

U.S. DEPARTMENT OF ENERGY
DEPARTMENT-WIDE
FUNCTIONAL AREA QUALIFICATION STANDARD

AVIATION MANAGER QUALIFICATION STANDARD

Defense Nuclear Facilities Technical Personnel

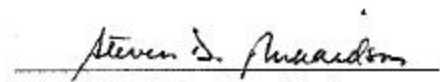


U.S. Department of Energy
Washington, D.C. 20585

November 1999

APPROVAL

The Federal Technical Capability Panel consists of senior Department of Energy managers responsible for overseeing the Federal Technical Capability Program. This Panel is responsible for reviewing and approving the Qualification Standard for Department-wide application. Approval of this Qualification Standard by the Federal Technical Capability Panel is indicated by signature below.


S.D. Richardson, Chair
Federal Technical Capability Panel

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ACKNOWLEDGMENT

Management and Administration is the Sponsor for the Aviation Manager Qualification Standard. The Sponsor is responsible for coordinating the development and/or review of the Functional Area Qualification Standard by subject matter experts (SMEs) to ensure that the technical content of the standard is accurate and adequate for Department-wide application for those involved in aviation management. The Sponsor, in coordination with the Federal Technical Capability Panel, is also responsible for ensuring that the Functional Area Qualification Standard is maintained current.

The following SMEs participated in the development and/or review of this qualification standard:

Randy Stewart	DOE MA-10 (Team Lead)
Brian Dean	DOE MA-10
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**U.S. DEPARTMENT OF ENERGY
FUNCTIONAL AREA QUALIFICATION STANDARD**

FUNCTIONAL AREA

Aviation Manager

PURPOSE

The Department's Federal Technical Capability Program Policy, issued by the Secretary in December 1998, commits the Department to continuously strive for technical excellence. The Technical Qualification Program, along with the supporting technical Functional Area Qualification Standards, complements the personnel processes that support the Department's drive for technical excellence. In support of this goal, the competency requirements defined in the technical Functional Area Qualification Standards should be aligned with and integrated into the recruitment and staffing processes for technical positions. The technical Functional Area Qualification Standards should form, in part, the primary basis for developing vacancy announcements, qualification requirements, crediting plans, interviewing questions, and other criteria associated with the recruitment, selection, and internal placement of technical personnel. Office of Personnel Management minimum qualifications standards will be greatly enhanced by application of appropriate materials from the technical Functional Area Qualification Standards.

The technical Functional Area Qualification Standards are not intended to replace the U.S. Office of Personnel Management's (OPM) Qualifications Standards nor other Departmental personnel standards, rules, plans, or processes. The primary purpose of the Technical Qualification Program is to ensure that employees have the requisite technical competency to support the mission of the Department. The Technical Qualification Program forms the basis for the development and assignment of DOE personnel responsible for ensuring the safe operation of defense nuclear facilities.

APPLICABILITY

The Aviation Manager Functional Area Qualification Standard establishes common functional area competency requirements for Department of Energy aviation managers who provide assistance, direction, guidance, oversight, or evaluation of contractor technical activities impacting the safe operation of defense nuclear facilities. The technical Functional Area Qualification Standard has been developed as a tool to assist DOE Program and Field offices in the development and implementation of the Technical Qualification Program in their organization. Program and Field offices may choose to use this technical Functional Area Qualification Standard as-is, or they may use parts of it to facilitate the development of their own unique Technical Qualification Standards. In either case, satisfactory and documented attainment of the competency requirements contained in this technical Functional Area Qualification Standard, or similar Standards, ensures that aviation managers possess the requisite competence to fulfill their functional area duties and responsibilities. Office/Facility-

Specific Qualification Standards supplement this technical Functional Area Qualification Standard and establish unique operational competency requirements at the Headquarters or Field element, site, or facility level.

