NIGERIAN SAFETY INVESTIGATION BUREAU

INVESTIGATION

TRAINING MANUAL (Volume I: Air)

Issue 02 Revision: 0 10 February, 2026

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CHAPTER 1 MANUAL ADMINISTRATION

1.1 PREAMBLE

1.1.1 This Investigation Training Manual is an internal document of the Nigerian Safety Investigation Bureau (Bureau) (hereinafter called "the Bureau"). For ease of reference, the manual is presented in four (4) volumes; namely:

Volume I: Air –Guidance for training of Air Safety Investigators
Volume II: Marine –Guidance for training of Marine Safety Investigators
Volume III: Rail -Guidance for training of Rail Safety Investigators
Volume IV: Road –Guidance for training Road Safety Investigators

It contains the training policy, program, plans, processes and recording of trainings relating to the technical personnel of the Bureau for the purpose of acquiring and maintaining competence and qualification in the conduct of their assigned duties of Air Safety Investigations.

1.1.2 The objective of the training program is to train air safety investigators to acquire knowledge; skills and experience to enable them independently conduct major aircraft accident investigation. It is understood that systematic training and exercises are key factors for enhancing the Bureau's performance.

1.1.3 The training program is systematic and structured to provide oversight and management of air safety investigators' carrier development from new hire status the time they are newly hired into the Bureau, through the attainment of Investigator-In-Charge, and throughout their careers to retirement. It is also designed to prepare new hires for their new role as air safety investigators and to ensure that individual investigator training record is documented and retained.

1.1.4 This document provides means of establishing the training requirements for all investigators. These requirements include both formal classroom training courses, and on-the-job training, including simulation of aircraft crash exercises and attachment to foreign Accident Investigation Authorities (AIA), when necessary.

1.1.5 This training program manual also provides the procedures required to identify training needs, select training methods, accomplish the training; record the training and measure the effectiveness of the training program. It also describes how to identify job functions, required tasks and skills.

1.1.6 This training program establishes the criteria for initial, recurrent (refresher) training and remedial, monitoring the training courses and curricula. It can be a tool to

be used by the management of the Bureau to enhance employee capabilities and competency.

1.1.7 This training program manual in principle adopts the guidance provided by ICAO Doc 10206, *Manual on Aircraft Accident and Incident Investigation Training* (which supersedes ICAO Circular 298). The Manual discusses the experience and employment background required for the training as an air safety investigator. It also outlines the progressive training that is considered necessary to qualify a person for the various investigation roles, including appointment as the Investigator-in-charge (IIC) of an investigation into a major accident involving a large transport category aircraft.

1.1.8 This manual supplements the Bureau's Investigation Policy and Procedures Manual (iPPM) Volume I (Air).

1.1.9 Except for material which has been approved for public distribution, the contents of this Manual are not intended to be communicated to persons outside the Bureau without the consent of the Director-General/CEO.

1.1.10 This manual will be updated with quarterly reviews to ensure up-to-date information consistent with Nigerian laws, Regulations, Directives, international best practices, evolution of new technology and changes in the aviation industry. Therefore, comments and recommendations for revisions/amendments to this publication for its improvement are hereby welcomed.

1.1.11 The Director-General/CEO of the Bureau is accountable for approving the contents of this manual and any subsequent amendments thereto and shall provide the resources to ensure that all personnel engaged in accident investigation are trained using the latest amendment of this Manual.

1.1.12 Throughout this manual, with the exception of the definitions in Chapter 1, the set of the male gender should be understood to include male and female persons and the term "accident" should be understood to include "serious incident and incident".

I hereby approve this Investigation Training Manual for use in acquisition of requisite knowledge, development of necessary skills and improvement of employee attitudes at work.

Capt. Alex Sabundu Badeh Jr

Director-General/CEO

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1.4 RECORD OF AMMENDMENTS

Issue No.	Revision No.	Date of Revision	Affected Pages	Reasons for the Change	Entered by
01	0	26/07/2018	All	New Issue	Abdullahi Babanya
01	01	04/01/2022	All	1) Inserted paragraph numbering all through the manual; 2) Redesigned and updated the Record of Amendments Table; 3) Added Safety (SSP/SMS) Training Program; 4) Revised intervals of some of the recurrent training courses.	Abdullahi Babanya
01	02	13/12/2022	All	Changed areas affected by transition from AIB to NSIB	Abdullahi Babanya
02	0	10/02/2026	All	Revised to incorporate: 1) The recommendations of ICAO Doc 10206 First Edition, 2024; 2) The NSIB Restructuring; 3) Paragraph on Prioritization of Training Needs; and 4) So many other fixes	Abdullahi Babanya

1.5 DEFINITION OF TERMS

The definition of the terminology is hereby given to ensure that the readers understand the intended meaning of the term used in the context of this manual.

