1.11.3.3.2.2](#) of this manual.

### 2.1.7.5.1 Training Program

This course provides trainers with the skills required for the specific flight/line training role. The course builds on the general instructional techniques established in the instructor ground training course and addresses specific issues associated with the planning, conduct and management of instruction in flight.

At the conclusion of the Check Pilot – Aircraft training the candidate will have the knowledge and skill required to safely and efficiently carry out training and checking during Line Operations occupying either pilot seat.

The training program for the role of Check Pilot – Aircraft consists of five parts.

CHECK PILOT - AIRCRAFT		DURATION
Part - 1	Ground Training	12 hours
Part - 2	Intervention Training	4 hours
Part - 3	Observation of Operating Experience	4 hours
Part - 4	Flight Training - Training Under Supervision	8 sectors
Part - 5	GACA Assessment of Competence (Check)	2 sectors

### Part 1 – Ground Training

During this stage of training, trainees are to become familiar with the duties and responsibilities of a Riyadh Air Check Pilot as detailed in OM-D and GACA regulatory documentation. Individual and group exercises will be conducted to gain experience of the regulatory environment in which you will operate and to develop the skills required of a check pilot.

STCs will provide demonstrations of briefings when conducting recurrent training. The differences between a training and check briefing and debriefing will be clearly explained and demonstrated.

The Ground Training part of the course will focus on the Riyadh Air safety priorities of:

1. Safety
2. Commercial
3. Training

And how these priorities can be put in practice during Operating Experience and Line Checks. The company intervention strategy will also be a focal point during both ground and flight training.

## Part 2 – Intervention Training

Intervention training consists of two sessions in the FFS. The session is conducted by one STC and will allow the trainee Check Pilot to:

1. Practice intervention skills both during critical phases of flight as well as during simulated line operations;
2. Train and practice the conduct of flight checks from the left and right pilot seats in the
3. required normal, abnormal, and emergency procedures;
4. Train safety procedures to be taken from either pilot seat for emergency situations likely to
5. develop during a check;
6. Observe and experience the potential results of improper, untimely, or non-execution of safety procedures during a check.

Emphasis should be to use the full spectrum of the company intervention strategy keeping in mind that early intervention at lower levels of urgency in many cases can mean that intervention at higher levels of urgency such as 'take-over' can be avoided. However, it must be always pointed out that a trainer's main task during training is to protect the safety of the operation and that trainers should never hesitate to take control of the aircraft when deemed necessary. Elements of this training will be completed from both seats.

## Part 3 – Observation

During this phase of training, the candidate check pilot will observe the conduct of operating Experience delivered by an STC or Check Pilot – Aircraft. The objective is for the trainee instructor to observe the practical skills used by the experienced trainer delivering the session.

## Part 4 – Flight Training (Training under supervision)

The candidate Check Pilot will complete 8 sectors under the supervision of a Standards Training Captain (STC). This training should be conducted in accordance with the OM-D and Training Manual guidance for the Operating Experience training segment of a conversion course. In particular, STCs will emphasize the importance of keeping the training relevant to Line Operations. The trainee will already have completed a comprehensive program of theoretical and FSTD training, therefore, the Operating Experience training should always attempt to be practical and valid to the area of operation, in depth theoretical training without relevance to the flight should be avoided.

By the end of practical training, the STC conducting the final sectors prior to the GACA check must grade the check pilot candidate in accordance with the instructor competency framework and competency-based grading methodology and ensure that the required standard has been reached.

The required standard for Check Pilots to proceed to the GACA check is to have a 3 or above in all competencies in accordance with the competency-based grading methodology.

## Part 4 – GACA Assessment of Competence (Check)

The assessment of competency will be conducted by a GACA inspector or a Riyadh Air designated examiner.

### Pre-evaluation Briefing

An Inspector conducting a check pilot evaluation must arrange to meet with the candidate in sufficient time for a pre-evaluation briefing. The Inspector must explain the purpose of the evaluation and some ground rules, including:

1. That the check should be conducted as if the candidate were fully qualified in the role of check pilot;
2. That during the briefing, the Inspector may ask questions of the check pilot candidate as part of the evaluation; and
3. That the Inspector will not ask questions while the check is in progress.

### Observing and Debriefing the Candidate

While the check is in progress, the Inspector will observe, but should not interrupt or otherwise interfere with the check pilot candidate's management of the check. The Inspector must determine that all required events and maneuvers were conducted properly, that the check pilot candidate's evaluation of the airman's performance was objective and accurate and that the check pilot candidate's debriefing of the airman was thorough and constructive.

## 2.1.7.6 Standards Training Captain (STC)

For role definition and prerequisites, refer to [section 1.10.3.3.3](#) of this manual.

### 2.1.7.6.1 Training Program

The STC group is responsible for developing, maintaining and improving the knowledge and skills of all trainers whilst nurturing their attitude to produce the best quality of training possible. During all training, STCs should instill and reinforce the departmental values amongst the instructor group:

The training program for the role of STC consists of five parts:

STC		DURATION
Part - 1	Ground Training	6 hours
Part - 2	STC Intervention Training	4 hours
Part - 3	Observation of Instructor Training	4 hours
Part - 4	Flight Training - Training Under Supervision	2 sectors*
Part - 5	Assessment of Competence (Check)	2 sectors

\* To total a minimum of 4 hours

#### Part 1 – Ground Training

The Ground training aims to review the regulatory framework for instructor and examiner training, in particular regulations related to Instructor and Check Pilot Training.

During the classroom training STC candidates will be presented with guidance related to the duties that can be expected to be conducted as STC.

The STC Familiarization Day will be conducted by the Director of Training, Senior Training Manager, Training Manager or STCs deemed appropriate by the Senior Training Manager.

#### Part 2 – STC Intervention Training

The STC intervention training will refresh aspects of intervention previously covered as Check Pilot - Aircraft and in addition focus on the threats of the duties expected to be flown as STC. Techniques to effectively intervene from a non-operating seat will also be covered.

#### Part 3 – Observation

During this phase of training, the candidate STC will observe the conduct of Instructor Training delivered by a qualified STC. The objective is for the candidate to observe the practical skills used by the experienced trainer delivering the session.



## Part 4 – Flight Training (Training under supervision)

The objective of the FSTD part of the STC course is to expose the STC candidate to the duties that will be conducted as an STC. The STC candidate will conduct each duty under supervision by an STC.

Due to instructor, examiner and command Training only being scheduled as and when required by the company, there is no requirement for the STC candidate to complete the full course footprint before beginning duties as STC. Each duty will be considered individually and when a particular duty has been completed successfully under supervision, it can then be conducted unsupervised.

The sessions required under supervision does not have to be scheduled in any particular sequence.

The training will consist of the below duties:

1. Instructor Development Training.
2. Check Pilot – Simulator Training.
3. Check Pilot – Aircraft Training.

## Part 4 – Assessment of Competence (Check)

The assessment of competency will be conducted by the Director of Flight Crew Training, Senior Training Manager or STC deemed suitable by the Senior Training Manager.

The STC Assessment of competency will be conducted during an instructor or check pilot training session either in the aircraft or the simulator.

### 2.1.7.7 Crew Resource Management Trainer - CRMT

For role definition and prerequisites, refer to [section 1.10.3.4](#) of this manual.

#### 2.1.7.7.1 Training Program

The training program for the role of Flight Instructor – Simulator consists of four parts.

FLIGHT INSTRUCTOR - SIMULATOR		DURATION
Part - 1	Ground Training	18 Hours
Part - 2	Observation of CRM Training	12 hours
Part – 3	Training under supervision	6 hours
Part – 4	Assessment of Competence (Check)	6 hours

### Course Objectives

The CRM Trainer qualification course is specifically designed for participants responsible for delivering CRM training courses to Riyadh Air flight crew, cabin crew, and aircraft dispatchers. The course includes training on facilitation methods, feedback techniques, and the effective utilization of classroom resources and facilities.



## OPERATIONS MANUAL PART D

- 2 TRAINING PROGRAM
- 2.1 FLIGHT CREW TRAINING PROGRAMS

**Issue:** 00  
**Revision:** 00  
**Date:** 18-FEB-2024

The course will provide the participants with the theoretical knowledge of CRM principles and the basic practical skills necessary to become a successful CRM Trainer.

### Part 1 – Ground Training

CRM TRAINER MODULES	
Day 1	Assessment
	Introduction to CRM Training
	Instructor Resources
	Role of the Trainer
	Safety Management Systems (SMS)
	Learning Methods
	Effective Student Engagement
	Use of classroom resources
	Assessment
	Homework
	Summary of day one
Day 2	Providing Feedback
	How people learn
	Story Telling
	Your Audience
	Combined Training
	Class Management
	Summary of day two
Day 3	Co-facilitation
	Fundamental CRM Concepts
	Final Assessment
	Course Specifics
	Initial CRM Course Overview

Table 21 Ground Training

### Part 2 – Observation

During this phase of training, the trainee instructor will observe the conduct of an Initial CRM Course delivered by a qualified CRMT. The objective is for the trainee instructor to observe the practical instructional skills used by the experienced trainer delivering the session.

### Part 3 – Training under supervision

During this phase of training, the trainee instructor practices the instructional skills learned during the ground school and observation phases of training. The below are the overarching objectives for this phase of training.

By the end of Phase 3, the trainee instructor will be able to:

1. Confidently discuss human factor and CRM topics.
2. Identify the correct training methods and techniques to use during the delivery of training.
3. Implement facilitative skills to promote learner engagement.
4. Deliver a CRM training course to Riyadh Air operational employees.
5. Use appropriate levels of intervention when managing difficult training situations, including disruptive learner behaviors.
6. Use appropriate examples to enhance participant learning outcomes
7. Initiate a personal plan of action to strengthen their training and facilitation skills.

#### Part 4 – Assessment of Competence (Check)

The assessment of competency requires the candidate to conduct a day of an Initial CRM course. The check will be assessed in accordance with the trainer competency framework and competency based grading methodology.

#### 2.1.7.8 Instructor / Check pilot Recurrent Training and Checking

This section contains the recurrent requirements for instructors and check pilots.

##### 2.1.7.8.1 Objective

The objective of instructor/check pilot recurrent training is to:

1. Ensure standardization and quality of the instruction delivered in Riyadh Air.
2. Assist trainers to improve their knowledge and skill in the areas of instruction and evaluation.

The below table details the required recurrent training events all instructors need to undertake. These events are in addition to the recurrent training required in the pilot role. All instructor standardization events are detailed in [section 3.7](#) in this manual.

Instructor/Check Pilot Recurrent Training	
Training Event	Interval
GACA Observation *	24 months
Standardization Seminar	12 months
Instructor Proficiency Evaluation (IPE)	24 months



## OPERATIONS MANUAL PART D

### 2 TRAINING PROGRAM 2.1 FLIGHT CREW TRAINING PROGRAMS

**Issue:** 00  
**Revision:** 00  
**Date:** 18-FEB-2024

Instructor Development Training	12 months
Instructor Concordance Training	12 months

\* For check pilots, this shall be conducted on a check or whilst supervising operating experience and for instructors this shall be conducted whilst delivering instructions under the observation of a GACA inspector or a designated examiner employed by Riyadh Air. The observation check may be accomplished in part or in full in an aircraft or in an FSTD.

#### Line Observation Program

In addition to the events in the above table, trainers not qualified for line operations shall participate in the Line Observation Program. This consists of at least 2 sectors conducted as an Observer during Line Observation on the Riyadh Air network. If available, the observation should be scheduled during training flights.

#### 2.1.7.9 Instructor/Check Pilot Requalification Training and Checking

This section contains the requalification requirements for instructors and check pilots.

##### 2.1.7.9.1 Objective

The objective of trainer re-qualification training is to restore a previously qualified trainer to qualified status. Trainers require requalification training for the below reasons:

1. Inability to maintain recency in accordance with [section 1.11.1](#) of this manual.
2. A grade of 1 in any Trainer competency during an IPE
3. If required by the relevant Training Manager

##### 2.1.7.9.2 Requalification due to recency

If a trainer is unable to maintain recency, the below table shall be used to determine the required training to re-establish the relevant qualification.

In addition to the below, all required recurrent training in [section 2.1.7.8](#) needs to be completed if due.

REQUALIFICATION TRAINING		
INTERVAL WITHOUT TRAINING	REQUIRED TRAINING	DURATION
Continuously Qualified but unable to complete required	Training under supervision	4 hours/2 sectors*



## OPERATIONS MANUAL PART D

### 2 TRAINING PROGRAM

#### 2.1 FLIGHT CREW TRAINING PROGRAMS

**Issue:** 00

**Revision:** 00

**Date:** 18-FEB-2024

number of training events as per <a href="#">section 1.11</a>		
0-6 months	Training under supervision	4 hours/2 sectors*
6-12 months	Standardization Seminar	8 hours
	Training under supervision	4 hours/2 sectors
12-18 months	Standardization Seminar	8 hours
	Training under supervision	8 hours/4 sectors*
	Company Check (IPE)	4 hours
	GACA Check (If required)	4 hours
18-24 months	Ground Training	8 hours
	Standardization Seminar	8 hours
	Training under supervision	12 hours/6 sectors*
	Company Check (IPE)	4 hours
	GACA Check (If required)	4 hours
24-36 months	Ground Training	16 hours
	Standardization Seminar	8 hours
	Training under supervision	16 hours/8 sectors*
	Company Check (IPE)	4 hours
	GACA Check (If required)	4 hours
More than 36 months	Full Initial Instructor Course	

\*Simulator Qualified trainers will conduct requalification training in an FSTD. Aircraft Qualified trainers will conduct requalification training in the Aircraft during Operating experience. For trainers qualified in both the simulator and aircraft, the relevant Training Manager shall recommend the ratio of FSTD / Aircraft Training

#### 2.1.7.9.3 Requalification due to performance

The process of establishing the required training when a trainer does not maintain the required standard in the role will be managed under the Management of Crew Performance Process (MCP) detailed in section 3.8.4 in this manual. The aim of this process is to:

1. Assist trainers to improve their performance in order to continuously maintain the required standard in the role.

## 2. Protect the standard of training delivered within Riyadh Air

The relevant Training Manager is responsible for establishing a training program based on the observed deficiencies in the applicable competencies. The program shall be approved by the Director Flight Crew Training & Standards prior to execution.

### 2.1.7.10 Flight Crew Ground Instructor

Riyadh Air Ground Instructors shall preferably have experience as flight crew, flight engineer, a maintenance engineer or a flight dispatcher / flight operations officer, and must have appropriate experience in aviation and knowledge of the aircraft type (if applicable).

The Director of Flight Crew Training & Standards shall ensure that the Ground Instructor's privileges and standardization arrangements are established in the Operations Manual Part D and approved by the Authority.

For commonality and standardization purposes, the "Part 1 – Ground Training (Generic)" training course, has been designed specifically to embrace Riyadh Air's training philosophies and methods, and will ensure that the Ground Instructor is well equipped with Basic instructor skills, covering teaching and learning principles.

#### 2.1.7.10.1 Initial Training and Checking

See [OM-D 2.1.7.1.1](#)

## 2.1.8 UPSET PREVENTION AND RECOVERY TRAINING UPRT / EXTENDED ENVELOPE TRAINING EET

*GACAR § 121.889, ICAO Doc 10011, EASA ORO.FC.220&230p*

Upset prevention and recovery training (UPRT) refers to training consisting of:

Upset prevention training - a combination of theoretical knowledge and flying training with the aim of providing flight crew with the required competencies to prevent aeroplane upsets; and

Upset recovery training - a combination of theoretical knowledge and flying training with the aim of providing flight crew with the required competencies to recover from aeroplane upsets.

Extended envelope training is required by GACAR § 121 and consists of:

	Extended Envelope Training Items
1.	Manually controlled slow flight;
2.	Manually controlled loss of reliable airspeed;
3.	Manually controlled instrument departure and arrival;
4.	Upset recovery maneuvers;
5.	Instructor-guided hands-on experience of recovery from full stall; and

6. Recovery from bounced landing.

The above items have been included in Table 1 and 2 and are required to be included in the Flight Crew Recurrent Training Program at least every 24months.

## 2.1.8.1 Upset Prevention Training

Elements and respective components of upset prevention training are integrated into all Riyadh Air's initial, recurrent and command upgrade courses. Elements included in the courses follow current regulatory guidance and requirements, in particular ICAO Doc 10011, and are further determined in accordance with recurrent training requirements, operational suitability data (OSD)/Flight Standardization Board (FSB) and identified risks.

Threat and Error Management (TEM) and Crew Resource Management (CRM) principles are integrated into the recurrent UPRT.

Upset prevention training is delivered as a combination of maneuver-based training (MBT) and scenario-based training (SBT). Recurrent training includes upset prevention elements in [section 2.1.8.5.1](#) Table 1 for the recurrent training program in at least every recurrent training cycle, such that all the elements are covered over a period not exceeding 3 years. The elements are numbered with letters from A to I in Table 1. Each element is made up of several numbered components.

Covering one component satisfies the requirement to cover the whole element of recognizing and preventing the development of upset conditions..

## 2.1.8.2 Upset Recovery Training

The requirements of upset recovery training are stipulated in section 2.1.8.5.1 Table 2. All components are included in Riyadh Air's initial, recurrent and command upgrade courses. Recurrent training includes the recovery exercises in section 2.1.8.5.1 Table 2 such that all the exercises are covered over a period not exceeding 24 months. Upset recovery training is delivered as maneuver-based training (MBT).

## 2.1.8.3 Use of FSTD for UPRT

The use of an FSTD for UPRT provides valuable training without the risks associated with on-aeroplane training. To ensure standardization of training and to avoid negative transfer of training, instructors must ensure that all stall and upset recovery training exercises are performed within the validated training envelope of the particular FSTD. Where available, instructors should refer to the UPRT feedback tool on the instructor operating station (IOS).

## 2.1.8.4 Upset Prevention and Recovery Training (UPRT) – Training Envelope

The training envelope is the envelope within which all training exercises will be carried out. It is specified by the ATO/operator in terms of the range of attitudes, speeds and g-loads and takes into account the capabilities of the instructors and the FSTD training envelope.

## 1. Adherence to the Training Manual

In order to avoid negative training and negative transfer of training, instructors must strictly adhere to the exercises in the Training Manual.

## 2. Exercises and the FSTD Training Envelope

When designing UPRT training events, Riyadh Air ensures that the training can be carried out within the so-called FSTD training envelope, which defines the usable region of the FSTD. Instructors should ensure not to exceed the FSTD training envelope when delivering training. Any exceedance invalidates the exercise and must be highlighted to the student.

Instructors can observe the FSTD training envelope on the UPRT pages of the FSTD IOS.

*Note: The FSTD training envelope encompasses two regions of the aerodynamic simulator model:*

1. *The flight test validated region, within this region there is high confidence that the FSTD responds similarly to the airplane, and*
2. *The wind tunnel and/or analytical region, this region was established through wind tunnel testing or the use of other reliable predictive methods, typically by the airplane manufacturer and provides a moderate confidence that the FSTD will respond in a similar way as the airplane.*

### Pitch, Bank, Airspeed, G-load

The FSTD training envelope by itself is not limited in pitch or bank. Airspeed and g-load must remain within the certified g- and speed/Mach envelope of the airplane as shown on the V-n diagram.

### Angle of Attack (AOA)

For FSTDs not approved for Full Stall training, the critical AOA must not be exceeded. The recovery from an approach-to-stall should be initiated at the earliest recognizable stall warning (natural or artificial/synthetic).

For FSTDs approved for full stall training, the critical AOA may be exceeded to complete the recovery.

When performing stall event recovery training, instructors should highlight the natural warnings (e.g. buffet) available within the FSTD training envelope. Prolonged flight in the buffet should be avoided as this may constitute negative training.

*Note: Refer to the FSTD Qualification Certificate in front of the simulator for the capabilities, restrictions or limitations of the respective FSTD.*

### 2.1.8.5 Personnel providing UPRT and EET Training

It is of paramount importance that personnel providing UPRT and EET in FSTDs have the specific competence to deliver such training. All Riyadh Air instructors will complete UPRT FSTD instructor training during their initial qualification. This consists of theoretical training and flight training in a FFS.