IMPLEMENTATION

This technical Functional Area Qualification Standard identifies the technical competency requirements for aviation managers. Although there are other competency requirements associated with the positions held by aviation managers, this Functional Area Qualification Standard is limited to identifying the specific technical competencies. The competency statements define the expected knowledge and/or skill that an individual must meet. Each of the competency statements is further explained by a listing of supporting knowledge and/or skill statements. **The supporting knowledge and/or skill statements are not requirements and do not necessarily have to be fulfilled to meet the intent of the competency.**

The competencies identify a familiarity level, a working level, or an expert level of knowledge; or they require the individual to demonstrate the ability to perform a task or activity. These levels are defined as follows:

Familiarity level is defined as basic knowledge of or exposure to the subject or process adequate to discuss the subject or process with individuals of greater knowledge.

Working level is defined as the knowledge required to monitor and assess operations/activities, to apply standards of acceptable performance, and to reference appropriate materials and/or expert advice as required to ensure the safety of Departmental activities.

Expert level is defined as a comprehensive, intensive knowledge of the subject or process sufficient to provide advice in the absence of procedural guidance.

Demonstrate the ability is defined as the actual performance of a task or activity in accordance with policy, procedures, guidelines, and/or accepted industry or Department practices.

Headquarters and Field elements shall establish a program and process to ensure that aviation managers possess the competencies required of their position. That includes the competencies identified in this technical Functional Area Qualification Standard or a similar Standard developed by the organization. Documentation of the completion of the requirements of the Standard shall be included in the employee's training and qualification record.

Equivalencies may be granted for individual competencies based upon an objective evaluation of the employee's prior education, experience, and/or training. Equivalencies shall be granted in accordance with the policies and procedures of the program or field office. The supporting knowledge and/or skill statements, while not requirements, should be considered before granting equivalency for a competency.

Training shall be provided to employees in the Technical Qualification Program that do not meet the competencies contained in the technical Functional Area Qualification Standard. Departmental training will be based upon appropriate supporting knowledge and/or skill statements similar to the ones listed for each of the competency statements. Headquarters and Field elements should use the supporting knowledge and/or skill statements as a basis for evaluating the content of any training courses used to provide individuals with the requisite knowledge and/or skill required to meet the technical Functional Area Qualification Standard competency statements.

EVALUATION REQUIREMENTS

Attainment of the competencies listed in this technical Functional Area Qualification Standard should be documented by a qualifying official or the immediate supervisor of aviation managers using any of the following methods:

- Documented evaluation of equivalencies
- Written examination
- Documented oral evaluation
- Documented observation of performance

CONTINUING EDUCATION, TRAINING AND PROFICIENCY

Aviation managers shall participate in continuing education and training as necessary to improve their performance and proficiency and ensure that they stay up-to-date on changing technology and new requirements. This may include courses and/or training provided by:

- Department of Energy
- Other government agencies
- Outside vendors
- Educational institutions

A description of suggested learning proficiency activities, and the requirements for the continuing education and training program for aviation managers are included in Appendix A of this document. *[Note: Additions to Appendix A may be added at a later date.]*

DUTIES AND RESPONSIBILITIES

The following are the typical duties and responsibilities expected of DOE defense nuclear facility technical personnel and other facility personnel assigned to the Aviation Manager Functional Area:

- A. Establishes goals for the field aviation program based on the anticipated requirements of the Department, the field office, and other Departmental organizations that may require aviation services.

- B. Establishes standards for the aviation program that will ensure an effective, safe, and cost efficient operation.
- C. Develops the organization's Aviation Implementation Plan (AIP). Annually reviews the AIP to ensure that it is current.
- D. Provides direction to aviation contractors regarding required aviation services. This includes the types of missions that are required and the regulations, policies, and standards that contractors are to follow.
- E. Reviews, evaluates, and monitors cost, performance, and technical competency of aviation contractors.
- F. Appoints, or has collateral duties as an Aviation Safety Officer for the field office aviation program. Provides direction to the Aviation Safety Officer based on the needs of the program.
- G. Provides required reports and information to the Department regarding field office aviation activities, including reports required by Office of Management and Budget (OMB) Circulars A-76, Performance of Commercial Activities, and A-126, Improving the Management and Use of Government Aircraft.
- H. Complies with Department, federal, and state requirements concerning aviation activities.
- I. Acts as a voting member of the Department's Aviation Board of Directors.