Accident Investigation Authority the Authority designated by a state as Responsible for aircraft accident and incident investigations within the context of Annex13

Accident Investigator A person engaged in the investigation of aircraft accidents, incidents and other aviation safety hazards **(interchangeably used as air safety investigator or Aircraft Accident investigator)**

Accredited representative A person designated by a State, on the basis of his or her qualifications, for the purpose of participating in an investigation conducted by another State. The accredited representative would normally be from the state's accident investigation Bureau.

Adviser A person appointed by a State, on the basis of his or her qualifications, for the purpose of assisting its accredited representative in an investigation

Air Safety Officer 1) A person who has been hired as an investigator by the Bureau, but who does not meet all of the minimum recruitment standards specified by the Bureau. The individuals in this category will continue to develop their training and experience under the guidance of the Bureau until meeting the minimum requirements for an investigator.

2) A new-hire investigator who meets all of the recruitment standards but who has not yet completed the core training requirements for an Investigator

Body of Knowledge Overall understanding and competency of a subject or competency to perform a task, established through training, education and/or experience

Certificate A document issued as evidence of completion of a course of study, or to certify that a person may officially practice a job function

Classroom Training course Teaching in the form of instruction in an environment also referred to as Formal Training

Competence Demonstrated ability to perform the skills or accomplish the task associated with a job assignment

Competency A dimension of human performance that is used to reliably predict successful performance on the job. A competency is manifested and observed through behaviors that mobilize the relevant knowledge, skills and attitudes to carry out activities or tasks under specified conditions.

Competency- based training 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.

Competency standard A level of performance that is defined as acceptable when assessing whether or not competency has been achieved.

Demonstrate To establish or show by experiments, examples, practical application, explanations, illustrations or other methods as applicable

Education Knowledge or skill obtained by a learning process

Experience Competency gained through participation in activities leading to the accumulation of knowledge, skill, or practical wisdom

Expert/Specialist A person invited to participate in an investigation on the basis of his or her specialized knowledge, skills or experience.

Formal Training Course A course of training conducted in a classroom environment in accordance with an Approved Curriculum and most courses conducted by approved training institutions

Familiarization To familiarize new investigators with the Bureaus system, providing an overall view of the legislation and the procedures and the requirements of

the Bureau.

In-House Training Training conducted by the Bureau including OJT, Case studies, classroom training, mentoring, self-study, specialized training, tutoring or other methods considered by the Bureau

Initial Training Learning the subject matter for the first time.

ICAO Competency A competency framework, developed by ICAO, is a selected group of competencies for a given Aviation discipline. Each competency has an associated description and observable behavior

Investigation A process conducted for the purpose of accident prevention which includes the gathering and analysis of information, the drawing of conclusions, the determination of causes and/or contributing factors and when appropriate, the making of safety recommendations

Investigator-in-charge A person charged, on the basis of his or her qualifications, with the responsibility for the organization, conduct and control of an investigation

Investigation management system A systematic approach to managing an investigation, based on a comprehensive plan, checklists, and method and flow charts to track the progress of the investigation.

Observer A person permitted to be present in an investigation for the purpose of observing the investigation process

Job A single position with documented attributes

Job Function A classification that consists a group of jobs with related assignments, but with varying levels of expertise

Job Task Analysis A document that provides a description of the task, required supporting documents, and a step-by-step listing of the subtasks that must be performed to accomplish the task

On-the-Job-Training Training carried out under working conditions and with guidance from a supervisor or a highly-experienced operator during which the trainee can reinforce skills achieved during formal training and/or acquire new skills while actually practicing them in real time.

Qualification The body of knowledge associated with accomplishing the assigned job

Recurrent Training Reinforce or refresh previously learned subjects principles or skills

Self-Study Material absorbed on one's own through workbook, tape, or Compact Disc (CD) and examinations or demonstration that the knowledge gained

Seminar Training by an expert in the field transferring knowledge to the attendees

Skill Technique required to accomplish a task

Tasks Series of steps used in an assigned duty. The actual steps conducted to achieve a result

Training Processes of impacting knowledge, skills and attitude for making employees proficient in assigned duties using instruction and/or practice

Tutoring One-on-one instruction in an organized manner

State of Design the State having jurisdiction over the organization responsible for the type design

State of Manufacture the State having jurisdiction over the organization responsible for the final assembly of the aircraft, engine or propeller