Ongoing instructor competence is ensured through the instructor standardization program and by completion of the Recurrent Training Modules and GACA Checks.

Standardization and training should ensure that personnel providing UPRT and EET:

1. Emphasize the importance of the upset prevention strategies in all training and checking events;
2. Are able to demonstrate the correct upset recovery techniques for the specific airplane type;
3. Understand the importance of applying type-specific Original Equipment Manufacturers (OEMs) procedures for recovery maneuvers;
4. Are able to distinguish between the applicable SOPs and the OEMs recommendations (e.g. FCOM, QRH, FCTM);
5. Understand the capabilities and limitations of the FSTD used for UPRT;
6. Are aware of the potential of negative transfer of training that may exist when training outside the capabilities of the FSTD;
7. Understand and are able to use the IOS of the FSTD in the context of effective UPRT delivery;
8. Understand and are able to use the FSTD instructor tools available for providing accurate feedback on flight crew performance;
9. Understand the importance of adhering to the FSTD UPRT scenarios that have been validated by the training program developer; and
10. Understand the missing critical human factor aspects due to the limitations of the FSTD and convey this to the flight crew receiving the training.

## 2.1.8.5.1 Elements and Respective Components of Upset Prevention Training

The elements are numbered with letters from A to I in Table 1 below, each element is made up of several numbered components:

**Table 1: Elements and Respective Components of Upset Prevention Training**

Elements and Components		Ground Training	FSTD Training	Recurrent Ground Training Module
A.	<b>Aerodynamics</b>			
1.	General aerodynamic characteristics	●		1
2.	Aeroplane certification and limitations	●		1
3.	Aerodynamics (high and low altitudes)	●	●	1
4.	Aeroplane performance (high and low altitudes)	●	●	1



RIYADH AIR  
طيران الرياض

## OPERATIONS MANUAL PART D

### 2 TRAINING PROGRAM

#### 2.1 FLIGHT CREW TRAINING PROGRAMS

Issue: 00

Revision: 00

Date: 18-FEB-2024

5.	Angle of attack (AOA) and stall awareness	●	●	3
6.	Stick shaker or other stall-warning device activation (as applicable)	●	●	3
7.	Mach effects (as applicable to the flown aeroplane type)	●	●	1
8.	Aeroplane stability	●	●	3
9.	Control surface fundamentals	●	●	1
10.	Use of trims	●	●	1
11.	Icing and contamination effects	●	●	3
B.	<b>Causes of and contributing factors to upsets</b>			
1.	Environmental	●		1
2.	Pilot-induced	●		3
3.	Mechanical (aeroplane systems)	●		5
C.	<b>Safety review of accidents and incidents relating to aeroplane upsets</b>			
1.	Safety review of accidents and incidents relating to aeroplane upsets	●		All Modules
D.	<b>G-load awareness and management</b>			
1.	Positive/negative/increasing/decreasing g-loads	●	●	3
2.	Lateral g awareness (sideslip)	●	●	3
3.	G-load management	●	●	3
E.	<b>Energy Management</b>			
1.	Kinetic energy vs potential energy vs chemical energy (power)	●	●	5
F.	<b>Flight path management</b>			
1.	Relationship between pitch, power and performance	●	●	3
2.	Performance and effects of differing power plants	●	●	3
3.	Manual and automation inputs for guidance and control	●	●	1
4.	Type-specific characteristics	●	●	All Modules
5.	Management of go-arounds from various stages during the approach	●	●	1, 5



RIYADH AIR  
طيران الرياض

## OPERATIONS MANUAL PART D

### 2 TRAINING PROGRAM

#### 2.1 FLIGHT CREW TRAINING PROGRAMS

**Issue:** 00

**Revision:** 00

**Date:** 18-FEB-2024

6.	Automation management	●	●	All Modules
7.	Proper use of rudder	●	●	5
G.	<b>Recognition</b>			
1.	Type-specific examples of physiological, visual and instrument clues during developing and developed upsets	●	●	3
2.	Pitch/power/roll/yaw	●	●	3
3.	Effective scanning (effective monitoring)	●	●	3
4.	Type-specific stall protection systems and cues	●	●	3
5.	Criteria for identifying stalls and upsets	●	●	3
H.	<b>System malfunction (including immediate handling and subsequent operational considerations, as applicable)</b>			
1.	Flight control defects	●	●	1
2.	Engine failure (partial or full)	●	●	1
3.	Instrument failures	●	●	3
4.	Loss of reliable airspeed	●	●	3
5.	Automation failures	●	●	5
6.	Fly-by-wire protection degradations	●	●	5
7.	Stall protection system failures including icing alerting systems	●	●	5
I.	<b>Manual handling skills (no autopilot, no autothrust/autothrottle and, where possible, without flight directors)</b>			
1.	Flight at different speeds, including slow flight, and altitudes within the full normal flight envelope		●	NA
2.	Procedural instrument flying and maneuvering including instrument departure and arrival		●	NA
3.	Visual approach		●	NA
4.	Go-arounds from various stages during the approach (descending go-around, rejected landing, bounced landing)	●	●	1, 5
5.	Steep turns		●	NA



## OPERATIONS MANUAL PART D

- 2 TRAINING PROGRAM  
2.1 FLIGHT CREW TRAINING PROGRAMS

**Issue:** 00  
**Revision:** 00  
**Date:** 18-FEB-2024

**Table 2: Exercises for Upset Recovery Training**

Exercises		Ground Training	FSTD Training	Recurrent Ground Training Module
A.	<b>Recovery from developed upsets</b>			
1.	Timely and appropriate intervention	●	●	3
2.	Recovery from stall events, in the following configurations; 1. take-off configuration, 2. clean configuration low altitude, 3. clean configuration near maximum operating altitude, and 4. landing configuration during the approach phase.	●	●	3
3.	Recovery from nose high at various bank angles	●	●	3
4.	Recovery from nose low at various bank angles	●	●	3
5.	Consolidated summary of aeroplane recovery techniques	●	●	3
6.	Instructor-guided hands on experience of recovery from full stall	●	●	3

### 2.1.8.5.2 High Altitude Flight Path Management Training

The training elements described below cover flight operations at high altitude and are focused around flight path management and the associated supporting systems such as automatic flight and flight control systems. The elements are integrated into:

1. Initial ground & flight training and;
2. Recurrent training ensuring that all elements are covered at least every 36 months.



RIYADH AIR  
طيران الرياض

## OPERATIONS MANUAL PART D

### 2 TRAINING PROGRAM

#### 2.1 FLIGHT CREW TRAINING PROGRAMS

Issue: 00

Revision: 00

Date: 18-FEB-2024

Exercises		Ground Training	FSTD Training	Recurrent Ground Training Module
A.	<b>High Altitude Flight Training</b>			
1.	Basic flight physics principles concerning flight at high altitude, with a particular emphasis on the relative proximity of the critical Mach number and the stall, pitch behavior, and an understanding of the reduced stall angle of attack when compared with low altitude flight.	●	●	1
2.	Interaction of the automation (autopilot, flight director, autothrottle/auto-thrust) and the consequences of failures inducing disconnection of the automation.	●	●	1
3.	Consequences of an unreliable airspeed indication and other failures at high altitude and the need for the flight crew to promptly identify the failure and react with appropriate (minimal) control inputs to keep the aircraft in a safe envelope.	●	●	1
4.	Degradation of fly-by-wire (FBW) flight control laws/modes and its consequence on aircraft stability and flight envelope protections, including stall warnings.	●	●	3
5.	Practical training, using appropriate simulators, on manual handling at high altitude in normal and non-normal flight control laws/modes, with particular emphasis on pre-stall buffet, the reduced stall angle of attack when compared with low-altitude flight and the effect of pitch inputs on the aircraft trajectory and energy state.		●	NA
6.	The requirement to promptly and accurately apply the stall recovery procedure, as provided by the aircraft manufacturer, at the first indication of an impending stall. Differences between high-altitude and low-altitude stalls must be addressed.	●	●	3
7.	Procedures for taking over and transferring manual control of the aircraft, especially for FBW airplanes with independent side sticks.	●	●	5
8.	Task sharing and crew coordination in high workload/stress conditions with appropriate call-out and acknowledgement to confirm changes to the aircraft flight control law/mode	●	●	5

## 2.1.9 REQUALIFICATION

*IOSA FLT 2.2.27, 2.2.40*

Requalification may be required for a variety of reasons, including absence from flying duties due to sickness, absence from the company for various periods etc.

The following requalification training curriculums cover the most common scenarios. However, the circumstances of each pilot should be considered, and the training required to return him to the required standard must be provided.

### 2.1.9.1 Recent Experience

*GACAR § 121.769*

*IOSA FLT 3.3.7*

Pilots whose recent experience (takeoff and landing) has lapsed must complete at least three takeoffs and landings in a Level D Full Flight Simulator, under the supervision of a Check Pilot, which includes:

1. At least one takeoff with a simulated engine failure.
2. At least one landing from an ILS approach to the lowest minimums authorized.
3. At least one full stop landing.

The FFS must have each required pilot station occupied by an appropriately qualified pilot and must be operated as if in a normal flight environment without the use of repositioning features.

### 2.1.9.2 Route And Aerodrome Competence

*GACAR § 121.773(h)*

*IOSA FLT 2.4.1*

PICs who have lost any element of Route and Aerodrome Competency must requalify by satisfying the initial training requirements, as specified in [section 2.1.10](#) - Route and Aerodrome Competence.

### 2.1.9.3 Failure To Complete Recurrent Training During the Eligibility Period

Pilots who fail to complete required recurrent training must complete the following:

#### One recurrent training/checking module missed

The missed module(s) shall be rescheduled using a trainer with check pilot privileges before the pilot can resume line operations

#### Two Recurrent training/checking modules missed (type rating expired by less than 1 year)

The below shall be completed prior to a pilot returning to line operations

1. Session containing the B and C training topics of the previous module
2. The current module should be scheduled using a trainer with check pilot privileges



## OPERATIONS MANUAL PART D

- 2 TRAINING PROGRAM
- 2.1 FLIGHT CREW TRAINING PROGRAMS

**Issue:** 00  
**Revision:** 00  
**Date:** 18-FEB-2024

### Type rating expired by more than 1 year

Complete Refresher Training as per below table

Time Since Expiry	Required Training
Up to 12 calendar months	Portion, elements, modules not accomplished when due
12 to 35 months	Ground Training: 35 Hours Flight Training: 8 Hours All qualification modules of the Initial Training curriculum
36 to 59 months	Initial Equipment Training

#### 2.1.9.4 Requalification Following Failure of a Check or Objectives not achieved during training

Refer to [section 3.8](#) of this manual.



### 2.1.10 ROUTE/AREA AND AERODROME COMPETENCE

GACAR § 121.773(c), (d), (f), (g)

IOSA FLT 2.4.1

All pilots must complete initial familiarization training of the route or area to be flown and of the airports, facilities and procedures to be used.

Training comprises one or more of the following items, depending on the route, area and airport to be flown:

1. Home study / self-briefing
2. Simulator training, observation, or OE flights.

Route and Aerodrome competence is valid for 12 months from the last operation on that route. In order to maintain validity, the pilot must have completed at least one trip as pilot, check pilot, or observer within the previous 12 months.

#### 2.1.10.1 Special Areas and Aerodromes

For initial and recurrent qualification requirements, refer to OMA section 5.3.4.



## 2.2 CABIN CREW TRAINING PROGRAM

### 2.2.1 GENERAL POLICY CABIN CREW TRAINING

#### 2.2.1.1 Prerequisite – Cabin Crew

Riyadh Air Cabin Crew must hold the following authorizations for operating line flight:

1. Hold a Cabin Crew Member certificate.
2. Hold an appropriate aircraft class endorsement issued to them under GACAR § 65.73, or are under the supervision of the holder of an endorsement for that aircraft class, and
3. Hold a valid Class 3 (at least) medical certificate issued under GACAR § 67, Valid for 48 months from the date of examination shown on the medical certificate (GACAR § 65.71(b)(2)).

#### 2.2.1.2 Types of Training

*IOSA CAB 2.1.1A*

Riyadh Air cabin crew training program consists of the following trainings:

1. Initial Training.
2. Transition/Conversion Training, if applicable.
3. Differences Training.
4. Recurrent Training.
5. Requalification Training.
6. Senior Cabin Crew Member Training.

### 2.2.2 INITIAL TRAINING

*GACAR § 121.835(a)(1)*

*IOSA CAB 2.1.2*

Cabin Crew Initial Training shall provide new Cabin Crew with all necessary safety and emergency procedures (SEP) knowledge and skills, to enable them to perform safety related duties during both normal and emergency situations in full compliance with the General Authority of Civil Aviation Regulations (GACAR) under § 121.

Cabin Crew Initial Training shall include theoretical and practical instruction, together with individual practice with regards to General Safety, First Aid, Human Factors and CRM, Aviation Security, Dangerous Goods and Safety Management System Training.

**Note:**



## OPERATIONS MANUAL PART D

- 2 TRAINING PROGRAM
- 2.2 CABIN CREW TRAINING PROGRAM

**Issue:** 00  
**Revision:** 00  
**Date:** 18-FEB-2024

*A competency check shall be conducted (Written/Oral/Practical) prior to release for line operations.*

### 2.2.2.1 Initial Ground Training

GACAR § 121.887

Initial ground training will be completed by all New-hire Cabin Crew Members and is designed to provide the knowledge required to progress to line operations with Riyadh Air.

Initial ground training consists of the following modules:

1. Basic Indoctrination.
2. Crew Resource Management (CRM).
3. Dangerous Goods (DG).
4. General Emergency Training.
5. First Aid.
6. Aviation Security.
7. Operations and Type Specific/Type Training.

#### 2.2.2.1.1 Curriculum and Durations

INITIAL GROUND TRAINING	
MODULES	TIME (Hrs.)
Basic Indoctrination (including CRM and DG)	41
Operations and Type Specific/Type Training	19.25
General Emergency Training	29.5
First Aid	22.5
Aviation Security	7.5
Dangerous Goods	4.5

#### 2.2.2.1.2 Types Of Instructor / Examiners Required

Module	Instructor/Examiner Required
Basic Indoctrination / Operations and Type Specific	Pilot or Cabin Crew Ground Instructor (SEP)
Crew Resource Management	CRM Instructor



## OPERATIONS MANUAL PART D

- 2 TRAINING PROGRAM  
2.2 CABIN CREW TRAINING PROGRAM

**Issue:** 00  
**Revision:** 00  
**Date:** 18-FEB-2024

Dangerous Goods	Dangerous Goods Instructor
General Emergency Training	Cabin Crew Ground Instructor (SEP)
First Aid	AVMED Instructor
Aviation Security	Aviation Security Instructor

### 2.2.2.1.3 Checking Requirements

Checking will be by written exam for basic indoctrination, dangerous goods, general emergency training, first aid, aviation security, and operations and type specific. Additionally, practical assessments will be completed in general emergency training and first aid.

### 2.2.2.2 Basic Indoctrination

GACAR § 121.879(a)  
IOSA CAB 2.2.1, 2.2.9, 2.4.1

The objective of Basic Indoctrination training is to introduce the New-hire Cabin Crew Member to Riyadh Air and its manner of conducting commercial air operations. It also serves to introduce the operational requirements of GACAR § 121, and as the basis for subsequent Cabin Crew Member training.

#### CURRICULAM AND DURATION

MODULES	TIME (in Min)
Course Introduction	30
CRM Introduction	60
CRM Culture and Personality	60
Aircraft Introduction	90
Aircraft Familiarization	30
Regulations & Manuals	30
Departure & Arrival Sops	105
Communication Protocols and SOPs	60
Crew Resource Management	180
Flight Deck Features / Incapacitation	30
Safety Demonstration Theory	60
Flight Deck Seat Practical	45
Fueling Operations	45
Manual Demonstration Practical	45
Safety And Emergency Equipment Review	60
Survival Equipment Familiarization	60
Survival Activity	45



RIYADH AIR  
طيران الرياض

## OPERATIONS MANUAL PART D

- 2 TRAINING PROGRAM
- 2.2 CABIN CREW TRAINING PROGRAM

**Issue:** 00  
**Revision:** 00  
**Date:** 18-FEB-2024

Passengers With Reduced Mobility	60
General Safety Review	60
General Safety CBA / Equipment PFC	90
Dangerous Goods	60
CRM Case Study	60
Flight Time Limitation	90
Crew Scheduling and Rostering	105
Safety Management System	120
Basic Aviation Terminology	60
Theory of Flight	90
Aircraft Familiarization	120
Psychoactive Substance/Crew Health	120
Assessment	120
<b>Total</b>	<b>43 Hrs.</b>

### 2.2.2.2.1 Crew Resource Management (CRM)

IOSA CAB 2.2.8

Crew Resource Management training is designed to improve the human factors involved in aviation and enhance the overall safety of flight operations by promoting effective communication, teamwork, decision-making, and situational awareness among the cabin crew and between cabin crew and other personnel.

MODULES	TIME
CRM Introduction	<b>7 Hrs.</b>
CRM Culture and Personality	
Human Factors in Aviation.	
Communication and Conflict Management	
Problem Solving and Decision Making.	
Information Processing and Error.	
Team Dynamics and Leadership.	
Personality and Stress Management.	
Situational Awareness.	
Case Study – Accidents Review.	
Assessment	

**Note:** CRM training is part of Basic Indoctrination



## OPERATIONS MANUAL PART D

- 2 TRAINING PROGRAM
- 2.2 CABIN CREW TRAINING PROGRAM

**Issue:** 00  
**Revision:** 00  
**Date:** 18-FEB-2024

### 2.2.2.2.2 Dangerous Goods

GACAR § 121.1609, 109.101, Appendix B  
IOSA CAB 2.2.7

The objective of Dangerous Goods Training is to ensure that cabin crew members are well-informed and capable of safely managing the transportation of hazardous materials on board an aircraft.

MODULES	TIME
General Philosophy.	4:30 Hrs.
Limitations.	
Types and Categories of Dangerous Goods	
Labeling and Marking.	
Recognition of Undeclared Dangerous Goods.	
Storage Procedure	
Pilot Notification/NOTAC	
Provisions for Passengers and Crew.	
Emergency Procedures.	
Assessment	
<b>Total</b>	

**Note:** DG training is part of Basic Indoctrination

### 2.2.2.3 Emergency Training

GACAR § 121.907  
IOSA CAB 2.2.3, 2.2.4, 2.2.5, 2.2.6, 2.2.9

The objective of General Emergency Training is to train in how to respond effectively to various safety and emergency situations that may occur during a flight. General Emergency Training is an essential component of cabin crew education and is designed to ensure the safety and well-being of passengers and crew members.

#### 2.2.2.3.1 Emergency Training

MODULES	TIME (in min)
Turbulence Theory	75
Turbulence Assessment (Part 1)	45
Turbulence Assessment (Part 2)	45



RIYADH AIR  
طيران الرياض

## OPERATIONS MANUAL PART D

- 2 TRAINING PROGRAM
- 2.2 CABIN CREW TRAINING PROGRAM

**Issue:** 00  
**Revision:** 00  
**Date:** 18-FEB-2024

Decompression Theory	120
Decompression Assessment (Part 1)	45
Turbulence Resit (Final Assessment)	15
Decompression Assessment (Part 2)	60
Door Emergency Operation Theory	45
Door Emergency Operation Practical	90
Planned Emergency Landing Theory	60
Planned Emergency Landing Theory	60
Ditching Differences Theory	60
Planned Emergency Assessment (Part 1)	45
Decompression Resit (Final Assessment)	15
Planned Emergency Assessment (Part 2)	60
Door Assessment	75
Evacuation Drills	75
Unplanned Emergency Theory	120
Unplanned Emergency Assessment (Part 1)	45
Planned Emergency Resit (Final Assessment)	15
Unplanned Emergency Assessment (Part 2)	60
Firefighting Equipment Theory	60
Fire Theory	90
Firefighting Techniques	90
Smoke Filled Cabin	30
Real Fire Fighting	45
Fire Assessment (Part 1)	45
Unplanned Emergency Resit (Final Assessment)	15
Fire Assessment (Part 2)	60
Fire Resit (Final Assessment)	15
Sliding	30
Ditching And Water Survival	60
<b>Total</b>	<b>29.5 Hrs.</b>

### 2.2.2.3.2 Training Guidelines

1. Instruction in emergency assignments and procedures, including coordination among crew members.
2. Individual instruction in the location, function, and operation of emergency equipment including:
  - a. Equipment used in ditching and evacuation.