Position-specific duties and responsibilities for aviation managers are contained in their Office/Facility-Specific Qualification Standard or Position Description.

The collateral duty aviation manager is an individual who is primarily concerned with aircraft that are chartered at his/her location. Therefore, this individual is not expected to, nor do they need to, have the level of knowledge that a full-time aviation manager requires. The requirements for the collateral duty aviation manager are contained in Appendix B.

BACKGROUND AND EXPERIENCE

The U. S. Office of Personnel Management's Qualification Standards Handbook establishes minimum education, training, experience, or other relevant requirements applicable to a particular occupational series/grade level, as well as alternatives to meeting specified requirements.

The preferred education and experience for an aviation manager are:

1. Education:

A four-year college degree in aviation, management, business, engineering, or a physical science is desired; or meet the alternative requirements specified in the Office of Personnel Management qualifications standards.

2. Experience:

Industry and/or Department of Energy experience that has provided specialized knowledge in several of the following areas: aviation operations, aviation maintenance, aviation safety, program management, project management, transportation management, or other aviation, management, or business related activity.

REQUIRED TRAINING AND TECHNICAL COMPETENCIES

Each Aviation Safety Officer must successfully complete the following course within 60 days of initial appointment:

C Department of Energy Aviation Manager and Safety Officer Course

Each of the competency statements defines the level of expected knowledge and/or skill that an individual must possess to meet the intent of this Technical Qualification Standard. **The supporting knowledge and/or skill statements further describe the intent of the competency statements but are not requirements.**

Note: When regulations or Department of Energy directives or other industry standards are referenced in the Qualification Standard, the most recent revision should be used.

1. Aviation Managers shall demonstrate a working level knowledge of the Department's aviation history, organization, and missions.

Supporting Knowledge and/or Skills

- a. Briefly describe the history of the Department's aviation program.
- b. Describe the aviation program's current organizational structure including those of Headquarter and field organizations.
- c. Discuss the roles and responsibilities of the field aviation manager and the aviation safety officer.
- d. List the various aviation missions within the Department and explain their relevancy to your field organization.

2. Aviation Managers shall demonstrate a working level knowledge of DOE 440.2, Aviation.

Supporting Knowledge and/or Skills

- a. Describe the basic intent of the Order.
 - b. List the five elements that requirements must be established for and must be included in a DOE aviation program.
 - c. In general, describe the responsibilities of Lead Program Secretarial Officers, Heads of Department Elements, Heads of Power Marketing Administrations, and Heads of Field organizations that conduct aviation operations within their programs.
 - d. Discuss the primary requirements that apply to charter aircraft operations.
 - e. Discuss the method used to help ensure that field aviation programs meet the intent of the Order and to provide uniformity throughout the program.
- 3. Aviation Managers shall demonstrate a working level knowledge of the roles of the Aviation Board of Directors (ABD), the Senior Aviation Management Official (SAMO), and the Office of Aviation Management (OAM).**

Supporting Knowledge and/or Skills

- a. Describe the roles and responsibilities of the ABD, the SAMO, and the OAM within the aviation program.
 - b. Describe the purpose of the ABD's management style.
 - c. Describe how aviation policy decisions are finalized within the Board.
 - d. Discuss the current Board membership including how individuals are appointed to the Board, the length of appointment, and membership voting rights.
- 4. Aviation Managers shall demonstrate a familiarity level knowledge of a typical commercial aviation organization.**

Supporting Knowledge and/or Skills

- a. Describe the typical management structure and associated positions in a commercial aviation organization.
- b. Explain how the top management structure and the operating rules of a commercial organization may differ from the Department's organization.
- c. Describe similarities between the Department's aviation organization and that of a commercial operator including:
 - aviation manuals
 - training programs
 - maintenance and inspection requirements

5. Aviation Managers shall demonstrate a working level knowledge of their site specific Aviation Implementation Plan (AIP).