- b. Portable fire extinguishers, with emphasis on the type of extinguisher to be used on the different classes of fire.
  - c. Emergency exits in emergency mode with the evacuation slide / raft pack attached (if applicable), with training emphasis on the operation of the exits under adverse conditions.
3. Instruction in the handling of emergency situations, including:
  - a. Rapid decompression
  - b. Fire in flight or on ground, and smoke control procedures with emphasis on electrical equipment and related circuit breakers found in cabin areas including all galleys, service centers, lavatories and IFE systems.
  - c. Ditching and other evacuation, including the evacuation of persons and their attendants, if any, who may need the assistance of another person to move quickly to an exit in the event of an emergency.
  - d. Hijacking and other unusual situations.
4. Review and discussion of previous aircraft accidents and incidents pertaining to actual emergencies.

The following emergency training using those items of installed emergency equipment for each type of aircraft in which they are to serve:

1. At least one approved PBE drill in which the crew member combats an actual or simulated fire using at least one type of installed hand fire extinguisher or a training device that has been approved by GACA for use in meeting the requirements, appropriate for the type of actual fire or simulated fire to be fought while using the type of installed PBE required by GACAR § 121.513(p) for combatting fires aboard the airplane, or a PBE training device that has been approved by GACA for use in meeting the requirements.
2. At least one approved firefighting drill in which the crew member combats an actual fire using at least one type of installed hand fire extinguisher or approved fire extinguisher appropriate for the type of fire to be fought. This is not required if the crew members perform the PBE drill above by combating an actual fire.
3. An emergency evacuation drill with each person evacuating the aircraft or approved training device using at least one type of installed emergency evacuation slide, if applicable. The crew member may either observe the aircraft exits being opened in the emergency mode and any associated exit slide / raft pack being deployed and inflated or perform the tasks resulting in the accomplishment of these actions.
4. Perform the following emergency drills and operate the following equipment:
  - a. Each type of emergency exit in the normal and emergency modes, including the actions and forces required in the deployment of any installed emergency evacuation slides.



## OPERATIONS MANUAL PART D

### 2 TRAINING PROGRAM 2.2 CABIN CREW TRAINING PROGRAM

**Issue:** 00  
**Revision:** 00  
**Date:** 18-FEB-2024

- b. Each type of installed hand fire extinguisher
- c. Each type of emergency oxygen system to include PBE, if applicable
- d. Donning, use, and inflation of individual flotation means, if applicable
- e. Ditching, if applicable, including as appropriate:
  - i. Flightdeck preparation and procedures
  - ii. Crew coordination
  - iii. Passenger briefing and cabin preparation.
  - iv. Donning and inflation of life preservers
  - v. Use of lifelines
  - vi. Boarding of passengers and crew into raft or a slide / raft pack.
- 5. Observe the following drills:
  - a. Removal from the aircraft (or training device) and inflation of each type of life raft, if applicable
  - b. Transfer of each type of slide / raft pack from one door to another, if applicable
  - c. Deployment, inflation and detachment from the aircraft (or training device) of each type of slide / raft pack, if applicable
  - d. Emergency evacuation including the use of a slide if installed.
- 6. Instruction in the effects of lack of oxygen
- 7. Instruction in physical phenomena accompanying a loss of pressurization and incidents of decompression.

Ensure cabin crew members receive training that provides awareness of other cabin crew assignments and procedures to assure fulfilment of all cabin crew duties in the event of an emergency situation.

#### 2.2.2.4 First Aid

GACAR § 121.911  
IOSA CAB 2.2.1, 2.2.3, 2.2.4, 2.2.11

First Aid training is designed to equip cabin crew members with the knowledge and skills needed to fulfil their role in providing immediate and effective first aid care to passengers and crew members in the event of medical emergencies or injuries during a flight.

MODULES	TIME (in min)
First Aid Introduction	60
Physiological Effects of Flying	60





RIYADH AIR  
طيران الرياض

## OPERATIONS MANUAL PART D

- 2 TRAINING PROGRAM
- 2.2 CABIN CREW TRAINING PROGRAM

**Issue:** 00  
**Revision:** 00  
**Date:** 18-FEB-2024

First Aid Kit Contents	90
EMK Contents	60
EMK Contents (Continued)	60
Onboard Medical Documentation	60
Casualty Assessment	60
Choking (Theory)	60
Choking (Practical)	60
Basic Life Support (Theory)	60
Basic Life Support (Practical)	60
Trauma Emergencies (Theory)	60
Trauma Emergencies (Practical)	30
Medical Emergencies (Theory)	60
Medical Emergencies (Practical)	60
Basic Life Support (Assessment)	90
AED (Theory)	60
AED (Practical)	60
Death Onboard	45
AED(Assessment)	90
Recap	45
Assessment	60
<b>Total</b>	<b>22.5 Hrs.</b>

### 2.2.2.5 Aviation Security Training

*IOSA CAB 2.2.12*

Aviation security training for cabin crew members should provide them with the knowledge to effectively contribute to the security and safety of the aircraft, passengers, crew, and overall aviation operations.

MODULES	TIME (in min)
What is Aviation Security	60
Threat to Aviation	60
Air Carrier Security Aim	60
Objectives & Organization of Aviation Security	60



RIYADH AIR  
طيران الرياض

## OPERATIONS MANUAL PART D

- 2 TRAINING PROGRAM
- 2.2 CABIN CREW TRAINING PROGRAM

**Issue:** 00  
**Revision:** 00  
**Date:** 18-FEB-2024

Air Carrier Security Department Role	45
Preventing Unlawful Interference	30
Your Role in Aviation Security	45
Security Practical	90
<b>Total</b>	<b>7.5 Hrs.</b>

### 2.2.2.5.1 Training Guidelines

Cabin crew security training shall address the following subject areas:

1. Determination of the seriousness of any occurrence.
2. Causes of disruptive behavior on board and management of such types of incidents.
3. Crew communication and coordination.
4. Policy and procedures associated with flight deck access.
5. Appropriate self-defense responses.
6. Understanding the behavior of terrorists so as to facilitate the ability to cope with hijacker behavior and passenger responses.
7. Situational training exercises regarding various threat conditions.
8. Flight deck procedures to protect the aircraft.
9. Aircraft search procedures and Recognition of Prohibited Items
10. As practicable, guidance on least-risk bomb locations.

### 2.2.2.6 Operations And Type Specific

GACAR § 121.891

IOSA CAB 2.1.5, 2.2.1, 2.2.2

Operations and Type Specific training is designed to provide cabin crew members with the required levels of background knowledge of both regulations and the Boeing 787 aircraft to allow them to perform their safety-related duties.

#### 2.2.2.6.1 Curriculum

MODULES	TIME (in min)
DOOR INTRODUCTION THEORY	45
DOOR ARMING / DISARMING THEORY	60
DOOR ARMING / DISARMING PRACTICAL	30



RIYADH AIR  
طيران الرياض

## OPERATIONS MANUAL PART D

- 2 TRAINING PROGRAM
- 2.2 CABIN CREW TRAINING PROGRAM

**Issue:** 00  
**Revision:** 00  
**Date:** 18-FEB-2024

DOOR NORMAL OPERATION THEORY	75
DOOR NORMAL OPERATION PRACTICAL	75
DOOR EMERGENCY OPERATION THEORY	45
DOOR EMERGENCY OPERATION PRACTICAL	90
CMS	30
COMMUNICATION	45
EMERGENCY SYSTEMS	135
SAFETY AND EMERGENCY EQUIPMENT / DRILLS	75
Crew Rest Compartment (CRC) FEATURES	60
Crew Rest Compartment (CRC) SYSTEMS	75
CASE STUDY	60
Aircraft Type Rating (ATR) REVIEW	90
Aircraft Type Rating (ATR) REVIEW	90
ATR Competency Based Assessment (CBA)	75
<b>Total</b>	<b>19.25 Hrs.</b>

### 2.2.2.6.2 Training Guidelines

General subjects:

1. The authority of the PIC.
2. Passenger handling, including the procedures to be followed in handling disturbed persons or other persons whose conduct might jeopardize safety.

Type-specific subjects:

1. A general description of the aircraft emphasizing physical characteristics that may have a bearing on ditching, evacuation, and in-flight emergency procedures and on other duties.
2. The use of the public address system and the means of communicating with flight crew members, including emergency procedures in the case of attempted hijacking or other unusual situations
3. Proper use of the electrical galley equipment and the controls for cabin heat and ventilation:
  - a. Aircraft systems:
    - i. Aircraft interior, passenger seats and restraints
    - ii. Crew member seats and restraints
    - iii. Aircraft-specific duties and responsibilities



- iv. Galley systems
- v. Communication systems
- vi. Lighting systems
- vii. Oxygen systems
- b. Exit locations and operation.
- c. Emergency equipment locations and operation.
- d. Emergency assignments – specific duties assigned to cabin crew members during emergency situations.
- e. Unique features of the aircraft cabin.
- 4. Aviation terminology
- 5. Basic theory of flight
- 6. Standard operating procedures for cabin operations on the ground and all phases of flight

### 2.2.2.7 Initial Operating Experience

GACAR § 121.789(a), (b), (e), (f)  
IOSA CAB 2.3.1

Following completion of all ground training and checking, cabin crew members must accrue a minimum number of 5 flying hours under the supervision of a Senior Cabin Crew Members.

Initial Operating Experience provides the opportunity for a cabin crew member to demonstrate both an understanding of all responsibilities, and competency to perform the duties and execute the procedures associated with cabin operations.

The individual should perform the assigned duties of a cabin crew member, but under observation at all times, and should participate in all pre-flight, in-flight, and post-flight safety duties. During Initial Operating Experience, the individual must be rostered in addition to the minimum required cabin crew complement.

#### 2.2.2.7.1 Exception

GACAR § 121.789(e)

Operating experience is not required for a cabin crew member who has previously acquired such experience on any large passenger carrying aircraft of the same group.

Reduction:

Cabin crew members who have satisfactorily completed training time acquired in an approved training program conducted in a full scale (except for length) cabin training device of the type of aircraft in which they are to serve, may substitute this time for 50% of the required hours.

### 2.2.3 COMPETENCE CHECKS

GACAR § 121.891(b)  
IOSA CAB 2.1.7, 2.3.4

Competence Checks are a test of the cabin crew member's ability to perform their duties during line operations under normal conditions.

All cabin crew members must pass a Competency Check on completion of their Initial/Transition Ground Training and, thereafter, every 12 months.

#### 2.2.3.1.1 Assessment Management

Cabin Crew shall undergo a check covering the training received in order to verify their proficiency in carrying out normal and emergency safety duties.

The checks required may be accomplished by the method appropriate to the type of training including:

1. Practical tests/demonstration.
2. Written exams.
3. Computer-based assessment, and
4. Oral evaluation.

#### 2.2.3.1.2 Written Exams

All Cabin Crew are required to take examinations as part of their initial, recurrent, requalification, ground training, and any other courses that may be required. In all cases, the score will simply be a percentage of correct responses to the total:

1. Type of written exams include:
  - a. Multiple-choice questions.
  - b. Equipment diagrams, and
  - c. Written drills.
2. Pass mark for the exams:
  - a. First attempt (original exam) – 80 percent.
  - b. Second attempt (1st re-sit exam) – 80 percent.
  - c. Third attempt (2nd re-sit after additional support is given) – 80 percent.

#### 2.2.3.1.3 Practical Assessment – Emergency Procedures

1. Cabin Crew who attends the initial training must complete and pass the following practical training subjects:



## OPERATIONS MANUAL PART D

- 2 TRAINING PROGRAM
- 2.2 CABIN CREW TRAINING PROGRAM

**Issue:** 00  
**Revision:** 00  
**Date:** 18-FEB-2024

- a. Fire/smoke drills.
  - b. Smoke-filled cabin and PBE use.
  - c. Turbulence.
  - d. Decompression and use of portable oxygen.
  - e. Evacuation drills both during anticipated and unanticipated emergency situations.
  - f. Exits operation (normal and emergency).
  - g. Slide descent, and
  - h. Emergency equipment.
2. The pass mark for practical assessment (for both initial and recurrent training) is:
- a. Satisfactory
  - b. Not Satisfactory.
3. In the case of Not satisfactory the Cabin Crew Member will receive additional training and attempt the practical assessment resit:
- a. If the Cabin Crew Member achieves competent status in the resit they will progress with the training.
  - b. In case of further failure on the same assessment, the Cabin Crew Member will be referred to the Manager Cabin Crew Training & Standards who will discuss the matter with the Training Review Board.

### 2.2.4 RECURRENT TRAINING AND CHECKING

GACAR § 121.835(c)(1)(ii), 121.919  
IOSA CAB 2.1.3

The objective of recurrent training is to ensure that cabin crew members continue to be knowledgeable of, and proficient in, their duty assignment on the Boeing 787. Periodic recurrent training also provides the opportunity to introduce changes in operating procedures and best practice.

All cabin crew members must complete recurrent training every 12 months.

#### 2.2.4.1 Recurrent Ground Training

GACAR § 121.907, 121.919  
IOSA CAB 2.1.3, 2.2.2, 2.2.7

Recurrent ground training will be completed by all cabin crew members annually and is designed to refresh the knowledge required for line operations with Riyadh Air.

**Duration:** 2 Days



RIYADH AIR  
طيران الرياض

## OPERATIONS MANUAL PART D

- 2 TRAINING PROGRAM  
2.2 CABIN CREW TRAINING PROGRAM

**Issue:** 00  
**Revision:** 00  
**Date:** 18-FEB-2024

Recurrent ground training consists of the following curriculums:

MODULES	TIME
Safety and Emergency Procedures (SEP) (General and Aircraft Specific)	
Crew Resource Management	
Dangerous Goods (Every 24 months)	
Aviation Medicine	
Aviation Security (Every 24 months)	
<b>Total</b>	20.5 Hrs.

### 2.2.4.1.1 Types Of Instructor / Examiners Required

Module	Instructor / Examiner Required
Safety and Emergency Procedures (SEP) (General and Aircraft Specific)	Ground Instructor (SEP)
Crew Resource Management	CRM Instructor
General Emergency Training	Ground Instructor (SEP)
First Aid	AVMED Instructor
Aviation Security	Aviation Security Instructor

### 2.2.4.1.2 Checking Requirements

Checking (as per [section 2.2.3.1.1](#)) will be conducted for Recurrent Training.



RIYADH AIR  
طيران الرياض

## OPERATIONS MANUAL PART D

- 2 TRAINING PROGRAM
- 2.2 CABIN CREW TRAINING PROGRAM

**Issue:** 00  
**Revision:** 00  
**Date:** 18-FEB-2024

### 2.2.4.1.3 Safety and Emergency Procedures (General and Aircraft Specifics)

*IOSA CAB 2.2.3, 2.2.4, 2.2.5, 2.2.6, 2.2.9, 2.4.1*

The objective of this training is to refresh cabin crew members on both the operational and type-specific knowledge required to operate at Riyadh Air.

MODULES	TIME
<b>Introduction, Revisions and Updates in SEP</b>	12:00
<b>Crew Member Incapacitation.</b>	
<b>Emergency Equipment and Procedures</b>	
<b>Aircraft Doors.</b>	
<b>Standard Operating Procedures.</b>	
1. Duties and responsibilities of crew members.	
2. Appropriate provisions of the GACAR.	
3. Appropriate portions of the Riyadh Air operating manual.	
4. Authority of PIC.	
5. Unruly Pax.	
6. Crew Co-ordination.	
7. Flight deck entry procedures.	
<b>General Emergency Training</b>	
1. Decompression.	
2. Hijack.	
3. Turbulence.	
<b>Aircraft Specifics</b>	
<b>Evacuation/Ditching/Slide/Fire Fighting Drills and Equipment.</b>	
<b>SMS Training</b>	
<b>Written Assessment</b>	





## OPERATIONS MANUAL PART D

- 2 TRAINING PROGRAM
- 2.2 CABIN CREW TRAINING PROGRAM

**Issue:** 00  
**Revision:** 00  
**Date:** 18-FEB-2024

### 2.2.4.1.4 Crew Resource Management (CRM)

*IOSA CAB 2.2.8, 2.2.9, 2.2.10*

Crew Resource Management training is designed to improve the human factors involved in aviation and enhance the overall safety of flight operations by promoting effective communication, teamwork, decision-making, and situational awareness among the cabin crew and between cabin crew and other personnel.

Riyadh Air will provide combined training for flight crew and cabin crew during recurrent CRM training, which should address at least the following:

1. effective communication, coordination of tasks and functions of flight crew and cabin crew
2. mixed multinational and cross-cultural flight crew and cabin crew, and their interaction
3. combined CRM training should be conducted by flight crew CRM trainer or cabin crew CRM trainer.

MODULES	TIME
<b>Crew Resource Management – 12 months</b> 1. Communication. 2. Culture. 3. Situational Awareness. 4. Decision Making.	2 hours
<b>Crew Resource Management – 24 months</b> 1. Threat and Error Management. 2. Information Processing. 3. Stress. 4. Leadership and Teamwork.	2 hours

**Note:**

*The 12-month curriculum will be used for combined CRM (pilot and cabin crew) every 2 years.*

### 2.2.4.1.5 Dangerous Goods

*GACAR § 109.101(d), 109 Appendix B  
IOSA CAB 2.2.7*

The objective of Dangerous Goods Training is to ensure that cabin crew members are well-informed and capable of safely managing the transportation of hazardous materials on board an aircraft. The training needs to be conducted for all cabin crew every 24 months and includes testing to verify understanding of the training materials by the cabin crew.



RIYADH AIR  
طيران الرياض

## OPERATIONS MANUAL PART D

- 2 TRAINING PROGRAM
- 2.2 CABIN CREW TRAINING PROGRAM

**Issue:** 00  
**Revision:** 00  
**Date:** 18-FEB-2024

MODULES	TIME
General Philosophy.	1:00
Limitations.	
Types and Categories of Dangerous Goods	
Labeling and Marking.	
Recognition of Undeclared Dangerous Goods.	
Storage Procedure	
Pilot Notification/NOTAC	
Provisions for Passengers and Crew.	
Emergency Procedures.	
Written Assessment	-

### 2.2.4.1.6 First Aid

*IOSA CAB 2.2.3, 2.2.4, 2.2.11*

First Aid training is designed to equip cabin crew members with the knowledge and skills needed to fulfil their role in providing immediate and effective first aid care to passengers and crew members in the event of medical emergencies or injuries during a flight.

MODULES	TIME
Basic Life Support.	2:00
Choking.	
Medical Emergencies (Inflight)	
Medical Emergencies (Life Threatening)	
First Aid Equipment.	
Casualty Assessment.	
Aviation Physiology.	
Travel Health.	
CPR/AED Practical.	
Written Assessment	1:00

### 2.2.4.1.7 Aviation Security Training

*IOSA CAB 2.2.12*

Aviation security training for cabin crew members should provide them with the knowledge to effectively contribute to the security and safety of the aircraft, passengers, crew, and overall aviation



## OPERATIONS MANUAL PART D

- 2 TRAINING PROGRAM
- 2.2 CABIN CREW TRAINING PROGRAM

**Issue:** 00  
**Revision:** 00  
**Date:** 18-FEB-2024

operations. This training is designed to mitigate security threats and comply with international and national regulations and standards related to aviation security.