Supporting Knowledge and/or Skills

- a. Describe the purpose of the AIP and how it pertains to your local organization.
- b. Discuss the process for developing and approving an AIP.
- c. Describe the process and frequency for reviewing, amending, and reapproving your AIP.
- d. Identify the major program areas addressed in your AIP.

6. Aviation Managers shall demonstrate a working level knowledge of the capabilities of the aircraft used in their program.

Supporting Knowledge and/or Skills

- a. Describe the basic capabilities and operating limitations for your aircraft including the following items:
 - number of required crewmembers for each mission type
 - passenger capacity
 - weather limitations
 - time of day restrictions for your operations
 - altitude limitations
 - runway limitations
 - maximum weight and any cargo limitations
 - endurance limitations
- b. Given a possible mission, explain how you might determine whether or not you could perform a mission that the Department requests with your aircraft.

7. Aviation Managers shall demonstrate a working level knowledge of Federal Aviation Administration's (FAA's) role in DOE Aviation.

Supporting Knowledge and/or Skills

- a. Describe the Air Commerce Act of 1926 and the precedent that it set that continues to impact DOE aviation today.
- b. Explain the primary differences in how the FAA views public aircraft and civil aircraft.
- c. Explain the primary differences in the rules governing DOE operations when DOE-owned, chartered, leased, bailed or rented aircraft carry DOE personnel versus when these aircraft are conducting a Department mission other than carrying passengers.

- d. Describe the rules and regulations that govern other military, federal, state, or local agency aviation operations when they carry DOE personnel.
- e. Explain which operations within the Department the FAA has oversight for and the relevancy of this oversight to your operations.
- f. Describe how the FAA maintains oversight of Department operations including the frequency of this oversight.

8. Aviation Managers shall demonstrate a working level knowledge of the organization of the Code of Federal Regulations (CFR) and how to locate information in it.

Supporting Knowledge and/or Skills

- a. Given a reference in the CFR, identify the following:
 - Title
 - Chapter
 - Part
 - Subpart
 - Section
- b. Perform a keyword search for a specific topic in the CFR.
- c. Retrieve a specific CFR section by its citation.
- d. Given a possible scenario, locate the applicable CFR guidance and apply it to the situation.

9. Aviation Managers shall demonstrate the ability to conduct evaluations of charter operators using the DOE Charter Operator Checklist.

Supporting Knowledge and/or Skills

- a. Discuss methods used to verify that charter operators are following the proper regulations, policies, and requirements when performing various missions for DOE including:
 - FAA regulations
 - DOE requirements
 - National Transportation Safety Board (NTSB) requirements
 - Insurance requirements
 - State and local requirements
 - Occupational Safety and Health Administration (OSHA) requirements

- b. Identify the method that DOE uses to place specific requirements on charter operators while they are operating for DOE.
- c. Discuss why the FAA has regulatory oversight of some DOE charter aircraft missions and not others and identify those that your field office conducts for which the FAA has no responsibility.
- d. Briefly describe the FAA's level of oversight of charter operators including the regularity of this oversight.
- e. Describe your field offices' methods for conducting oversight of charter operators including:
 - identifying when an assessment needs to be performed
 - identifying the individuals that may be qualified to perform the assessment
 - determining the regulations, policies, and procedures that the operator will be assessed to
- f. Identify the major areas addressed in the DOE Charter Operator Checklist that should be included in all charter operator assessments.

10. Aviation Managers shall demonstrate a working level knowledge of the requirements contained in 14 Code of Federal Regulations (CFR) Parts 91, General Operating and Flight Rules; 121, Operating Requirements: Domestic, Flag, and Supplemental Operations; 133, Rotorcraft External-Load Operations; 135, Operating Requirements: Commuter and On-Demand Operations; and 137, Agricultural Aircraft Operations; for commercial operators.

Supporting Knowledge and/or Skills

- a. Describe which Parts of the Federal Aviation Regulations govern certificated operators versus non-certificated operators.
- b. Describe some of the differences in FAA operations and maintenance requirements for certificated operators versus non-certificated operators including:
 - crewmember qualification
 - crewmember training requirements
 - flight and duty time limitations
 - airworthiness inspection differences
- c. Discuss the types of missions that require a Part 135 operator versus those that may be performed by a Part 91 operator.
- d. Identify the regulations that the Department would be primarily concerned with when procuring the services of a charter operator to conduct various missions including:
 - transporting five passengers
 - transporting 12 passengers

- conducting pipeline or power line patrol
- taking aerial photographs over our facilities
- spraying an area for controlling insect populations
- putting a large air conditioner on top of a facility
- taking a facility manager over a site to view new construction

11. Aviation Managers shall demonstrate a familiarity level of knowledge with the Department's aviation accident/fatality history and its impact on the program.

Supporting Knowledge and/or Skills

- a. Briefly describe the Department's aviation accident history identifying the most significant occurrences including:
 - Department-owned aircraft accidents
 - chartered aircraft accidents
 - most predominate cause for these accidents
- b. Describe some of the immediate and long-range impacts of these accidents on the program.
- c. Qualitatively compare the Department's aviation accident rates with civil aviation's accident rates.
- d. Compare the Department's recent accident history with that prior to 1992 and describe some of the program changes that have affected this rate.

12. Aviation Managers shall demonstrate a working level knowledge of their site specific pre-accident plan.

Supporting Knowledge and/or Skills

- a. Describe the pre-accident plan at your site and include:
 - immediate notification procedures and the "chain of command"
 - methods to secure an on-site or off-site accident
 - coordination contingencies with local government and private organizations such as police and fire departments, hospitals, and medivac units
 - responsibilities of the Department for notifying family members and providing assistance to them
- b. Explain whether the pre-accident plan is aviation specific or generic to all operations at the site.
- c. Describe the training and qualifications for individuals within your aviation program regarding the pre-accident plan including:
 - accident notification procedures
 - medical assistance that individuals may provide

- bio hazards and methods to handle them
- hazardous materials if present at an aviation accident site

e. Describe the review process for your pre-accident plan and how often this occurs.

13. Aviation Managers shall demonstrate a familiarity level knowledge of DOE Order 225.1A, Accident Investigations and its associated Guide, DOE G 225.1A-1, Guide for DOE O 225.1 Accident Investigations.

Supporting Knowledge and/or Skills

- a. Describe the two types of accident investigations currently performed within the Department.
- b. Explain the primary differences between the two types of accident investigations including:
 - the major criteria that determine which type of investigation will be conducted
 - who has responsibility for appointing each investigation board
- c. Discuss the qualifications required for acting as a member of an accident investigation board.
- d. Identify the one qualification that at least one board member must have in order to have a fully-qualified board.
- e. Discuss who has the authority to grant a waiver for conducting an accident investigation.
- f. Describe the requirements for publishing lessons learned once an investigation is completed.

14. Aviation Managers shall demonstrate a working knowledge of the National Transportation Service Board's (NTSB's) role in investigating DOE aviation accidents.

Supporting Knowledge and/or Skills

- a. Identify the organization that has the primary responsibility for investigating DOE aviation accidents and its ability to designate this authority to third parties.
- b. Describe some of the major differences between the NTSB investigating a DOE aviation accident and the Department conducting an accident investigation including:
 - determination of probable cause
 - determination of contributing causal factors
 - management's role in the aviation program

- c. Describe the time frame for the NTSB to issue an accident investigation final report.

15. Aviation Managers shall demonstrate a working level knowledge of how to notify the National Transportation Safety Board (NTSB) if an accident occurs and the information that is required in the notification.