### Curriculum

MODULES	TIME
<b>Aviation Security</b> <ul style="list-style-type: none"><li>1. Cabin crew security training shall address the following subject areas:</li><li>2. Determination of the seriousness of any occurrence.</li><li>3. Causes of disruptive behavior on board and management of such types of incidents.</li><li>4. Crew communication and coordination</li><li>5. Policy and procedures associated with flight deck access</li><li>6. Appropriate self-defense responses</li><li>7. Understanding the behavior of terrorists so as to facilitate the ability to cope with hijacker behavior and passenger responses.</li><li>8. Situational training exercises regarding various threat conditions.</li><li>9. Flight deck procedures to protect the aircraft.</li><li>10. Aircraft search procedures</li><li>11. As practicable, guidance on least-risk bomb locations.</li></ul>	2:00
<b>Bomb Threat</b>	
<b>Unlawful Seizure of the Aircraft (Hijack)</b>	
<b>Chemical Threat</b>	
<b>Written Assessment</b>	
	0:30

### 2.2.5 DIFFERENCES TRAINING

GACAR § 121.835(B)(1), 121.879, 121.883

Reserved



## OPERATIONS MANUAL PART D

- 2 TRAINING PROGRAM
- 2.2 CABIN CREW TRAINING PROGRAM

**Issue:** 00  
**Revision:** 00  
**Date:** 18-FEB-2024

### 2.2.6 TRANSITION TRAINING

GACAR § 121.835(a)(1)(i), 121.879, GACAR 121.891(b), 121.839€, 121.891

The objective of Transition Training is to provide Cabin Crew with an understanding of a specific aircraft type to which the cabin crew will be assigned. This knowledge is necessary for the Cabin Crew to perform required duties and procedures in routine, abnormal, and emergency situations on this specific aircraft.

#### Curriculum

MODULES	TIME (in min)
Door Introduction Theory	45
Door Arming / Disarming Theory	60
Door Arming / Disarming Practical	30
Door Normal Operation Theory	75
Door Normal Operation Practical	75
Door Emergency Operation Theory	45
Door Emergency Operation Practical	90
CMS	30
Communication	45
Emergency Systems	135
Safety And Emergency Equipment / Drills	75
Crew Rest Compartment (CRC) Features	60
Crew Rest Compartment (CRC) Systems	75
Case Study	60
Aircraft Type Rating (ATR) Review	90
Aircraft Type Rating (ATR) Review	90
ATR CBA	75
<b>Total</b>	<b>19.25 Hrs.</b>

#### Note 1:

*Aircraft familiarization is provided through media presentation.*

## 2.2.6.1 Crew Resource Management (CRM)

CRM training will be as per [Section 2.2.2.2.1](#).

## 2.2.6.2 Operating Experience

Operating Experience will be as per [Section 2.2.2.7](#).

## 2.2.7 SENIOR CABIN CREW MEMBER UPGRADE TRAINING

*IOSA CAB 2.2.13*

The objective of this course is to train and qualify experienced cabin crew to conduct operating experience (OE) supervisory function to supervise, instruct and evaluate qualifying cabin crew members.

Cabin Crew will be allowed to operate as a Senior Cabin Crew Member (SCCM), once they have fulfilled the following:

1. Have at least one year experience as operating cabin crew member.
2. Have successfully completed a Senior Cabin Crew Member training course and the associated check.

### 2.2.7.1 Curriculum

MODULES	TIME
Safety Review	
Regulatory Brief	
Flight Data Time Limitation and Rest	
Aircraft Walk Around techniques/Drill	
Learning Process	
Effective Communication	
Senior Cabin Crew Member Duties and Responsibilities	
Safety Briefing, Preflight Briefing, Regulation and Techniques/Drill	
Operating Experience (OE) regulations and Techniques/Drill	
Crew Resource Management	
Evaluation	
Documentation	
<b>Total</b>	<b>15 Hrs.</b>



### 2.2.7.1.1 Training Guidelines

Training shall cover all duties and responsibilities of Senior Cabin Crew Member and shall include at least:

1. Pre-flight briefing
  - a. Operating as a crew
  - b. Allocation of cabin crew stations and responsibilities
  - c. Consideration of the particular flight, aircraft type, equipment, area and type of operation, including special categories of passengers with emphasis on passengers with disabilities or reduced mobility, infants and stretcher cases
2. Cooperation with the crew
  - a. Discipline, responsibilities, and chain of command
  - b. Importance of coordination and communication
  - c. Pilot incapacitation
3. Review of operator requirements and legal requirements
  - a. Passenger briefing, safety briefing cards
  - b. Securing of cabin and galleys
  - c. Stowage of cabin baggage
  - d. Electronic equipment
  - e. Procedures when fueling with passengers on board.
  - f. Turbulence
  - g. Documentation
4. Accident and incident reporting
5. Human factors and crew resource management (CRM)
6. Flight duty time limitations and rest requirements

### 2.2.8 REQUALIFICATION

*IOSA CAB 2.1.4, 2.2.2, 2.2.3, 2.2.4, 2.2.5, 2.2.6, 2.2.7, 2.2.8, 2.2.9, 2.2.12, 2.2.11, 2.3.3*

Requalification may be required for a variety of reasons, including absence from flying duties due to sickness, absence from the company for various periods etc.

## 2.2.8.1 Absent from Active Flying (06 Months up to 12 Months)

Cabin Crew to undergo Recurrent Training as per [Section 2.2.4](#)

## 2.2.8.2 Absent from Active Flying (more than 12 Months)

Cabin Crew absent from active flying duty shall under Initial Training as per [Section 2.2.2](#).

## 2.2.9 Cabin Crew Instructor and Examiner Training

*IOSA CAB 2.1.6*

### 2.2.9.1 SEP Instructor

#### 2.2.9.1.1 Train the Trainer

*IOSA FLT 2.1.35*

Cabin Crew with minimum experience of 3 years with an airline or a person who has held or holds an SEP Instructor/examiner approval with another operator or Contracting State subject to successful completion of initial training and, has completed the below mentioned training can conduct SEP Training

An instructor course that addresses as a minimum:

1. The fundamentals of teaching and evaluation
2. Lesson plan management
3. Briefing and debriefing
4. Human performance issues
5. Standardization

A formal observation of the candidate during theoretical and/or practical instruction shall be conducted by Manager Cabin Crew Training & Standards.



RIYADH AIR  
طيران الرياض

## OPERATIONS MANUAL PART D

- 2 TRAINING PROGRAM
- 2.2 CABIN CREW TRAINING PROGRAM

**Issue:** 00  
**Revision:** 00  
**Date:** 18-FEB-2024

### 2.2.9.1.1.1 Training Curriculum

SEP Instructor	Description
	The person shall go through a Train the Trainer Course
	Classroom session to be observed by Manager Cabin Crew Training & Standards while the instructor is conducting their class and assess their ability to conduct the class effectively.

### 2.2.9.1.2 Recurrent Training and Checking

IOSA FLT 2.1.36

The SEP Instructor shall undergo annual Recurrent Training on type as per [Section 2.2.4](#).

### 2.2.9.2 CRM Instructor

IOSA FLT 2.1.35

Refer to Section 2.1.7.7.





### 2.3 AIRCRAFT DISPATCHER TRAINING PROGRAM

*GACAR § 121.895, GACAR 121 SUBPART M*

Riyadh Air operates a dispatcher training program, compliant with GACAR 121.895, as well as GACAR 121 SUBPART M.

It is furthermore based on ICAO DOC 10106 and designed to fulfil the requirements of IATA's IOSA ISARPs.

Individual training modules are described in the Dispatch Training Procedures Manual.

#### 2.3.1 GENERAL POLICY DISPATCH TRAINING

*IOSA DSP 2.1.1*

The responsibilities of operational control combine many factors such as regulations, standards, and operational and commercial targets, which due to the dynamic operating environment can change frequently. Therefore, as general policy all Riyadh Air aircraft dispatchers involved in operational control shall maintain the required competencies and qualifications as depicted in this manual to ensure flight safety objectives are met.

Training Categories

Riyadh Air dispatcher specific training is categorized as follows

1. Initial Training.
2. OJT (on the job training).
3. Recurrent Training.
4. Other Training.
5. Route Familiarization.
6. Other Training.
7. Requalification.

##### 2.3.1.1 Trainee Evaluation Criteria

To successfully complete a unit of instruction or course, the trainee must achieve a minimum score of 80% in all examinations and demonstrate the requisite skills and knowledge. Practical work on relevant courses will contribute to the overall assessment. Additionally, oral evaluations may be conducted, primarily for initial and recurrent courses.

### 2.3.1.2 Failure Policy

#### 2.3.1.2.1 Failure Scenarios:

1. Grade Range of 60% to 79% (Inclusive):
  - a. In the event of a trainee scoring between 60% and 79%, the following steps will be taken:
  - b. The trainee will attend remedial classes for the subjects in which they failed and subsequently retake the examination.
  - c. If the trainee fails to achieve the minimum passing grade again, they will be scheduled for a complete course retake.
2. Grade Below 60%:
  - a. The trainee will be scheduled for a complete course retake.
  - b. If a trainee fails to pass two retakes, they will be temporarily removed from their position until they can demonstrate the required capability. Upon demonstrating proficiency, reassignment to the dispatcher position is probable. Persistent failure to meet the minimum requirement will prompt a thorough reassessment of the employee's continued employment in the department.

### 2.3.1.3 Examination Procedures

#### 2.3.1.3.1 Examination Format

Examinations will be conducted in a closed-book format. Detailed instructions and clarifications will be provided alongside the examination questionnaire.

#### 2.3.1.4 Subsequent Courses

#### 2.3.1.5 CRM/DRM Training

##### 2.3.1.5.1 Coordination and Understanding:

All applicable CRM/DRM training will address concerns pertinent to flight operations and Flight Crew Members. This aims to improve coordination and mutual understanding of the human factors involved in joint operational control, in accordance with learning objectives defined by operational control and flight operations management personnel. CRM/DRM training may be conducted together with other relevant professional groups, such as flight crew.



## OPERATIONS MANUAL PART D

- 2 TRAINING PROGRAM
- 2.3 AIRCRAFT DISPATCHER TRAINING PROGRAM

**Issue:** 00  
**Revision:** 00  
**Date:** 18-FEB-2024

### 2.3.1.6 Training Facilities

#### 2.3.1.6.1 Approved Facilities:

Training will be conducted at a facility approved by the General Authority of Civil Aviation (GACA) and designated by Riyadh Air. Alternatively, selected modules will be conducted through CBT.

### 2.3.2 INITIAL TRAINING

GACAR § 121.835(a)(2), 121.879, IOSA DSP 2.1.2

Initial ground training will be completed by all new-hire dispatchers. Initial ground training may be facilitated by Riyadh Air, either physically or as CBT, or outsourced to an ATO. It consists of the following modules:

Module	Training Hours
Basic Indoctrination / Corporate Induction *	40
Human Performance Limitations (CRM/DRM) - HPL	12
Dangerous Goods - DG	2
Aviation Security - AVSEC	2
Air Regulations - LAW	3
Operations Manual Briefing and SOPs - OM	6
ATC Procedure and Air Traffic Management - ATM	3
Weight and Balance – M&B	6
Navigation / Special-, Performance Based Navigation - NAV	3
Meteorology - MET	5
Aircraft Systems and Limitations - TEC	5
SMS and Psychoactive Substances - SMS	3
Deicing / Anti Icing - ICE	2
Examination	2
Total	94

\* Not to be outsourced to ATO

### 2.3.3 ON-THE-JOB TRAINING (OJT)

IOSA DSP 2.3.1

OJT is designed to transition trainee dispatchers from the classroom to a real operational environment without impacting flight safety or the operational effectiveness of the OCC. OJT is delivered to a trainee by a fully qualified and licensed dispatcher or dispatch instructor under close supervision for a period of 60 shifts. OJT activities are scheduled and recorded by OJT training log for all required subjects, upon successful attainment of the required proficiency across all subjects the log will be signed off by the dispatch instructor.



OJT Subject Areas (not limited to:)

1. RX operational computer systems.
2. Standard and advanced flight planning (ETOPS, re-clearance, etc.)
3. Takeoff- and landing performance.
4. Area familiarization GACAR 121.965.
5. Special operations including specific navigation procedures and ATM.
6. Flight Tracking.

### 2.3.4 ROUTE FAMILIARIZATION FLIGHTS

GACAR § 121.957(a)(1), 121.961  
IOSA DSP 2.3.4

Operating Familiarization Flights provide the opportunity for a dispatcher to observe company flight deck operations on company aircraft from the flightdeck observer's seat. The flights selected should expose dispatchers to relevant areas in which they are qualified and should transit a major terminal area within the region.

A Familiarization Flight shall include at least one takeoff and landing whilst occupying the flight deck observers' seat as well as a between 2.5 and 5 hours on the flight deck. Long haul familiarization flights shall consist of a minimum of 5 hours in the flight deck observer's seat observing operations. This may be reduced to 2 ½ hours by the substitution of one additional takeoff and landing for one hour of flight. If a flight is operating a long-haul segment of more than 5 hours, it is typically permitted for the dispatcher to take a break during the cruise portion of the flight.

Aircraft dispatchers responsible for extended overwater routes, ETOPS, or operations according to OpSpecs B42 and B44, shall also be provided with Operating Familiarization Flights on those routes and the required flight crew procedures.

### 2.3.5 COMPETENCE CHECKS

GACAR § 121.895(b)  
IOSA DSP 2.3.1

Competence Checks are a test of the dispatcher's ability to perform their duties during operations.

All dispatchers must pass a Competence Check, conducted by a suitably qualified check dispatcher on completion of their training and, thereafter, every 12 months.

A competence check is a comprehensive evaluation in which the checker observes all aspects of the dispatch function. A portion of the competency check must consist of the aircraft dispatcher releasing actual flights. The checker may conduct the remaining portion of the competency check in a classroom or other environment that enables the candidate to demonstrate knowledge and ability in those areas



## OPERATIONS MANUAL PART D

- 2 TRAINING PROGRAM
- 2.3 AIRCRAFT DISPATCHER TRAINING PROGRAM

**Issue:** 00  
**Revision:** 00  
**Date:** 18-FEB-2024

that may not occur during a routine duty period. Please refer to the dispatch training procedures manual for details.

### 2.3.6 RECURRENT TRAINING

GACAR § 121.835(c)(3), 121.919  
IOSA DSP 2.1.2, 2.2.2

All dispatchers must complete recurrent training every 12 months.

The objective of recurrent training is to ensure that dispatchers continue to be knowledgeable of, and proficient in, their duties. Periodic recurrent training also provides the opportunity to introduce changes in operating procedures and best practice.

The annual recurrent training syllabus will encompass a minimum of 20 hours during a 12-month period. The goal of required knowledge recurrent training is that each dispatcher will receive the specified minimum of training about the mandated topics below over the prescribed period. The content of each annual recurrent training session will be assembled from the training module catalogue below:

#### 2.3.6.1 Mandatory Cyclical Topics

Module	Training Hours / Frequency
Air Regulations - LAW	2 / every 36 months
Company Manuals – OM	2 / every 36 months
Aviation Intro / Principles of Flight – POF	2 / every 36 months
Aircraft Performance – PEF	2 / every 36 months
Navigation / Special Navigation – NAV	2 / every 36 months
Selection of Aerodromes / Special Airports – SELA	2 / every 36 months
Air Traffic Management – ATM	2 / every 36 months
Meteorology – MET	2 / every 36 months
Mass and Balance – M&B	2 / every 36 months
Aircraft Systems / MEL / CDL – TEC	2 / every 36 months
Flight Planning / Special Flight Planning - FPL	2/ every 36 months
Flight Monitoring / Flight Watch – FM	2 / every 36 months
Normal and Emergency Procedures - OPR	2 / every 36 months
Fuel Policy and Fuel Supply - FUEL	2 / every 36 months
Communication – COM	1 / every 36 months
Aviation Security - AVSEC	1 / every 36 months
De-Ice / Anti-Ice - ICE	1 / every 36 months
Safety Management System – SMS	1 / every 36 months
Human Performance Limitations (CRM/DRM) - HPL	1 / every 36 months
Dangerous Goods - DG	2 / every 24 months

2	TRAINING PROGRAM
2.3	AIRCRAFT DISPATCHER TRAINING PROGRAM

<b>Issue:</b>	00
<b>Revision:</b>	00
<b>Date:</b>	18-FEB-2024

A sufficient number of classes will be scheduled, to cater for leave and other rostering needs. Alternatively, the training may be administered in the form of CBT.

If the teaching of the mandated topics takes less than the minimum 20 hours for a given recurrent cycle, the balance may be filled with either non-mandatory topics of general interest, or field trips of relevance, e.g. ATC tower, ACC centre, engineering facilities etc.

### 2.3.6.2 Recurrent Examination

Following the conclusion of recurrent training, a proficiency assessment will be conducted for each Flight Dispatcher in accordance with GACAR Part 121.835(c)(3) and 121.919(b)(3).

The recurrent training class will be concluded by a 1 hour examination. This examination shall be by means of a written closed book multiple-choice test.

Note: A Lecturer / Dispatch Examiner may take credit for attending the class he/she is teaching for their own training record. This is due to the fact that not only would he/she be exposed to the same material content, but also the Lecturer / Dispatch Examiner would also have to conduct the research while preparing for the class.

### 2.3.7 RECURRENT ROUTE FAMILIARIZATION

*IOSA DSP 2.3.4*

Dispatchers must complete further route familiarization every 12 months .

The scope of the recurrent route familiarization flight is identical to the initial training route familiarization flight.

### 2.3.8 OTHER TRAINING

*GACAR § 121.835(b)(2), 121.883*

New developments in aviation technology or the introduction of new technologies, procedures and differences training for new aircraft types require a need for continuous learning.

Training session to cover these subjects will be provided on an on-demand basis and the dispatchers will be rostered in a way to enable attendance.

#### 2.3.8.1 Training Review Meeting

At least once every calendar year, the Senior Manager Dispatch will chair a meeting with participation of the training department and fleet if required to determine and schedule regular and extraordinary training requirements for the coming 12 months, as well as the regulatory compliance of the course material used.



## OPERATIONS MANUAL PART D

- 2 TRAINING PROGRAM
- 2.3 AIRCRAFT DISPATCHER TRAINING PROGRAM

**Issue:** 00  
**Revision:** 00  
**Date:** 18-FEB-2024

### 2.3.9 REQUALIFICATION

#### IOSA DSP 2.3.3

The objective of this course is to reinstate a previously certified dispatcher to a qualified status in compliance with GACAR Part 121.415(G)(1).

This course is designed for Flight Dispatchers who were absent for an extended period (sickness, maternity, etc.) and/or failed to complete in a timely manner:

1. Recurrent training,
2. Competency Check,
3. Route familiarization flight.

Period	Ground Training	Qualification
Up to 3 calendar months	Recurrent training (if not accomplished in eligibility period)	Any module not accomplished in eligibility:
More than 3 and less than 6	8 hours remedial and (if not accomplished in eligibility period) recurrent training	CC and (if not accomplished in eligibility) RF
More than 6 and less than 12 months	8 hours remedial, recurrent training, and OJT to proficiency	CC and RF
More than 12 and less than 36 months	16 hours remedial, recurrent training and OJT to proficiency	CC and RF
More than 36 months	Initial new hire training	CC and RF
CC = Competency Check      RF = Route Familiarization		

#### 2.3.9.1 Remedial Curriculum

Subject	Program Hours
Operation Manual (OM)	1 or 2 as per absence table
Company Procedures	1 or 2 as per absence table
Planning and Performance/Weight and Balance	1 or 2 as per absence table
Navigation/Special Navigation	1 or 2 as per absence table
Air Traffic Management	1 or 2 as per absence table
Meteorology	1 or 2 as per absence table
Aircraft System and Limitation	1 or 2 as per absence table
Transport of Cargo and Dangerous Goods	1 or 2 as per absence table
Total	8 or 16 as per absence table



### 2.3.10 Dispatch Trainer and Examiner

#### 2.3.10.1 Requirements for Dispatch Trainer / Examiner

*IOSA FLT 2.1.35*

Riyadh Air Dispatch Trainer / Examiners are authorized to conduct dispatch training as well as sign off competency checks and examinations. Dispatch Trainer / Examiners must satisfy the following prerequisites in order to be designated:

1. Valid GACA Flight Dispatcher Certificate.
2. Valid Recurrent Training and Competency Check.
3. A minimum of 5 years of experience as a dispatcher of transport category aircraft.
4. Completion of a training program covering training techniques and styles, or documented experience as a trainer in another organization.