Supporting Knowledge and/or Skills

- a. Identify the federal regulation that requires aviation mishaps to be reported to the NTSB.
- b. Distinguish examples of accidents from incidents.
- c. Describe the time limitations for notifying the NTSB of a mishap.
- d. Given possible accidents and incidents, distinguish those that would require NTSB notification.
- e. Discuss how and where the NTSB should be notified of a mishap.
- f. Describe who is responsible for notifying the NTSB in the event of a DOE-owned aircraft mishap versus DOE-chartered, leased, bailed, or rented aircraft.
- g. Identify who is responsible for preserving the wreckage at an accident site.
- h. List the information required in an NTSB notification and how soon it should be filed with the NTSB.

16. Aviation Managers shall demonstrate a familiarity level knowledge of DOE O 232.1A, Occurrence Reporting and Processing of Operations Information and its associated Guide, DOE G 232.1-1A, Occurrence Reporting and Processing of Operations Information.

Supporting Knowledge and/or Skills

- a. Discuss some of the reasons that the Department maintains the Occurrence Reporting and Processing System (ORPS).
- b. Describe the three categories of occurrences that are to be reported.
- c. Discuss the time limitation for filing initial reports, updates to the reports, and final reports.
- d. Describe the method for filing reports and updates to the reports.

17. Aviation Managers shall demonstrate a familiarity level knowledge of the DOE Aviation Incident Reporting System (AIRS).

Supporting Knowledge and/or Skills

- a. Briefly describe AIRS, its purpose, and its relation to the Department's ORPS program.
- b. Describe the various methods for filing a report with AIRS.
- c. Explain how individuals within your program are using AIRS and the types of reports that they have filed.
- d. Discuss how to retrieve previously filed reports from AIRS.
- e. Discuss how your program can use AIRS reports to increase safety awareness within your program.

18. Aviation Managers shall demonstrate a familiarity level knowledge of the Aviation Safety Awards Program.

Supporting Knowledge and/or Skills

- a. Describe the purpose of the Department's Aviation Safety Awards Program.
- b. Identify the various award categories that are available to organizations and individuals and the frequency at which they may be awarded.
- c. Discuss the process for nominating organizations and individuals for awards.
- d. Identify the various types of award items that are presented to organizations and individuals for each award.

19. Aviation Managers shall demonstrate a familiarity level knowledge of 41 CFR 101-37, Government Aviation Administration and Coordination.

Supporting Knowledge and/or Skills

- a. Describe the program that is outlined in this regulation and identify which organizations are required to comply with this regulation.
- b. Describe some of the program elements that are identified in the safety program outlined in 41 CFR 101-37.
- c. Discuss the level to which the Department and your site comply with this regulation.

20. Aviation Managers shall demonstrate a familiarity level knowledge of Office of Management and Budget (OMB) Circular A-76, Performance of Commercial Activities.

Supporting Knowledge and Skills

- a. Describe the purpose of OMB Circular A-76.
- b. Define the term “inherently government function” and provide examples of activities that are considered “inherently government functions.”
- c. Give examples of circumstances that would require an aviation organization to conduct a cost comparison for services.
- d. Describe some of the factors that are included in an aviation cost comparison and give the length of time an organization has to complete a cost comparison.

21. Aviation Managers shall demonstrate a working level knowledge of Office of Management and Budget (OMB) Circular A-126, Improving the Management and Use of Government Aircraft.

Supporting Knowledge and/or Skills

- a. Describe the purpose of OMB Circular A-126.
- b. Discuss the meaning of “mission travel” and give some examples of the types of travel that meet this definition.
- c. Discuss the distinctions between the following:
 - official travel
 - required use travel
- d. Explain the term Senior Federal Official.
- e. Describe the types of travel on government aircraft that would require reimbursement to the government.
- f. Identify who is responsible for approving the use of government aircraft.

22. Aviation Managers shall demonstrate a working level knowledge of safeguards and security as it relates to aviation operations.

Supporting Knowledge and/or Skills

- a. Define the terms “safeguards” and “security” as they apply to the Department’s aviation program.
- b. Discuss the following and their implications within your program:
 - physical security
 - personnel security

- material control and accountability

c. Describe the use of information security systems within the Department.

23. Aviation Managers shall demonstrate a working level knowledge of the routine reports concerning the use of aircraft, charter aircraft, and passenger travel that are required to be submitted each year to headquarters.