### 3 PROCEDURES FOR TRAINING AND CHECKING

This section contains policy regarding the conduct of training and checking events for Flight Crew, Cabin Crew and Dispatchers.

#### 3.0 THE CREW PERFORMANCE ASSESSMENT SCHEME

*IOSA FLT 2.1.12*

Assessment is the process of observing, recording, interpreting, and evaluating performance and knowledge against a required standard in the context of overall performance. It includes the concept of self-critique, and feedback which can be given continuously during training (formative assessment) or in summary following a check (summative assessment).

When conducting training and checking sessions, the trainer shall in all cases:

1. Inform the trainees new to or not familiar with Riyadh Air Flight Training of the assessment procedure that will be used.
2. If necessary, refer the trainees to the applicable grading criteria during the debrief to clarify the reason behind a grade being awarded.
3. State during the debrief if any grade less than satisfactory will be awarded, including the reason for awarding the grade.

##### 3.0.1 OBJECTIVE

The Riyadh Air Crew Performance Assessment Scheme is designed with several key objectives:

1. **Capability Prediction:** Evaluate each crew member's/trainer's ability to operate safely, effectively, and efficiently in various operational scenarios.
2. **Feedback Mechanism:** Provide crew members with feedback on their achievements, strengths, and areas for improvement.
3. **Data Collection:** Gather data to support the overall training system.
4. **Root Cause Identification:** Identify the root causes of subpar performance and support remediation efforts.
5. **Regulatory Compliance:** Provide data necessary to demonstrate adherence to regulatory standards.
6. **Standardized Training:** Simulated aircraft, weather and environmental conditions are standardized and appropriate for the training/evaluation being administered.

Additionally, the Riyadh Air training programs are designed to allow each crew member to:

1. Operate to the highest standards of performance possible.
2. Be evaluated according to a uniform set of parameters.
3. Be given a fair and accurate representation of their performance.
4. Be given the opportunity to improve their performance for the future.

## 3.0.2 GENERAL PRINCIPLES

The following general principles are applicable to the concept and application of the Riyadh Air Crew Performance Assessment Scheme.

1. **Defining Safe Crew Performance:** Riyadh Air establishes safe, effective, and efficient crew performance by referencing Core Competencies and their associated Observable Behaviors (OBs).
2. **Competency Manifestation:** Competency is a dimension of human performance manifested through behaviors that deploy relevant knowledge, skills and attitudes under specified conditions.
3. **CRM Integration:** Competencies, as per the approved competency model, act as countermeasures to threats, errors, and undesired aircraft states. CRM skills are embedded in the competency model.
4. **Training Design:** According to Riyadh Air's Instructional Systems Design methods, tasks derived from Training Needs Analysis and Core Competencies are linked. Initial training focuses on developing core competencies through defined tasks.
5. **CRM skills:** are integral to the approved competency model, supporting the development of competencies as countermeasures in the Threat and Error Management (TEM) concept.
6. **TEM:** is fully embedded in competency-based training and includes individual and team countermeasures to threats and errors, preventing undesired aircraft states.

## 3.0.3 WRITTEN, COMPUTER BASED OR DISTANCE LEARNING EXAMINATIONS

*IOSA FLT 2.1.4, 2.1.28*

All questions for examinations shall comply with the following:

1. Be derived from a recognized, audited and authorized database.
2. Be relevant to the instruction given or self-study required.
3. Be focused on the roles and responsibilities of the person being examined.
4. Be chosen to elicit levels of knowledge and understanding.

All trainees are required to take examinations as part of Initial, transition, recurrent, upgrade and other courses. In all cases the result will be expressed as a percentage.

Trainees will use the CBT or other electronic devices to complete examinations. The pass mark shall be set at 80% unless otherwise specified. One repeat exam is normally permitted. Further repeats are only allowed in accordance with the Management of Crew Performance policy detailed in OMD [Section 3.8.7](#).

Even when not invigilated, candidates are expected to demonstrate a professional attitude to the assessment undertaken. In all cases, the time available, method of working and access to materials and resources to complete the task set should be specified.

### 3.0.4 GENERAL EXAMINATION CONDUCT

Flight Training typically administers open-book exams, although closed-book exams may be implemented at the discretion of Training Management or when mandated by regulations. Examinees must exclusively use official documentation, such as manuals and materials provided by Riyadh Air, while completing the exams. The examination process is an individual endeavor, and any collusion, cooperation, communication, or interaction with other trainees is strictly prohibited.

1. There shall be silence in the exam venue at all times.
2. Exam rooms and/or classrooms shall not be used by other trainees whilst an exam is in progress.
3. Personal electronic devices (including mobile phones) shall not be used during the exam.
4. Invigilators are to be present for the entire duration of the exam and shall enforce these rules and ensure any exam time limit is adhered to.
5. Once a completed exam is submitted by the trainee it is regarded as final.
6. No subsequent alterations by either the invigilator or the trainee are allowed.
7. The Distance Learning submission, once submitted, is final. The exam shall not be re-accessed.

### 3.0.5 ATTENDANCE RECORDS

Attendance records for all classroom training/examination events will be stored electronically.

### 3.0.6 GRADING SYSTEM

The grading system aims to provide fair, objective and standardized assessment to all operational staff. The training and checking events are assessed using different methodologies further described below.

#### 3.0.6.1 Grading for Checking/Evaluation

Evaluations for both Cabin and Flight Crew are graded in accordance with the competency-based grading methodology and competency framework.

For flight crew proficiency checks and evaluations, the grade assigned shall cover the performance of the pilot concerned when acting both as Pilot Flying and Pilot Monitoring. It is important to note there is a distinct difference between checking and evaluating. A traditional checking event is predominantly

task-based, utilized for licensing actions for the regulatory authority such as the initial GACA Simulator Check Ride and Line Check.

Evaluations come in the form of Recurrent Evaluation Phases (EVAL) and Command course LOEs. These differ from a traditional check in that it is not task-based. The Examiner observes the overall performance and assesses the competency framework and the competency-based grading methodology.

To pass a check or evaluation, all assessable competencies shall be graded 2 or above. If a candidate is unsuccessful on a check or evaluation, flying shall not be permitted until retraining and retesting is successfully completed. Any candidate with a 2 as final grade in any competency shall be reviewed by training management. If more than three competencies have been graded 2, the trainee shall be required to undergo further training prior to continuing the course/returning to line flying.

In case of an unsuccessful check/evaluation, trainers shall follow the standard failure process as detailed in [section 3.8](#) of this manual.

If the pilot being checked fails any of the required maneuvers, the trainer giving the proficiency check may give additional training to the pilot during the course of the proficiency check. In this case, the trainer shall adhere to the below guidelines.

At the discretion of the trainer, up to two individual mandatory items may be repeated once by the candidate. A repeat:

1. Shall only be conducted for an error that may be corrected by a facilitated debriefing. Discretion shall not be used if further training is required.
2. Shall not be conducted if the candidate demonstrated a significant deficiency in basic technique.
3. Shall normally be conducted at the end of the check. This will allow the trainer to take into account the overall performance of the candidate.

If a repeat is required, and following successful completion of the repeated maneuver, the repeat shall be recorded in the check form and the relevant competency graded as a 2.

### 3.0.6.2 Grading for Training

All training sessions and training flights will be assessed against set objectives. After session or flight completion the trainer will determine whether or not these objectives have been met.

### 3.0.6.3 Competency Assessment

Riyadh Air promotes the process of Observe, Record, Classify and Assess (ORCA) to be used when assessing trainees both during training and checking sessions. This concept is summarized below and is further elaborated upon in the instructor handbook.

1. Observe performance during training or evaluation.
2. Record details of effective and ineffective performance.

3. Classify observations against Observable Behaviors (OBs) and allocate them to each competency.
4. Assess performance by determining root causes according to the competency framework.

### 3.1 COMPETENCY BASED TRAINING AND ASSESSMENT (CBTA)

#### 3.1.1 GENERAL

Competency-Based Training and Assessment (CBTA) is a strategic approach aimed at cultivating a highly competent workforce, crucial for maintaining a safe and efficient air transportation system. This methodology places emphasis on meticulous course design, the qualification of instructors, and the continuous collection of data to enhance the efficiency and effectiveness of training programs.

CBTA programs are inherently performance-based, integrating ongoing monitoring and evaluation processes. A distinctive feature is the incorporation of feedback loops that systematically collect training metrics. These metrics are then used to comprehensively evaluate the effectiveness of the training program.

The core objective of CBTA is to assess, develop and elevate both pilot and instructor competencies. The training approach emphasizes scenario-based training for heightened realism and employs facilitation techniques to bolster pilot competence and confidence.

#### 3.1.2 THREAT AND ERROR MANAGEMENT

Operating at the highest level of flight safety is the overarching objective of the Riyadh Air training and assessment scheme and Threat and Error management lies in the core of this objective. The competencies of the competency framework provide individual and team countermeasures to threats and errors and undesired aircraft states. What would be traditionally referred to as CRM skills are embedded in the competency framework and are integrated into all training and assessment sessions.

#### 3.1.3 SAFETY ENHANCEMENT

Traditional training, which is hours-driven and task-based, focuses on training mainly three technical elements: handling skills, automation management and application of procedures. And the content of the traditional skill test or proficiency check is based on exercises where the measurement of pilot performance is mainly based on a set of fixed, predetermined criteria represented by numeric flight path deviation tolerances.

In contrast, CBTA aims at assessing, developing, and enhancing the full range of the 9 core competencies and the instructor/evaluator competencies. CBTA also uses more scenario-based training for more realism, and facilitation techniques by the instructor to support the pilot's development; this enhances the pilots' competence and increases their confidence. When trained in a CBTA program, crew members are more resilient when managing unexpected situations in everyday operations.

### 3.2 EVIDENCE BASED TRAINING (EBT)

The Riyadh Air recurrent training program for flight crew fully incorporates the requirements of GACAR § 121. Additionally, it embraces the ethos and training methodology of Competency Based Training and Assessment (CBTA) and the structure of Evidence Based Training (EBT) as detailed in ICAO Doc 9995 and the IATA EBT Implementation Guide.

Recurrent training and assessment is a process of revalidation and affirmation that the pilot continues to demonstrate an adequate level of performance, in addition to presenting valuable opportunities for continuous improvement. The performance of tasks has traditionally been the primary focus and formed the basis for assessment based upon the outcomes of maneuvers.

For many decades the industry has used the satisfactory completion of maneuvers as performance measurements, like rejected take-off, engine failure between V1 and V2, go-around from minima with the critical engine inoperative etc. A pilot able to demonstrate the ability to fly these often-repetitive maneuvers within prescribed quantitative performance measurements indicating an acceptable level of deviation from ideal criteria is deemed to be "proficient".

The Riyadh Air recurrent training program is based on the premise that this concept is no longer appropriate as a simple indicator, due to the complexities of modern operations and automation systems, coupled with the significant attribution of serious incidents and accidents to human performance.

Assessments, which are necessary during all forms of training, instruction and evaluation, should be determined according to a global performance across the the pilot competency model, and not simply by the achievement of a pre-determined outcome in a specific task or maneuver.

The recurrent training program continues to require the completion of flight phase defined tasks and the curriculum places special emphasis on critical tasks, maneuvers or procedures during the Maneuvers Training phase. The key distinction is that the Riyadh Air recurrent training program envisages a system of competence measurement, which looks at the total performance across a wide range of activities that include the tasks to be performed during the flight profile and the management of the most relevant threats and errors encountered in operations.

The program also introduces a shift in balance between "checking" and "training," recognizing that competence needs to be affirmed in a traditional sense according to present rules, but also recognizing the value and learning opportunities offered by modern FSTDs and highly capable instructors. Effective learning, away from the pure traditional "check", facilitates improved levels of performance, to which all pilots should strive.

Therefore, the Riyadh Air recurrent training program promotes learning from positive performance and recognizes the need that all pilots, irrespective of background or experience, must be challenged with unrehearsed events that continually build resilience and confidence throughout a pilot's career. An essential component is that pilots enrolled in the program are more confident in their ability to perform their role.



RIYADH AIR  
طيران الرياض

## OPERATIONS MANUAL PART D

### 3 PROCEDURES FOR TRAINING AND CHECKING

#### 3.2 EVIDENCE BASED TRAINING (EBT)

**Issue:** 00

**Revision:** 00

**Date:** 18-FEB-2024

The curriculum supports pilots transitioning from a basic performance demonstration based on proficiency, measured across a very restricted and predictable regime of checking, to a higher standard of performance demonstration based on competency across a very wide spectrum of activities, under training that facilitates improvement and stretching of competence capability. It is in these “expert” and “beyond expert” areas that we build resilience to deal with unforeseen events and engender the confidence in and to deal competently with challenges encountered in flight operations.

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## 3.3 COMPETENCY FRAMEWORK

IOSA FLT 2.1.28, EASA ORO.FC.231

### 3.3.1 PILOT COMPETENCY FRAMEWORK

The Riyadh Air Competency Framework consists of 9 competencies that are in line with industry guidance and as detailed in the IATA Manual of Competency-Based Training and Assessment

Each of the 9 competencies is made up of a number of Observable Behaviors (OBs). These observable behaviors are the specific job behaviors that describe what we would like our pilots to do.

The OB descriptor does not include a qualifier (such as 'effective' or 'often'), but simply describes the desired pilot behavior.

The detailed list of job behaviors in the competency framework, combined with the word pictures in the grading methodology, helps characterize the level of performance, determine root cause and aid targeted reflection and reporting.

#### Application of knowledge (KNO)

Description	
	Demonstrates knowledge and understanding of relevant information, operating instructions, aircraft systems and the operating environment
OB 0.1	Demonstrates practical and applicable knowledge of limitations and systems and their interaction
OB 0.2	Demonstrates the required knowledge of published operating instructions
OB 0.3	Demonstrates knowledge of the physical environment, the air traffic environment and the operational infrastructure (including air traffic routings, weather, airports)
OB 0.4	Demonstrates appropriate knowledge of applicable legislation.
OB 0.5	Knows where to source required information
OB 0.6	Demonstrates a positive interest in acquiring knowledge
OB 0.7	Is able to apply knowledge effectively

#### Application of procedures and compliance with regulations (PRO)

Description	
	Identifies and applies appropriate procedures in accordance with published operating instructions and applicable regulations
OB 1.1	Identifies where to find procedures and regulations
OB 1.2	Applies relevant operating instructions, procedures, and techniques in a timely manner
OB 1.3	Follows SOPs unless a higher degree of safety dictates an appropriate deviation



## OPERATIONS MANUAL PART D

- 3 PROCEDURES FOR TRAINING AND CHECKING  
3.3 COMPETENCY FRAMEWORK

**Issue:** 00  
**Revision:** 00  
**Date:** 18-FEB-2024

<b>OB 1.4</b>	Operates aircraft systems and associated equipment correctly
<b>OB 1.5</b>	Monitors aircraft systems status
<b>OB 1.6</b>	Complies with applicable regulations
<b>OB 1.7</b>	Applies relevant procedural knowledge

### Communication (COM)

<b>Description</b>	Communicates through appropriate means in the operational environment, in both normal and non-normal situations
<b>OB 2.1</b>	Determines that the recipient is ready and able to receive information
<b>OB 2.2</b>	Selects appropriately what, when how and with whom to communicate
<b>OB 2.3</b>	Conveys messages clearly, accurately, and concisely
<b>OB 2.4</b>	Confirms that the recipient demonstrates understanding of important information
<b>OB 2.5</b>	Listens actively and demonstrates understanding when receiving information
<b>OB 2.6</b>	Asks relevant and effective questions
<b>OB 2.7</b>	Uses appropriate escalation in communication to resolve identified deviations
<b>OB 2.8</b>	Uses and interprets non-verbal communication in a manner appropriate to the organizational and social culture
<b>OB 2.9</b>	Adheres to standard radiotelephone phraseology and procedures
<b>OB 2.10</b>	Accurately reads, interprets, constructs, and responds to datalink messages in English

### Aeroplane flight path management — Automation (FPA)

<b>Description</b>	Controls the flight path through automation
<b>OB 3.1</b>	Uses appropriate flight management, guidance systems and automation, as installed and applicable to the conditions
<b>OB 3.2</b>	Monitors and detects deviations from the intended flight path and takes appropriate action
<b>OB 3.3</b>	Manages the flight path to achieve optimum operational performance
<b>OB 3.4</b>	Maintains the intended flight path during flight using automation whilst managing other tasks and distractions
<b>OB 3.5</b>	Selects appropriate level and mode of automation in a timely manner considering phase of flight and workload

## OPERATIONS MANUAL PART D

- 3 PROCEDURES FOR TRAINING AND CHECKING  
3.3 COMPETENCY FRAMEWORK

**Issue:** 00  
**Revision:** 00  
**Date:** 18-FEB-2024

**OB 3.6** Effectively monitors automation, including engagement and automatic mode transitions

### Aeroplane flight path management — manual control (FPM)

<b>Description</b>	Controls the flight path through manual control
<b>OB 4.1</b>	Controls the aircraft manually with accuracy and smoothness as appropriate to the situation
<b>OB 4.2</b>	Monitors and detects deviations from the intended flight path and takes appropriate action
<b>OB 4.3</b>	Manually controls the Aeroplane using the relationship between Aeroplane attitude, speed and thrust, and navigation signals or visual information
<b>OB 4.4</b>	Manages the flight path to achieve optimum operational performance
<b>OB 4.5</b>	Maintains the intended flight path during manual flight whilst managing other tasks and distractions
<b>OB 4.6</b>	Uses appropriate flight management and guidance systems, as installed and applicable to the conditions
<b>OB 4.7</b>	Effectively monitors flight guidance systems including engagement and automatic mode transitions

### Leadership & Teamwork (LTW)

<b>Description</b>	Influences others to contribute to a shared purpose. Collaborates to accomplish the goals of the team
<b>OB 5.1</b>	Encourages team participation and open communication
<b>OB 5.2</b>	Demonstrates initiative and provides direction when required
<b>OB 5.3</b>	Engages others in planning
<b>OB 5.4</b>	Considers inputs from others
<b>OB 5.5</b>	Gives and receives feedback constructively
<b>OB 5.6</b>	Addresses and resolves conflicts and disagreements in a constructive manner
<b>OB 5.7</b>	Exercises decisive leadership when required
<b>OB 5.8</b>	Accepts responsibility for decisions and actions
<b>OB 5.9</b>	Carries out instructions when directed
<b>OB 5.10</b>	Applies effective intervention strategies to resolve identified deviations
<b>OB 5.11</b>	Manages cultural and language challenges, as applicable



## OPERATIONS MANUAL PART D

- 3 PROCEDURES FOR TRAINING AND CHECKING  
3.3 COMPETENCY FRAMEWORK

**Issue:** 00  
**Revision:** 00  
**Date:** 18-FEB-2024

### Problem-Solving-Decision-making (PSD)

<b>Description</b>	Identifies precursors, mitigates problems, and makes decisions
<b>OB 6.1</b>	Identifies, assesses, and manages threats and errors in a timely manner
<b>OB 6.2</b>	Seeks accurate and adequate information from appropriate sources
<b>OB 6.3</b>	Identifies and verifies what and why things have gone wrong, if appropriate
<b>OB 6.4</b>	Perseveres in working through problems whilst prioritizing safety
<b>OB 6.5</b>	Identifies and considers appropriate options
<b>OB 6.6</b>	Applies appropriate and timely decision-making techniques
<b>OB 6.7</b>	Monitors, reviews and adapts decisions as required
<b>OB 6.8</b>	Adapts when faced with situations where no guidance or procedure exists
<b>OB 6.9</b>	Demonstrates resilience when encountering an unexpected event

### Situation Awareness and management of information (SAW)

<b>Description</b>	Perceives, comprehends, and manages information and anticipates its effect on the operation
<b>OB 7.1</b>	Monitors and assesses the state of the aeroplane and its systems
<b>OB 7.2</b>	Monitors and assesses the aeroplane's energy state, and its anticipated flight path
<b>OB 7.3</b>	Monitors and assesses the general environment as it may affect the operation
<b>OB 7.4</b>	Validates the accuracy of information and checks for gross errors
<b>OB 7.5</b>	Maintains awareness of the people involved in or affected by the operation and their capacity to perform as expected
<b>OB 7.6</b>	Develops effective contingency plans based upon potential risks associated with threats and errors
<b>OB 7.7</b>	Responds to indications of reduced situation awareness

### Workload Management (WLM)

<b>Description</b>	Maintains available workload capacity by prioritizing and distributing tasks using appropriate resources
<b>OB 8.1</b>	Exercises self-control in all situations
<b>OB 8.2</b>	Plans, prioritizes, and schedules appropriate tasks effectively



## OPERATIONS MANUAL PART D

### 3 PROCEDURES FOR TRAINING AND CHECKING

#### 3.3 COMPETENCY FRAMEWORK

**Issue:** 00

**Revision:** 00

**Date:** 18-FEB-2024

<b>OB 8.3</b>	Manages time efficiently when carrying out tasks
<b>OB 8.4</b>	Offers and gives assistance
<b>OB 8.5</b>	Delegates tasks
<b>OB 8.6</b>	Seeks and accepts assistance, when appropriate
<b>OB 8.7</b>	Monitors, reviews, and cross-checks actions conscientiously
<b>OB 8.8</b>	Verifies that tasks are completed to the expected outcome
<b>OB 8.9</b>	Manages and recovers from interruptions, distractions, variations, and failures effectively while performing tasks

*Table 22 Pilot Competency Framework*



## OPERATIONS MANUAL PART D

- 3 PROCEDURES FOR TRAINING AND CHECKING
- 3.3 COMPETENCY FRAMEWORK

**Issue:** 00  
**Revision:** 00  
**Date:** 18-FEB-2024

### 3.3.2 CABIN CREW COMPETENCY FRAMEWORK

The core competency framework with the exception of FPM and FPA are applicable to the cabin crew role. In addition, Passenger Management (PMA) and Cabin Management (CMA) have been added to address important role specific behaviors.

#### Passenger Management (PMA)

Description	Demonstrates effective passenger management techniques
COB 0.1	Exhibits assertiveness when required (e.g., ditching, evacuation etc.)
COB 0.2	Identifies and manages conflict between passengers
COB 0.3	Demonstrates conflict resolution techniques
COB 0.4	Monitors passengers for compliance with regulations.
COB 0.5	Uses methods of communication and tone of voice appropriate to the situation

#### Cabin Management (CMA)

Description	Demonstrates effective cabin management techniques
COB 1.1	Identifies and addresses potential risk/s during critical phases of operation (e.g., Taxi, Take-Off, Landing, turbulence etc.)
COB 1.2	Manages time critical operational tasks
COB 1.3	Identifies and manages passenger non compliances with cabin safety requirements
COB 1.4	Engages/informs/addresses colleagues in event of any SOP non-adherence

Table 23 Cabin Crew Competency Framework

## 3.3.3 TRAINER COMPETENCY FRAMEWORK

When Trainers are assessed in their role, a separate Competency Framework is used. This is based on the IATA Manual of Competency-Based Training and Assessment.

The table of observable behaviors lists the behaviors by IOB numbers. Some behaviors are further divided into Sub-behaviors by a bullet point (\*).

When evaluating how many behaviors are observed, only consider the IOB numbered behaviors. For example, under Assessment and Evaluation, IOB 5.11 includes four sub-behaviors to further describe and guide, however, only consider them as one behavior when considering the grading scale.

Similar to the Core Competency Framework, the observed behaviors, combined with the word pictures in the grading scale, helps characterize the level of performance, determine root cause and aid targeted reflection and reporting.

### IOB 1 - Core Competencies (CC)

<b>Description</b>	Demonstrates competency in the pilot/cabin crew role. (Refer to the core competency framework for a detailed description of OBs)
<b>OE</b>	Line Flying Under Supervision (OE) – Applies own competencies under the demanding conditions and additional workload of instruction or evaluation to ensure successful TEM and safety margins are maintained.

### Management of the Learning Environment (ME)

<b>Description</b>	Ensures that the instruction, assessment, and evaluation are conducted in a suitable and safe environment.
<b>IOB 2.1</b>	Applies TEM in the context of instruction/evaluation
<b>IOB 2.2</b>	Briefs on safety procedures for situations that are likely to develop during instruction/evaluation
<b>IOB 2.3</b>	Intervenes appropriately, at the correct time and level, in accordance with the intervention model
<b>IOB 2.4</b>	Resumes instruction/evaluation as practicable after any intervention
<b>IOB 2.5</b>	<ol style="list-style-type: none"> <li>Plans and prepares training media, equipment, and resources.</li> <li>Reviews trainee past performance.</li> <li>Sets clear training objectives.</li> <li>Plans and develops lesson plans and strategies to meet training objectives as determined by the ATO as well as trainee's needs with maximum effectiveness.</li> <li>Where possible establish contact with trainees prior to training event.</li> </ol>



## OPERATIONS MANUAL PART D

- 3 PROCEDURES FOR TRAINING AND CHECKING  
3.3 COMPETENCY FRAMEWORK

**Issue:** 00  
**Revision:** 00  
**Date:** 18-FEB-2024

IOB 2.6	6. Prepares all required briefings and support material.
	7. Ensures training facilities are safe, functional and fit for purpose.
IOB 2.7	Briefs on training devices or aircraft limitations that may influence training, when applicable
IOB 2.8	Creates and manages conditions (e.g., airspace, ATC, weather, time, etc.) that are suitable for the training objectives
IOB 2.9	Adapts to changes in the environment, or equipment malfunction, whilst minimizing training disruptions
	Manages time, training media, equipment, and resources to ensure that training objectives are met.
	1. Handles equipment (Simulator, projector, computer) effectively and with confidence.
IOB 2.10	2. OE is managed to ensure the operational task (ANC) is protected at all times.
	Creates a safe, positive, and inspirational learning environment.
	1. Sets a professional and friendly tone.
	2. Establishes credentials.
	3. Ascertains and supports trainee needs

Instruction (I)	
Description	Conducts training to develop the trainee's competencies.
IOB 3.1	References approved sources (operations, technical, and training manuals, standards and regulations)
IOB 3.2	States clearly the objectives and clarifies roles for the training
IOB 3.3	Follows the approved training program
IOB 3.4	Applies instructional methods as appropriate (e.g., explanation, demonstration, facilitation, discover with assistance, discover without assistance, in-seat instruction, one-to-one learning)
	1. Communicates clearly
IOB 3.5	Sustains operational relevance and realism.
	1. Makes TEM, CRM and upset prevention links with technical training (causes and countermeasures against undesired aircraft states).
IOB 3.6	Adapts the amount of instructor inputs to ensure that the training objectives are met.
	1. Adapts to account for trainee performance to maximize effectiveness of the session



## OPERATIONS MANUAL PART D

3	PROCEDURES FOR TRAINING AND CHECKING
3.3	COMPETENCY FRAMEWORK

<b>Issue:</b>	00
<b>Revision:</b>	00
<b>Date:</b>	18-FEB-2024

<b>IOB 3.7</b>	Adapts to situations that might disrupt a planned sequence of events. 1. Operating Experience is conducted with clear priorities (safety-commercial-training)
<b>IOB 3.8</b>	Continuously assesses trainee's competencies. 1. Actively looks for training opportunities
<b>IOB 3.9</b>	Encourages the trainee to reflect and self-assess
<b>IOB 3.10</b>	Allows trainee to self-correct in a timely manner
<b>IOB 3.11</b>	Applies trainee-centered feedback techniques (e.g., facilitation, etc.)
<b>IOB 3.12</b>	Provides positive reinforcement

### Interaction with the Trainee (IT)

<b>Description</b>	Supports the trainee's learning and development and demonstrates exemplary behavior (role model)
<b>IOB 4.1</b>	Shows respect for the trainee (e.g., for culture, language, experience)
<b>IOB 4.2</b>	Shows patience and empathy (e.g., by actively listening, reading non-verbal communication and encouraging dialogue) 1. Demonstrates a motivating, patient, confident and assertive manner.
<b>IOB 4.3</b>	Manages trainee's barriers to learning. 1. Support trainee learning and personal development. 2. Identifies individual differences in learning rates
<b>IOB 4.4</b>	Encourages engagement and mutual support
<b>IOB 4.5</b>	Coaches the trainee
<b>IOB 4.6</b>	Supports the goal and training policies of the operator/ATO and Authority
<b>IOB 4.7</b>	Shows integrity (e.g., honesty and professional principles)
<b>IOB 4.8</b>	Demonstrates expected personal conduct, social practices, content expertise, and role model professional and interpersonal behavior. 1. Establishes trust and rapport. 2. Reliable and punctual 3. Open to change and new ideas 4. Meets challenges with confidence and positivity. 5. Appearance aligned with uniform standard
<b>IOB 4.9</b>	Actively seeks and accepts feedback to improve own performance. • Asks trainee for feedback





## OPERATIONS MANUAL PART D

- 3 PROCEDURES FOR TRAINING AND CHECKING
- 3.3 COMPETENCY FRAMEWORK

**Issue:** 00  
**Revision:** 00  
**Date:** 18-FEB-2024

### Assessment and Evaluation (AE)

#### Description

Assesses the competencies of the trainee and contributes to continuous training system improvement

#### IOB 5.1

Complies with Operator/ATOs and Authority requirements

#### IOB 5.2

Ensures that the trainee understands the assessment process

#### IOB 5.3

Applies the competency standards and conditions

#### IOB 5.4

Assesses trainee's competence.

1. Observes trainee CRM behavior

#### IOB 5.5

Performs grading.

1. Compares individual outcomes to defined objectives

#### IOB 5.6

Provides recommendations based on the outcome of the assessment

#### IOB 5.7

Makes decisions based on the outcome of the summative assessment

#### IOB 5.8

Provides clear feedback to the trainee.

1. Makes assessment decision and provides clear competency-based feedback

#### IOB 5.9

Reports strengths and weaknesses of the training system (e.g., training environment, curriculum, assessment/evaluation) including feedback from trainees.

1. Tracks training session processes against competence criteria

#### IOB 5.10

Suggests improvements for the training system

#### IOB 5.11

Produces reports using appropriate forms and media.

1. Reports accurately using only observed actions and events.
2. Keeps appropriate records.
3. Complies with administrative requirements.
4. Written comments are an accurate representation of trainee performance, and the competency assessment delivered in the reflection

Table 24 Trainer Competency Framework

## 3.3.4 Dispatcher Competency Framework

When Dispatchers are assessed in their role, the dispatcher competency framework shall be used.

### Technical Expertise (KNO)

Description	<i><b>Applies and improves individual technical knowledge and skills.</b></i>
DOB 0.1	Retrieves the applicable data and operating procedures.
DOB 0.2	Explains the intent of the applicable procedure for a given context
DOB 0.3	Considers factors of influence to make optimum decisions in operations control using accurate and appropriate operational information (meteorological, airports, crew, aircraft, network, general)
DOB 0.4	Uses standard and non-standard information distribution systems and sources
DOB 0.5	Keeps up to date on technical knowledge and skills

### Application of procedures and compliance with regulations (PRO)

Description	<i><b>Identifies and applies procedures in accordance with operating instructions and applicable regulations.</b></i>
DOB 1.1	Interprets SOPs appropriately and uses flexibility included in these where necessary.
DOB 1.2	Identifies and follows all operating instructions in a timely manner.
DOB 1.3	Complies with applicable regulations and procedures

### Communication (COM)

Description	<i><b>Communicates through appropriate means in normal and non-normal situations.</b></i>
DOB 2.1	Ensures the recipient is ready and able to receive the information
DOB 2.2	Selects appropriately what, when, how and with whom to communicate
DOB 2.3	Conveys messages clearly, accurately and concisely
DOB 2.4	Provides clear and concise answers to technical questions and confirms that the recipient correctly understands important information
DOB 2.5	Listens actively and demonstrates understanding when receiving information
DOB 2.6	Asks relevant and effective questions
DOB 2.7	Adheres to standard radiotelephony phraseology and procedures
DOB 2.8	Correctly interprets required company and flight documentation
DOB 2.9	Accurately interprets and responds to communication in English

## OPERATIONS MANUAL PART D

- 3 PROCEDURES FOR TRAINING AND CHECKING  
3.3 COMPETENCY FRAMEWORK

**Issue:** 00  
**Revision:** 00  
**Date:** 18-FEB-2024

### Process Improvement (PIM)

Description	<i><b>Contributes to the continuous improvement of the system</b></i>
DOB 3.1	Consistently provides appropriate guidance to stakeholders and colleagues on how to implement procedures
DOB 3.2	Analyses evidence to identify opportunities for process improvement
DOB 3.3	Proposes process improvements for approval or adoption by management
DOB 3.4	Provides suitable justification for proposed improvements
DOB 3.5	Recognizes trends in practice of one's own technical area and anticipates changes

### Leadership & Teamwork (LTW)

Description	<i><b>Collaborates up, down and across the organization to foster and promote a clear vision and common goals. Energizes others to achieve the goals and positive results</b></i>
DOB 4.1	Manages professional relationships with appropriate role boundaries
DOB 4.2	Gains the trust and confidence of others
DOB 4.3	Inspires others to collaborate and strive towards excellence
DOB 4.4	Addresses and resolves conflicts and disagreements in a constructive manner
DOB 4.5	Admits mistakes and takes responsibility
DOB 4.6	Identifies and provides relevant information and solutions to others
DOB 4.7	Provides and seeks effective and constructive feedback

### Problem-Solving-Decision-making (PSD)

Description	<i><b>Accurately identifies risks and resolves problems. Uses appropriate decision-making techniques</b></i>
DOB 5.1	Distinguishes between irrelevant and relevant data required for the analysis of operational situations
DOB 5.2	Abstracts and applies the correct information, relations, coefficients, etc.
DOB 5.3	Makes appropriate decisions when confronted with conflicting, unexpected or incomplete information
DOB 5.4	Adapts decision making to available time



RIYADH AIR  
طيران الرياض

## OPERATIONS MANUAL PART D

- 3 PROCEDURES FOR TRAINING AND CHECKING
- 3.3 COMPETENCY FRAMEWORK

**Issue:** 00  
**Revision:** 00  
**Date:** 18-FEB-2024

<b>DOB 5.5</b>	Evaluates options in view of safety, costs, and operational stability
<b>DOB 5.6</b>	Works through options and defines the limiting deadlines
<b>DOB 5.7</b>	Uses appropriate decision-making processes and tools
<b>DOB 5.8</b>	Evaluates own decision making to improve performance

### Situation Awareness and management of information (SAW)

<b>Description</b>	<b><i>Perceives and comprehends all of the relevant information available and anticipates what could happen that may affect the operation</i></b>
<b>DOB 6.1</b>	Assesses the available resources (infrastructure, IT-systems, personnel) and adjusts the operation in response to changes
<b>DOB 6.2</b>	Identifies and assesses the status of the operation (technical status of aircraft, weather conditions, NOTAMs, industrial action etc.)
<b>DOB 6.3</b>	Monitors current operations to anticipate and resolve emerging issues
<b>DOB 6.4</b>	Develops contingency plans sufficiently in advance of an identifiable threat or risk
<b>DOB 6.5</b>	Identifies and manages threats to the safety of operations

### Workload Management (WLM)

<b>Description</b>	<b><i>Manages available resources efficiently to prioritize and perform tasks in a timely manner under all circumstances</i></b>
<b>DOB 7.1</b>	Plans, prioritizes and schedules tasks effectively.
<b>DOB 7.2</b>	Maintains self-control in all situations
<b>DOB 7.3</b>	Offers and accepts assistance, delegates when necessary
<b>DOB 7.4</b>	Anticipates and recognizes overload and asks for help early
<b>DOB 7.5</b>	Reviews, monitors and cross-checks actions
<b>DOB 7.6</b>	Verifies that essential tasks are completed with the expected outcome
<b>DOB 7.7</b>	Manages and recovers from interruptions, distractions and failures
<b>DOB 7.8</b>	Maintains mental and physical fitness required to perform the role safely

Table 25 Dispatcher Competency Framework

### 3.4 COMPETENCY BASED GRADING METHODOLOGY

IOSA FLT 2.1.28

The Riyadh Air grading methodology has been developed to allow standardized assessment of both crew and instructor/check pilot/examiner performance. There are five distinct levels of performance. The levels summarize how well the crew member/trainer did the job.

THE FIVE LEVELS ARE:
5 – EXPERT
4 – ADVANCED
3 – ADEQUATE
2 – MINIMUM ACCEPTABLE
1 – NOT COMPETENT

Grades of 3, 4 and 5 are consistent with the required standards having been achieved.

Grade of 2 indicates an acceptable standard.

Grade of 1 indicates that the observed behaviors did not meet required standards.

Each of the 5 levels is provided with a distinct explanatory word picture.

The word picture integrates the three important measures that describe how well the pilot did the job:

1. How many job behaviors did the pilot demonstrate,
2. How often did that occur, and
3. What was the outcome or effect from a Threat and Error management perspective.

Importantly several contextual statements are also included to support the trainers' motivation for assigning a particular grade.

A competency framework containing core competencies that focuses on desired Observable Behaviors (OBs) will assist trainers in assessing pilot performance. The competency framework provides the desired behavior in a pilot while the grading scale assists the trainer in deciding how well a pilot demonstrated this behavior



## OPERATIONS MANUAL PART D

- 3 PROCEDURES FOR TRAINING AND CHECKING  
3.4 COMPETENCY BASED GRADING METHODOLOGY

**Issue:** 00  
**Revision:** 00  
**Date:** 18-FEB-2024

Grading Methodology				
Observable Behavior		Outcome of TEM	Competency assessment	Grading
How many (Frequency)	How Often (Robustness)		How Well	
Almost All	Almost Always	Enhance Safety	Exemplary Manner	5
Most	Regularly	Safe	Advanced	4
Many	Regularly	Safe	Effective	3
Some	Occasionally	Safe	Acceptable	2
Few, Hardly Any	Rarely	Unsafe Situation	Ineffective	1

Table 26- Grading Methodology

**Note:** The grade is the lowest of the Observable Behavior, Outcome of TEM and Competency Assessment.

**Note:** In assessing the Frequency (how many) and Robustness (How often) of the performance, only OBs relevant to the session/flight should be considered.



## OPERATIONS MANUAL PART D

- 3 PROCEDURES FOR TRAINING AND CHECKING  
3.4 COMPETENCY BASED GRADING METHODOLOGY

**Issue:** 00  
**Revision:** 00  
**Date:** 18-FEB-2024

### 3.4.1 EXPANDED WORD PICTURES – VENN MODEL

Grade	Description
<b>5 – Exemplary</b>	The crew member/trainer demonstrated an expert level of (insert competency). Characterized by demonstrating almost all of the observable behaviors most of the time, when required to do so; behavior represents exceptional skill and serves as a role model for noteworthy and highly effective crew operations/training. Consistently exceeds role requirements.
<b>4 – Advanced</b>	The crew member/trainer demonstrated an advanced level of (insert competency). Characterized by demonstrating most of the observable behaviors more often, when required to do so; behavior promotes and maintains effective crew operations/training. Includes instances where required behavior is evident when under pressure. Consistently achieves role requirements.
<b>3 – Effective</b>	The crew member/trainer demonstrated an effective level of (insert competency). Characterized by demonstrating many of the observable behaviors often, when required to do so; behavior achieved the standard for effective crew operations/training. Includes instances where required behavior is considered to be inconsistent when under pressure or was only present after occasional intervention. Competency has room for improvement.
<b>2 – Acceptable</b>	The crew member/trainer demonstrated the minimum acceptable standard of (insert competency). Characterized by occasionally demonstrating some of the observable behaviors, when required to do so; behavior did not result in an unsafe situation. Includes instances where required behavior is considered to be inconsistent or was only present after repeated intervention by other crew member/trainer. Competency needs improvement.
<b>1 – Not Competent</b>	The crew member/trainer demonstrated a not competent level of (insert competency). Characterized by rarely demonstrating few/hardly any of the observable behaviors, when required to do; behavior achieved a standard that was detrimental to effective crew operations/training. Includes instances where required behavior was not present or required significant intervention from the other pilot(s)/trainer, and/or examples of inappropriate behavior. Well below the required level. Competency needs improvement prior to further training/line operations.