Supporting Knowledge and/or skills

a. Describe the reports that are required to be submitted to headquarters regarding the use and cost of aircraft including the type of data required, frequency of reports, and methods of reporting.

b. Describe the reports that are required to be submitted to headquarters concerning passengers including the status of persons to be reported, the types of reportable activities, and the frequency of the reports.

24. Aviation Managers shall demonstrate a working level knowledge of the Department's philosophy and approach to implementing an Integrated Safety Management System.

Supporting Knowledge and/or skills

a. State the objective of Integrated Safety Management.

b. Describe how the seven Guiding Principles in the Integrated Safety Management Policy are used to implement an integrated safety management philosophy.

c. Describe the five Core Safety Management Functions in the Integrated Safety Management Policy and discuss how they provide the necessary structure for work activities.

d. Identify and discuss existing Department programs and initiatives that lead to successful implementation of Integrated Safety Management including:
-Standards/Requirements Identification Documents (S/RIDs), Work Smart Standards, and the Necessary and Sufficient Closure Process
-Contract reform and performance-based contracting

e. Discuss the purpose, content, and application of DOE Policy 450.4, Safety Management Systems Policy.

f. Explain the basis upon which the safety management could differ from facility to facility.

APPENDIX A CONTINUING EDUCATION, TRAINING AND PROFICIENCY PROGRAM

The following list represents suggested continuing education, training and other opportunities that are available for aviation managers after completion of the competency requirements in this technical Functional Area Qualification Standard. It is extremely important that personnel involved with aviation management maintain their proficiency through continuing education, training, reading, or other activities such as workshops, seminars, and conferences. The list of suggested activities was developed by the Subject Matter Experts involved in the development of the Functional Area Qualification Standard and is not all inclusive.

Based on the knowledge and experience of the Subject Matter Experts, it is suggested that [*to be determined*] learning activities per [*to be determined*] are necessary to maintain proficiency in the aviation manager functional area after completion of the competencies in the Standard and other requirements of the Technical Qualification Program.

LIST OF CONTINUING EDUCATION, TRAINING AND OTHER ACTIVITIES

University Southern California, Aviation Safety Officer Course

Emory Riddle College, Aviation Management and Safety Course

Helicopter Association International, Aviation Operations Manager Course

Helicopter Association International, Aviation Maintenance Managers Course

Helicopter Association International, Aviation Safety Officer Course

Transportation Safety Institute, Risk Management

Transportation Safety Institute, Accident Investigation

Transportation Safety Institute, Accident Investigation (Rotorcraft)

Transportation Safety Institute, Accident Investigation (Airplane)

**APPENDIX B
COLLATERAL DUTY AVIATION MANAGER**

The collateral duty aviation manager is an individual who is primarily concerned with aircraft that are chartered at his/her location. Therefore, this individual is not expected to, nor do they need to, have the level of knowledge that a full-time aviation manager requires.

The following sections are provided to outline the items that the collateral duty aviation manager should have a working knowledge of, or a familiarity knowledge of in the performance of his/her duties.

LIST OF COMPETENCIES AND LEVELS OF KNOWLEDGE

Competency Number	Level of Knowledge
Competency # 1.	Familiarity
Competency # 2.	Working
Competency # 3.	Working
Competency # 4.	Familiarity
Competency # 5.	Working
Competency # 6.	Familiarity
Competency # 7.	Familiarity
Competency # 8.	Working
Competency # 9.	Familiarity
Competency # 10.	Familiarity
Competency # 11.	Familiarity
Competency # 12.	Working
Competency # 13.	Familiarity
Competency # 14.	Familiarity
Competency # 15.	Familiarity
Competency # 16.	Familiarity
Competency # 17.	Familiarity

Competency Number	Level of Knowledge
Competency # 18.	Familiarity
Competency # 19.	Familiarity
Competency # 20.	Familiarity
Competency # 21.	Working
Competency # 22.	Familiarity
Competency # 23.	Working
Competency # 24.	Familiarity