Table 27 - Guidelines

## 3.5 TRAINING SESSION OUTCOMES

### 3.5.1 INTRODUCTION

All training sessions will have Competency based objectives established. The format of these objectives including Objective descriptors provides a measure of required exit standard and expected instructor assistance. This Objective Driven Competency Based (ODCB) approach removes the need to specify an additional exit standard.

### 3.5.2 LEARNING OBJECTIVES

Learning objectives detail what the training is intended to achieve and are expressed in terms of measurable performance, in other words, what the trainee must be able to do and what specific results are to be achieved.

Learning objectives comprise of three key elements:

1. The Task(s) required or behavior to exhibit.
2. The Condition(s) under which the trainee is to perform the Task.
3. The Standard to which the trainee should perform the Task.

The ODCB objectives provide Competency-Basis and a link to the Observable Behaviors.

Objective Parts	Description
Task/Behavior	Task as per the lesson plan or target Observable Behavior
Condition	The weather conditions/time of day/aircraft weight etc. This is usually detailed by the session plan rather than in the Objective description.
Standard	As per the Objective descriptor

Example 1	
	Description
Objective	To Practice delegation and prioritization during a high workload scenario (Objective targets OBs 8.2 and 8.5 under workload management)
Task/Behavior	To Practice delegation and prioritization
Condition	Weather as per lesson plan. Scenario to be run during high workload scenario
Standard	The objective descriptor is " <b>Practice</b> ". This means that the trainee needs to achieve at least an <b>Adequate</b> standard but that <b>some</b> instructor assistance is to be expected.





## OPERATIONS MANUAL PART D

### 3 PROCEDURES FOR TRAINING AND CHECKING

#### 3.5 TRAINING SESSION OUTCOMES

Issue: 00

Revision: 00

Date: 18-FEB-2024

#### Example 2

<b>Objective</b>	To familiarize with crosswind landing techniques
<b>Task/Behavior</b>	Crosswind Landings
<b>Condition</b>	Weather as per lesson plan.
<b>Standard</b>	The objective descriptor is " <b>Familiarize</b> ". This means that <b>significant</b> instructor assistance is expected and that there is no specific exit standard specified for the trainee. This type of descriptor would be expected in the first few sessions of a course

Objective Descriptor	Definition	Minimum Standard	Expected Level of Trainer Input
<b>Establish</b>	Set base for understanding or performance	NA	<b>Considerable</b>
<b>Observe</b>	Trainer demonstrates performance	NA	
<b>Familiarize</b>	Trainer guides initial development	NA	
<b>Develop</b>	Improve understanding or performance	NA	
<b>Practice</b>	Trainee action to improve performance	Adequate	<b>Moderate</b>
<b>Consolidate</b>	Reinforce understanding or performance	Adequate	
<b>Complete</b>	Meet required performance standard	Adequate	
<b>Demonstrate</b>	Show competent understanding or performance	Adequate	<b>Minimal</b>
<b>Apply</b>	Use competencies to manage	Adequate	

**Note:** Adequate in the Minimum Standard column means that a minimum standard of Effective in accordance with the competency based grading methodology.

### 3.5.3 OUTCOMES

There are three potential outcomes for a training session, based on whether or not the session objectives were met.

1. Objectives achieved (OA)
2. Objectives achieved with additional practice (OAWAP) and:
3. Objectives not achieved (ONA)

The outcomes are described in detail below. OAWAP provides an important indication to training management of trainees that would benefit from additional training.

### 3.5.3.1 Objectives Achieved

Session went according to plan and the objectives were achieved with no additional practice required over and above the expected level of trainer input. There should be no carried forward items, unless these were picked up from a previous session and the trainer was unable to find time to include them in the session (they are automatically carried forward again). Report comments by competency are optional but are appreciated, particularly to highlight commendable performances.

### 3.5.3.2 Objectives Achieved with Additional Practice (FSTD)

Lesson plan is modified to allow additional practice over and above the objective descriptor for the expected level of trainer input for that competency, but ultimately the objectives were achieved. It is an indication that the trainee needed more time to learn (shallower learning curve than predicted for this stage of training) but the trainee is ready for the next session. Report comments by competency are mandatory and the root cause(s) shall be highlighted.

### 3.5.3.3 Objectives Achieved with Additional Practice (OE)

A performance that required additional instructor assistance, support, debrief or repeat above the level of instructor input expected for that objective descriptor.

It is an indication that whilst able to achieve the required standard for a particular objective, the trainee's performance was somewhat behind that predicted for this stage of training. Report comments by competency are mandatory and the root cause(s) shall be highlighted.

### 3.5.3.4 Objectives Not Achieved (FSTD)

One or more objectives were not achieved. The objectives that were not achieved are carried forward, as are any incomplete tasks from the session. Report comments by Competency are mandatory and the root cause(s) shall be highlighted.

### 3.5.3.5 Objectives Not Achieved (OE)

One or more objectives were not achieved, including a trainer required to take physical control from a trainee to retain flight safety. Report comments by Competency are mandatory and the root cause(s) shall be highlighted. If the takeover was due to environmental conditions outside of the expected capabilities of the trainee, then the above does not apply unless a significant deficiency in any competency was also identified as a contributory factor.

## 3.6 ASSESSMENT STANDARDS

This section sets out detailed requirements for the various checks, tests and assessments that are routinely conducted by flight operations training. It also describes the trend monitoring functions in place to assist training management in their oversight efforts.

In all cases, and for all checks, training sessions and evaluations of qualified crew members, ensuring the standard of operation is the first priority. Therefore, the trainer shall not record the session as being successful if there is any doubt with regards to the crew members' ability to successfully conduct their line operation duties. In these cases, the session shall be recorded as unsuccessful with the appropriate root cause identified.

### 3.6.1 TREND ANALYSIS

Automated trend analysis is performed for all flight and cabin crew. This is based on pre-determined levels of training performance. In the event that a Trend Alert is issued, the relevant Training Manager shall review the crew members' performance and will recommend remedial training after approval from the Chief Pilot, Director of Flight Crew Training, Cabin crew manager or Cabin Crew Training Manager as applicable. The training assigned to a crew member on trend alert is managed in the same manner as the training assigned when a crew member is on an MCP level. Each package of training is to be completed. It is expected that a trainee may have issues during the early stages of the remedial training, but the intent is to support the crew member to the exit standard or until Training or Flight Operations management believe insufficient progress is being made.

### 3.6.2 ASSESSMENT STANDARDS FOR PROFICIENCY CHECKS, RECURRENT MODULE EVALUATION PHASE, LOE

The assessment standards for Proficiency Checks, Recurrent Training Module EVAL Phases and LOEs are as established by the FAA Airman Certification Standards publication for Type Rating qualifications. The standards have been summarized in the table below. For detailed requirements based on each phase of flight, refer to the Check Pilot Handbook. In addition to the requirements of the ACS standards, in order successfully complete a check or evaluation, the pilot needs to achieve a minimum grade 2 in all core competencies.

Candidates with a final grade of 2 in any competency will be managed in accordance with [section 3.0.6.1](#) (Grading for checking) in this manual.

### 3.6.3 TABLE OF COMMON TEST STANDARDS FOR FLIGHT CREW

The applicant shall pass all sections of the skill test or proficiency check.

The applicant shall demonstrate the ability to:

1. Operate the airplane within its limitations.



## OPERATIONS MANUAL PART D

### 3 PROCEDURES FOR TRAINING AND CHECKING 3.6 ASSESSMENT STANDARDS

**Issue:** 00  
**Revision:** 00  
**Date:** 18-FEB-2024

2. Complete all maneuvers with smoothness and accuracy.
3. Exercise good judgment and airmanship.
4. Apply aeronautical knowledge appropriately.
5. Maintain control of the airplane at all times in such a manner that the successful outcome of a procedure or maneuver is always assured.
6. Understand and apply crew coordination and incapacitation procedures, if applicable and;
7. Communicate effectively with the other crew members.

The following limits are for general guidance. The Examiner shall make allowances for turbulent conditions and the handling qualities and performance of the Aeroplane. Minor deviations from these tolerances are acceptable if corrected using appropriate piloting techniques.

Height/Altitude	
Generally:	+100 feet/-100 feet
Starting a go-around at DA:	+50 feet/-0 feet
Minimum descent height/ altitude:	+50 feet/-0 feet
Approaches other than ILS flown using Baro VNAV	75 feet below the vertical path and; 75 feet above the vertical path at or below 1000 feet AAL.
Tracking	
On Radio Aids:	+/-5 degrees
Angular deviations: ILS, LPV, MLS, GLS and approaches other than ILS flown using IAN	½ scale deflection azimuth and glide path.
Approaches other than ILS flown using LNAV	Cross track error/deviation: +/-half RNAV/RNP value associated with the procedure. Brief deviations up to the RNAV/RNP value are allowable.
Heading	
All engines operating:	+/-5 degrees
With simulated engine failure:	±5 degrees
Steep Turns	
Altitude	Maintain the entry altitude ±100 feet
Airspeed	±10 knots
Heading	±10 degrees
Bank Angle	±5 degrees
Speed	



## OPERATIONS MANUAL PART D

- 3 PROCEDURES FOR TRAINING AND CHECKING
- 3.6 ASSESSMENT STANDARDS

**Issue:** 00  
**Revision:** 00  
**Date:** 18-FEB-2024

All engines operating:	+/-5 knots
With simulated engine failure:	+10 knots/-5 knots
Engine failure during take-off:	V2 to V2 + 15
<b>Holding</b>	
Altitude	Maintain the entry altitude $\pm 100$ feet
Airspeed	$\pm 10$ knots
Heading	$\pm 10$ degrees

Table 28 Common Test Standards for Flight Crew

### 3.6.4 ASSESSMENT STANDARDS FOR TRAINING SESSIONS

All training sessions during initial, transition, recurrent and upgrade training are assessed against competency-based objectives. The assessment standards are based on level of expected instructor assistance and required exit standard.

The exit standard and expected instructor assistance are included in the objective and described in detail in [section 3.5](#) (Training Session Outcomes).

### 3.6.5 CONDUCT OF A TEST, CHECK OR EVALUATION

The Examiner/check pilot/evaluator should encourage a friendly and relaxed atmosphere to develop both before and during a test to enable the candidate to fully demonstrate their abilities. A negative or hostile approach should not be used.

During the test, the examiner should avoid negative body language, comments or criticisms and all assessments should be reserved for the debriefing.

The performance of a Candidate under test conditions will often be adversely affected by some degree of nervous tension, but the Examiner can do much to redress the balance in their favor by the adoption of a friendly and sympathetic attitude. Any suggestion of haste during briefing should be avoided and the Candidate should be encouraged to ask as many questions as they wish at the conclusion of each section. Clear and unhurried instructions at this stage will not only serve to put the Candidate at his ease but will ensure the test proceeds smoothly and without unnecessary delay.

Trainers are responsible for improving all training and flight instruction by feeding back information on items or sections of tests that are most frequently repeated or failed. They must also assist in maintaining and, where possible, improving air safety standards by displaying good airmanship and flight discipline during tests. An Examiner should not re-examine a failed candidate without the agreement of the candidate.

## 3.6.5.1 Conduct and Assessment of Oral Exams

Oral exams shall be assessed in accordance with the guidance below. More detailed guidance on the conduct of oral exams is available in the Check Pilot Handbook.

### 3.6.5.1.1 Scope

The GACA Oral test is a distinct part of the Initial Proficiency Check module; elements listed in GACAR Part 121 appendix "C" of the Flight Operations Training Manual shall be addressed to test the knowledge of the trainee.

Oral testing is conducted to determine whether the pilot has acquired adequate practical knowledge to safely and competently exercise the privileges of the certificate.

Company Oral tests are used to ensure that trainee knowledge is at the required standard at various stages during the initial training course.

### 3.6.5.1.2 Location

The preferred locations for conducting oral tests for airman certificates are in ground training facilities with access to pictorial representative illustrations of the flight deck layout. The check Pilot conducting the exam shall ensure that required company manuals and aircraft documentation are available to the trainee. Oral exams can also be conducted in suitable Flight Training Devices (FTDs) as the interactive logic available in these devices provides an effective method of testing the pilot's knowledge of normal, abnormal, and emergency procedures.

As a minimum, the location shall display a chart of the aircraft cockpit controls and system layout panels.

### 3.6.5.1.3 Question Phrasing

Questions should be phrased in simple, focused, and specific terms. Pilots should be encouraged to answer in the same manner.

### 3.6.5.1.4 Test Standards

Pilots are expected to possess a broad understanding of the aircraft and its systems rather than a highly detailed knowledge of component design and construction. They should be able to demonstrate an understanding of the essential features of system design and how various systems interrelate. Pilots must be able to demonstrate such knowledge by interpreting cockpit indications and describing the condition of aircraft systems from these indications. Pilots are not expected to have memorized specific facts that are immediately available in reference manuals and checklists that are required to be in the cockpit. Pilots must, however, be able to state memory items in non-normal y checklists (in the correct sequence) and flight manual limitations from memory.

A pilot may not be able to give entirely correct answers to some of the questions in an oral test; however, that pilot may still meet an acceptable standard. Check Pilot must base their decisions on whether pilots

pass or fail on the soundness of the pilots' overall command of basic principles. Check Pilot should avoid commenting on an pilot's performance until after the oral test is complete.

### 3.6.5.1.5 Debriefing

Immediately after the oral test, the pilot will be debriefed on performance and informed of the results of the test.

## 3.6.6 CONDUCT OF A TRAINING SESSION

The main objective of any training session is to give the maximum possible value to the trainee. In order to accomplish this, the trainer needs to encourage a friendly and relaxed atmosphere to develop both before and during the session to enable the trainee to develop their skills.

Instructor engagement and interaction is crucial in supporting learning. It is expected that instructor involvement is very high in the beginning of a course and then gradually reduce as the trainee gains skill and confidence. The expected level of instructor assistance is presented in the session specific objectives in line with [section 3.5](#) (Training Session Outcomes). Further guidelines about the conduct of training sessions can be found in the Riyadh Air instructor handbook.

## 3.6.7 LINE RELEASE CHECK (LRC)

The Line Release check is the final training duty before the Line Check during initial and transition training courses. The purpose of the LRC is to ensure line standard has been achieved prior to the line check.

The LRC is flown with the trainer in an operating seat. It is graded in accordance with the Competency Based Grading Methodology detailed in [section 3.4](#).

While the LRC is a check, training input is still allowed and encouraged. The aim is to prepare the trainee in the best way possible for the Line Check.

1. Line Release Checks shall be completed on a layover flight with no other restrictions on the destination. In exceptional circumstances, the requirement for a layover flight may be waived by the relevant TM.
2. A trainee must have completed the minimum number of OE training sectors prior to the LRC.
3. Whilst training to proficiency is allowed on the LRC, by the end of the flight a grade of at least 3 in all core competencies is required to progress to the Line Check.

## 3.6.8 LINE CHECK

*GACAR § 121.793, E-Book 4.21.7.27*

Line checks are conducted at the end of line training and as per the recurrent requirements. They are assessed in accordance with the Competency based grading methodology.

Line checks can also be requested at any time by the relevant Training Manager, Director of Training or Chief Pilot.

Completion of a Line Check signifies successful course completion. A line check is a commercial flight, and the highest possible level of safety should be maintained at all times. Therefore, it would be wholly inappropriate to run anything other than a fully integrated crew operation.

The priorities of any revenue flight are firstly Safety, followed by Commercial, and only when both those goals have been protected, Training or Evaluation.

All pilots are required to complete a Line Check (LC) annually. The Line Check shall be conducted from the observer's seat. Instructors conducting line checks shall be qualified to operate in both pilot's seats.

During a Line Check, both pilots will be under check, regardless of check datums. At the conclusion of the check, a line check form shall be submitted for both pilots and the Line Check datum reset, if required.

Line checks are considered a particularly important factor in the development, maintenance and refinement of high operating standards and can provide a valuable indication of the usefulness of the Company training policy and methods. The following guidance relates to the conduct of all line checks:

The line check is conducted on the airplane so that each flight crew member can demonstrate competence in carrying out normal line operations described in the OM-A, and other appropriate Company manuals.

1. Line checks are a test of a flight crew member's ability to perform a complete line operation satisfactorily, including pre-flight and post-flight procedures and use of equipment provided, and an opportunity for an overall assessment of their ability to perform the duties required.
2. The route chosen for a line check should be such as to give adequate representation of the scope of a pilot's normal operations. When weather conditions preclude a manual landing, an automatic landing is acceptable.
3. Pilots are expected to operate in a PF and PM sector. However, in the rare circumstances where this may not be possible due to inclement weather or other operational factors where it necessitates the captain to be PF for both sectors of the line check, as long as the pilots are operating in their normal operating capacity for the given circumstances, the line check would remain valid for both pilots. On a Line Release Check or an Initial Line check the pilot is required to operate a sector as PF.
4. Minimum block time for a line check flight is 01:00hr.





## OPERATIONS MANUAL PART D

- 3 PROCEDURES FOR TRAINING AND CHECKING
- 3.6 ASSESSMENT STANDARDS

**Issue:** 00  
**Revision:** 00  
**Date:** 18-FEB-2024

### 3.6.9 REMEDIAL TRAINING

GACAR § 121.879 E-Book 4.21.11.15

If a crew member is awarded a grade of 'Not competent' during a check or if the set objectives are not met during training, training management will assign additional training to address the root cause of the inability to achieve the required standard. In all cases, a trainee must display a satisfactory standard in the appropriate competency prior to continuing with the planned training program or repeating the check.

The details of the remedial training will be based on an analysis of the root cause of the failure to meet the session/flight objectives. The relevant training manager will create the remedial training program.

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## 3.7 STANDARDIZATION OF TRAINING

*IOSA FLT 2.1.2, 2.1.14, 2.1.36*

### 3.7.1 GENERAL

The standard of training delivered and the level of standardization between the instructors delivering the training program are crucial elements in maintaining the highest level of line operational standards and safety.

Initial standardization is integrated into the trainer qualification courses, on completion of the initial check in the trainer role, the trainer is enrolled into the recurrent standardization program.

In addition to the recurrent training required for their operational qualification, all trainers are required to participate in the initial and recurrent trainer standardization programs. Detailed information on the various standardization events for different trainer roles have been included below.

Trainers will be assessed in line with their qualifications. Trainers qualified to conduct training in both FSTDs, and aircraft can be assessed in either capacity.

All trainers need to achieve a grade of competent or above in all initial and recurrent standardization evaluations. All trainers graded at minimum acceptable or not competent will be given additional training under the umbrella of the Management of Trainer Performance (MTP) program prior to returning to training duties.

### 3.7.2 INSTRUCTOR PROFICIENCY EVALUATION (IPE)

All trainers will be scheduled for regular IPEs at intervals detailed in section 2 of this manual.

The purpose of IPE is twofold, the primary objective is to ensure that the trainer being assessed is delivering training to the required standard in accordance with company policies and guidelines. In addition to this primary requirement, the Standards Trainer conducting the session should aim to assist the trainer to develop and improve the standard of instruction being delivered. This means that involvement and interaction to a level deemed appropriate considering the experience level of the instructor being assessed is expected and encouraged and encouraged during the conduct of the IPE.

All IPEs are assessed in accordance with the Instructor/Examiner Competency Framework and the Grading Scale.

### 3.7.3 INSTRUCTOR STANDARDIZATION SEMINAR

The instructor standardization seminar is conducted for all instructors yearly. The purpose of this seminar is to standardize the delivery of training in all areas to the highest level possible. The content of this seminar will be decided by the Director of Flight Crew Training on a yearly basis.

For instructors and check pilots who conduct training in an FSTD, elements of the following subjects specific to the device(s) for the aircraft type will be covered:

- a. Proper operation of the controls and systems;
- b. Proper operation of environmental and fault panels;
- c. Data and motion limitations of simulation; and
- d. The minimum aircraft simulator equipment required as listed in section 1.12 of this manual.

## 3.7.4 INSTRUCTOR DEVELOPMENT TRAINING

The Instructor Development Training session is a training session in an FSTD with the overall aim to enhance instructional techniques, intervention strategies and standardize the delivery of training.

This session will be scheduled as per the intervals detailed in section 2 of this manual.

## 3.7.5 INSTRUCTOR CONCORDANCE ASSURANCE TRAINING (ICAP)

To support accurate and standardized application of Competency Based Training and Assessment (CBTA) in all aspects of training, Riyadh Air provides concordance training to all instructors involved in delivering CBTA.

The overall aim of the ICAP Program is to be able to identify areas of weak concordance to drive improvement in the quality and validity of the grading system.

The ICAP training program has been designed to assess the below two aspects of instructor concordance:

1. Instructor-group assessment homogeneity (agreement);
2. Instructor assessment accuracy (alignment).

The accuracy of instructor assessment and grading is also evaluated under the evaluations scheduled as part of the recurrent standardization program. Trainers who are deemed not to be meeting the required standard will be managed under the Management of Trainer Performance process.

Instructor Concordance will be verified through uniform standardization material where different levels of performance are included and by reference to the analysis of the data produced by the instructor every 12 months.

The two aspects of concordance (agreement and alignment) will be verified by:

1. Instructor-group assessment homogeneity (agreement) by instructors observing the same content. This will be done electronically through distance learning or during classroom training.



RIYADH AIR  
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## OPERATIONS MANUAL PART D

- 3 PROCEDURES FOR TRAINING AND CHECKING
- 3.7 STANDARDIZATION OF TRAINING

**Issue:** 00  
**Revision:** 00  
**Date:** 18-FEB-2024

2. Instructor assessment accuracy (alignment) will be verified by comparing instructor assessments with an 'assessment standard' consisting of correctly identified competency(-ies) and correctly identified grade levels. Neither the competency(-ies) nor the grade level(s) will be communicated in advance to the instructors. The assessment standards will be set by consensus within a group consisting of training managers and senior trainers, in order to guard against individual biases.

For further information on how concordance data is used and analyzed, refer to the Flight Operations Process and Procedures Manual.

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## 3.7.6 STANDARDIZATION OF EXTERNAL INSTRUCTORS

*IOSA FLT 2.1.20*

### 3.7.6.1 General

This policy aims to establish standardized procedures and criteria for the selection, qualification, and utilization of external instructors by Riyadh Air. The objective is to ensure the consistent delivery of high-quality training and educational services that align with our airline's safety, operational, and regulatory standards.

Detailed information on the process of evaluating external instructors can be found in the Flight Operations Process and Procedures Manual.

### 3.7.6.2 External Instructors - Selection

External instructors must meet the following criteria to be considered for engagement:

1. Relevant industry experience and expertise in their area of instruction.
2. Certification or qualifications consistent with the subject matter they will be teaching.
3. Demonstrated ability to deliver effective training and educational content.

### 3.7.6.3 External Instructors - Standardization

Prior to delivering training or checking events for Riyadh Air crew, external trainers shall:

1. Undergo standardization training deemed appropriate by the relevant training manager and approved by the Director of Flight Crew Training.
2. Attend yearly training standardization meetings.

Additionally, the relevant training manager shall ensure that at least 20% of all external trainers are subject to an Instructor Proficiency Evaluation every 12 months. This serves as a quality check of the training delivered.

External trainers not meeting the required standard will either be given additional training to assist them in achieving the required standard or alternatively be removed from the group approved to conduct training on Riyadh Air crew members. This will be at the discretion of the relevant training manager.

### 3.8 PROCEDURES TO BE APPLIED IN THE EVENT THAT PERSONNEL DO NOT ACHIEVE OR MAINTAIN THE REQUIRED STANDARDS

#### 3.8.1 GENERAL

This section details the procedures applicable for when operational personnel are unsuccessful during training or checking events.

Personnel that fail a check or are unsuccessful during training events will be removed from all operational duties pending a training review. The reason for not complying with the required standard may vary on a case-by-case basis and shall be managed through the MCP process described below.

#### 3.8.2 FAILURE OF GROUND EXAMINATION OR DISTANCE LEARNING EXAM

In case a trainee fails a ground examination, the below process shall be followed.

1. Following the failure of a trainee's first attempt of an exam, the trainee may be permitted to re-sit the exam without any further training required if deemed appropriate by the relevant training manager.
2. If the re-sit is successful, training can continue as planned and no further action is required.
3. If the re-sit is unsuccessful, the pilot should be removed from further training and the case managed in accordance with the MCP process detailed below.

#### 3.8.3 OBJECTIVES NOT ACHIEVED DURING TRAINING

If it is determined that a trainee does not meet the training objectives for a training session or flight. The trainer shall:

1. Inform trainee of the result.
2. Email the crew duty manager to ensure that the roster is amended, and no further training is conducted until the case has been reviewed by training management (address TBC).
3. Submit Training records.
4. Assist with additional information as deemed necessary by the relevant training manager.

#### 3.8.4 FAILED CHECK, TEST OR EVALUATION

All checks, tests and evaluations are graded in accordance with the competency-based grading methodology. The below process shall be followed if a trainee:

### 3 PROCEDURES FOR TRAINING AND CHECKING

#### 3.8 PROCEDURES TO BE APPLIED IN THE EVENT THAT PERSONNEL DO NOT ACHIEVE OR MAINTAIN THE REQUIRED STANDARDS

**Issue:** 00

**Revision:** 00

**Date:** 18-FEB-2024

1. Fails a check
2. Any competency graded as 1 for both core and/or Instructor/Evaluator competencies.

If the above applies, the instructor shall:

1. Inform trainee of the result.
2. Inform the pilot they are unable to act as an operating crew until the matter is resolved.
3. Email the crew duty manager to ensure that the roster is amended, and no further training is conducted until the case has been reviewed by training management (address TBC).
4. Submit Training record.
5. Assist with additional information as deemed necessary by the relevant training manager.

#### 3.8.5 FAILED LINE CHECKS

If a check pilot determines during a Line check that, a pilot's performance does not meet the standards that would allow the individual to continue to operate the aircraft, the check pilot must not allow that individual to continue the flight or trip in that role. The following options are then available:

1. The check pilot may continue the flight from the other pilot seat and conduct further Operating Experience training with the individual.
2. The check pilot may continue the flight as an operating crew member with the remaining pilot as a normal line flight.

#### 3.8.6 INTERVENTION DURING LINE CHECKS

During a Line Check, if it is apparent that an un-trapped crew error has occurred that effects the safe operation of the aircraft, then the evaluator should intervene. Under these circumstances the line check shall be deemed a fail. If the evaluator intervenes for the purpose of meeting commercial objectives such as on-time performance, operational efficiency the Line Check is not by default failed but the identified deficiencies shall be identified, and the root cause recorded under the relevant competency.

#### 3.8.7 MANAGEMENT OF CREW PERFORMANCE (MCP)

If at any stage of training, or as the result of a test, check or evaluation, it is evident that a pilot has not reached the necessary standards, the Management and Pilot Support (MAPS) system will ensure training management are notified of any objectives not met or test, check or evaluation failures.

The Management of Crew Performance process is designed to assist and develop crew members within a defined framework in order for the crew member to meet the required standard of the training being undertaken. It ensures that management interventions are timely, appropriate and allow for an in-depth review of the trainee's performance.



## OPERATIONS MANUAL PART D

- 3 PROCEDURES FOR TRAINING AND CHECKING
- 3.8 PROCEDURES TO BE APPLIED IN THE EVENT THAT PERSONNEL DO NOT ACHIEVE OR MAINTAIN THE REQUIRED STANDARDS

**Issue:** 00  
**Revision:** 00  
**Date:** 18-FEB-2024

The MCP process is applied differently depending on the kind of training conducted. In case of initial and command training, the MCP level will be reset at graduation of the course.

Detailed management guidance for the practical application of the MCP process is contained in the Flight Operations Process and Procedures Manual.

### 3.8.8 MCP LEVELS

MCP levels can be described as the level of management oversight. The number of MCP levels dependent on the training course are defined below:

Course	Number of MCP Levels
<b>Flight Crew (MPP)</b>	
Recurrent Training	Captain 3, First Officer 5
Command Training	3
Initial Training	5
<b>Cabin Crew (MCCP)</b>	
Recurrent Training	5
Upgrade Training	3
Initial Training	5
<b>Dispatch Training (MDP)</b>	
Recurrent Training	5
Initial Training	5
<b>Instructor Training (MTP)</b>	
Initial Training	3
Recurrent Training	3

Table 29 MCP Levels

Level 1 is the lowest level of oversight with levels 3 or 5 representing the highest level of management intervention and oversight.

While the MCP levels normally progress from 1 through to 3 or 5 (depending on the course) a crew member may enter at any level depending on the manager's investigation and the review of past performance.

When deciding on the level to be assigned, managers should keep in mind that the overall ethos of the process is to support the crewmember in their career development. Previous MCP records shall be considered when deciding on the entry into an additional MCP Process.

Each escalation in the MCP process is associated with a training package that is to be successfully completed. It is expected that the crew member might struggle during the initial stages of the remedial training but the intent is to support the crew member to the required exit standard or until either training or aircraft type management believes insufficient progress is being made.



3	PROCEDURES FOR TRAINING AND CHECKING
3.8	PROCEDURES TO BE APPLIED IN THE EVENT THAT PERSONNEL DO NOT ACHIEVE OR MAINTAIN THE REQUIRED STANDARDS

<b>Issue:</b>	00
<b>Revision:</b>	00
<b>Date:</b>	18-FEB-2024

### 3.8.9 MCP PROCESS TRIGGER

The MCP process is triggered when an unsuccessful event or a trend of marginal performance is identified. Management is automatically notified in these situations by the electronic records software. The process can also be manually initiated by training management if the crew member performance falls outside of the automatic triggers but still represents a concern.

### 3.8.10 ESCALATION OF MCP LEVEL

Escalation of an MCP level is a significant management action and is managed through peer review and shall only be actioned for relevant events.

The highest levels in the MCP framework indicate a crew member that requires oversight at senior flight operations management level. Therefore, prior to escalating to highest MCP levels (3 or 5 depending on the course) the Flight Operations Review Board (FORB) shall be assembled to decide if further training shall be awarded or to stop training if further training is unlikely to succeed or if the operational risk is deemed to be unacceptable.

**Note:** The Flight Operations Review Board does not apply to upgrade and instructor training since these courses sit outside of a crew members contractual role with the company.

### 3.8.11 REDUCTION OF MCP LEVEL

All MCP levels are valid for 12 months. Following 12 months without further relevant MCP events, the level drops by one level every 12 months. Following three years without any further relevant MCP events, the MCP level drops to zero.

With the approval of the Director of Flight Crew Training, training management can reduce or escalate MCP levels outside of the normal timelines.

At graduation from any initial or upgrade course, the MCP level is reset to zero.

### 3.8.12 RELEVANT MCP EVENTS

MCP events are triggered by the electronic records software. A relevant MCP event is defined as:

1. Failure of a regulatory check (test, check).
2. Failure of a Line Check.
3. A training event where a significant deficiency in any competency has been identified.



### 3.9 TRAINING DURING COMMERCIAL OPERATIONS

GACAR § 121.737(c), (d), 121.785(e)

#### 3.9.1 TRAINING PERMITTED DURING COMMERCIAL OPERATIONS

The below training/checking events are permitted to take place on commercial air transport flights:

1. Pilot training and competence checks including line checks;
2. Cabin crew member training and competence checks.
3. Dispatch familiarization flights
4. Ground Instructor Familiarization flights

#### 3.9.2 TRAINING NOT PERMITTED DURING COMMERCIAL OPERATIONS

The below training shall not take place during any flights:

1. Practice stall exercises.
2. Asymmetric flight training.
3. Rejected Take-Off (RTO) training.
4. Windshear avoidance and recovery.
5. GPWS alerts and warnings and the avoidance of controlled flight into terrain.
6. Response to TCAS/ACAS alerts.
7. Simulation of system failures
8. Simulation of crew member incapacitation

## 4 RECORD KEEPING

GACAR § 121.839(d), 121.1565  
IOSA FLT 1.8.1, 1.8.2, CAB 1.7.1, 2.1.8

This section details the record keeping requirements and procedures for all Riyadh Air training activities.

### 4.0 REQUIRED TRAINING RECORDS

GACAR § 121.1505(a)(1)

Riyadh Air maintains up-to-date records for each Flight Crew, Cabin Crew, and Aircraft Dispatcher that show:

1. Compliance with all requirements of the Riyadh Air approved training program
2. Successful completion of all proficiency/competence checks
3. Completion of all relevant aircraft and route qualifications

#### 4.0.1 ACCESS TO TRAINING RECORDS

Training records shall be made available, on request, to the crew member concerned. They shall also be made available to a GACA Inspector when requested in the performance of their duties.

#### 4.0.2 DOCUMENT RETENTION RESPONSIBILITIES

The Director of Flight Crew Training & Standards, shall maintain:

1. Current records of flight crew's certificates, licenses and required physical examinations; and
2. Record of each action taken concerning the release from employment or physical or professional disqualification.
3. Current records of each flight crew that show whether the crew complies with the applicable regulations, including, but not limited to, training, proficiency and route checks, airplane and route/ special airport qualifications.

Ground/Dispatch Training Manager shall maintain:

1. Current records of dispatcher's licenses and required physical examinations, duty and rest time records.
2. Record of each action taken concerning the release from employment or physical or professional disqualification of any aircraft dispatcher and keep the record for at least six months thereafter.
3. Current records of each dispatcher that show whether the dispatcher complies with the applicable regulations, including, but not limited to, their licenses, training, proficiency and route checks, airplane, and route qualifications.

Manager Cabin Crew Training & Standards shall maintain:

1. Current records of cabin crew's certificates and required physical examinations.
2. Record of each action taken concerning the release from employment or physical or professional disqualification of any cabin crew and keep the record for at least six months thereafter.
3. Current records of each cabin crew that show whether the crew member complies with the applicable regulations, including, but not limited to, training, proficiency and route checks, airplane qualifications.

## 4.1 FORMAT OF TRAINING RECORDS

A Master Training file shall be created and maintained for each Flight Crew, Flight Dispatcher, and Cabin Crew. Training and checking events, such as simulator, classroom, and line training, are supported by the appropriate electronic form. Whenever a GACA check form is completed, an electronic form should also be completed to ensure integrity of the trainee's records.

Following completion of any training or checking event supported by a form, the trainer must either manually or electronically complete the appropriate form and submit it within 12 hours.

Unless otherwise specified, the applicable form must be signed by the trainer. A digital signature/pin may be used for the completion of electronic forms in lieu of a physical signature.

Training records are to be classified as confidential and access to it is to be restricted.

Training records shall be maintained as per the below sections.

### 4.1.1 CREW MEMBERS AND DISPATCHER RECORDS

Each Flight Crew, Cabin Crew, and Aircraft Dispatcher training record is stored in the Riyadh air Crew training records system containing the following documents:

	Training Record	FLT CREW	CAB CREW	DISPATCHER
1	<b>Crew Member Certificates:</b>			
	1. GACA ATPL Certificate.	X	X	X
	2. GACA Medical Certificate.	X	X	X
	3. GACA Crew Member Certificate	X	X	X
2	<b>Permit:</b>			
	1. Passport (Valid/Current)	X	X	X
	2. Iqama, Visa, and Company ID	X	X	X
3	<b>Initial Training:</b>			
	1. Basic Indoctrination	X	X	X



## OPERATIONS MANUAL PART D

### 4 RECORD KEEPING

#### 4.2 STORAGE OF TRAINING RECORDS

**Issue:** 00

**Revision:** 00

**Date:** 18-FEB-2024

	2. Initial/Recurrent (Ground and Simulator) training when hired or just before hiring.	X	X	X
	3. The Initial or recurrent training must be valid 12 months before hiring.	X	X	X
	4. Initial CRM training (can be old as long as it says Initial CRM, or it indicates minimum of two-day CRM training or minimum of 16 hours' CRM training)	X	X	X
	5. Initial instructor or Check airman (ICAO – TRI/TRE) ground and/or simulator training.	X		
	6. IOE/line checks/observations			
4	<b>Recurrent Training (Ground/Simulator)</b>	X		
5	<b>Proficiency Check/Annual Line Check</b>			
6	<b>Evaluation and Performance</b>	X	X	X
6	<b>Miscellaneous:</b>			
	1. CV	X	X	X
	2. Recommendation letters	X	X	X
	3. Appreciation or Warning letters	X	X	X

## 4.2 STORAGE OF TRAINING RECORDS

All training records are stored securely in electronic format to guarantee integrity and confidentiality and to ensure protection from damage, alteration, and theft.

Records ensure regulatory oversight and support Riyadh Air's standardization and Quality Assurance programs.

All Riyadh Air crew members and dispatchers have access to their own training records.

Records are stored for the periods as detailed below.

### 4.2.1 TRAINING RECORDS RETENTION

GACAR § 109.125, 121.1565

Refer to OMA Section: 2.1.5.1



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## OPERATIONS MANUAL PART D

- 4 RECORD KEEPING
- 4.2 STORAGE OF TRAINING RECORDS

**Issue:** 00  
**Revision:** 00  
**Date:** 18-FEB-2024

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طيران الرياض

## OPERATIONS MANUAL PART D

### 5 APPENDICES

#### 5.0 A1-LIST OF APPROVED FSTD, TRAINING EQUIPMENT AND SCOPE OF TRAINING

**Issue:** 00  
**Revision:** 00  
**Date:** 18-FEB-2024

## 5 APPENDICES

### 5.0 A1-LIST OF APPROVED FSTD, TRAINING EQUIPMENT AND SCOPE OF TRAINING

EASA CODE	OPERATOR	LEVEL	MANUFACTURER	TYPE	COUNTRY	CITY
EU-UKFB637	Boeing Training and Flight Services	FFS Level D	Boeing	787-9	UK	Crawley
EU-UKFB607	Boeing Training and Flight Services	FFS Level D	Boeing	787-9	UK	Crawley
EU-A0250	Boeing Training and Flight Services	FFS Level D	Boeing	787-9	UK	Crawley
EU-A0250	Boeing Training and Flight Services	FFS Level D	Boeing	787-9	UK	Crawley



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طيران الرياض

## OPERATIONS MANUAL PART D

### 5 APPENDICES

#### 5.1 A2-LIST OF CONTRACTED TRAINING ORGANIZATIONS AND SCOPE OF TRAINING

**Issue:** 00

**Revision:** 00

**Date:** 18-FEB-2024

### 5.1 A2-LIST OF CONTRACTED TRAINING ORGANIZATIONS AND SCOPE OF TRAINING

TRAINING ORGANIZATION	LOCATION	APPROVED SCOPE OF TRAINING
Boeing Training and Flight Services (London-Gatwick Campus)	Boeing House Manor Royal Crawley RH10 9AD United Kingdom	<ul style="list-style-type: none"><li>• Initial Training</li><li>• Recurrent Training</li><li>• Instructor Training</li><li>• Check Pilot Training</li></ul>







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طيران الرياض

## OPERATIONS MANUAL PART D

5 APPENDICES

5.3 A4-EXAMPLES OF TRAINING AND CHECKING RECORDS

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### 5.3 A4-EXAMPLES OF TRAINING AND CHECKING RECORDS

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## OPERATIONS MANUAL PART D

5 APPENDICES

5.4 A5- RECURRENT TRAINING EVENT MATRIX

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### 5.4 A5- RECURRENT TRAINING EVENT MATRIX

RESERVED

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RIYADH AIR  
طيران الرياض

## OPERATIONS MANUAL PART D

- 5 APPENDICES
- 5.5 A6 – FLIGHT TRAINING FORMS

<b>Issue:</b>	00
<b>Revision:</b>	00
<b>Date:</b>	18-FEB-2024

### 5.5 A6 – FLIGHT TRAINING FORMS

RESERVED

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طيران الرياض

## OPERATIONS MANUAL PART D

- 5 APPENDICES
- 5.6 A7- PROFICIENCY CHECK FORMS

<b>Issue:</b>	00
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### 5.6 A7- PROFICIENCY CHECK FORMS

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