1.6 ABBREVIATIONS AND ACRONYMS

ACCREP	Accredited Representative
AIA	Accident Investigation Authority
AIB	Accident Investigation Bureau
ATC	Air Traffic Control
CBT	Competency Based Test
CEO	Chief Executive Officer
CVR	Cockpit Voice Recorder
ICAO	International Civil Aviation
IDP	Individual Development Plan
IIC	Investigator-In-Charge
ISASI	International Society of Air Safety Investigators
NCAA	Nigeria Civil Aviation Authority
NSIB	Nigerian Safety Investigation Bureau
OJT	On-the-Job-Training
SAA	Singapore Aviation Academy
SARPs	Standards and Recommended Practices
SCSI	Southern California Safety Institute
SSP	State Safety Program
UK AAIB	United Kingdom Air Accident Investigation Branch
USC	University of Southern California
US NTSB	United States National Transportation Safety Board

1.7 MANUAL AMENDMENT PROCEDURES

1.7.1 The management of the Bureau recognizes that aviation is a high-tech industry that is continuously evolving with new innovations. It is acknowledged that this training manual and the guidelines contained therein are also evolutionary in nature and will need to be updated periodically. This is to ensure compliance with the National, International and Industry requirements contained in ICAO Document 10206 *Manual on Aircraft Accident and Incident Investigation Training*.

1.7.2 Thus, this manual will be revised as necessary to ensure that it contains up-to-date materials consistent with Nigerian laws, Regulations, Directives, international best practices, evolution of new technology and changes in the aviation industry. However, in the absence of any change to the guiding documents, the manual will be reviewed periodically at an interval of once every three (3) years.

1.7.3 The initial issue of this manual shall have issue number 01 and the revision number 0 annotated on the footer of each page. Any subsequent amendment to the manual or portion of it shall be accompanied with new List of Effective Pages (LEP) showing the new revision number and date of the revision against the affected pages, the Record of Revision page is also amended to indicate the new revision number and date inserted. All the affected pages of the manual shall have the new revision number and date annotated on the footer. If more than 45% of the contents of the manual is revised, the amendment shall be given the next consecutive ISSUE number and the revision number shall restart afresh from revision number 0.

1.7.4 Individual or group who have received the training may submit comments and suggestions for improvement. It is believed that such comments and suggestions could be helpful to the overall improvement of the standards of this Manual.

1.7.5 All comments/suggestions should be forwarded by hand or email to the attention of the Director of Transport Investigation through dg@nsib.gov.ng.

1.7.6 The Director of Transport Investigation (DTI) is responsible for incorporating changes to this manual, including formulation of the texts of amendment to the manual. The Director- General/CEO is responsible for approving any change to this manual.

1.7.7 This Manual is a controlled document of the Bureau to be used by relevant personnel, including those assigned instructional duties as a guidance material.

1.7.8 The DTI shall ensure that a digital copy of the manual is uploaded unto E-Document Platform: edoc.nsib.gov.ng on the Bureau's website for access by all staff. Any copy printed or downloaded from the website shall be deemed to be valid only for that period and shall not be used to perform task except for training purposes.

1.7.9 Enquiries about the most up-to-date version of this manual shall be forwarded to the Director of Transport Investigation through dg@nsib.gov.ng.

CHAPTER 2 GENERAL INFORMATION

2.1 INTERNATIONAL OBLIGATIONS

2.1.1 Nigeria as a signatory to the Convention on International Civil Aviation (known as the Chicago Convention), is obligated to implement the Aircraft Accident and Incident Investigation requirements of ICAO which are contained in relevant Articles of the Convention and in the Standards and Recommended Practices (SARPS) in Annex 13 to the Convention. In addition to these, ICAO publishes many documents which contain best practices which serve as guidance for the operation of the Bureau.

2.1.2 In order to fulfill its ICAO obligations, the Federal Government of Nigeria created the Nigerian Safety Investigation Bureau (NSIB) amongst other agencies. The Bureau in particular, is then granted the responsibility and authority to implement the Standards and Recommended Practices (SARPs) contained in ICAO Annex 13 *Aircraft Accident and Incident Investigation* on behalf of the Federal Government of Nigeria.

2.1.3 The work of Bureau is accomplished by a group of highly skilled aviation professionals. Among these are the air safety investigators who accomplish many of the daily technical functions of the Bureau as required by ICAO. In this regard, the Investigators represent the Federal Government of Nigeria and their role is critical to both local and international aviation safety.

2.1.4 Air safety investigators are selected based on relevant extensive academic qualifications or from the aviation industry and considering their aviation experience, technical expertise, superior judgment, and high ethical standards.

2.1.5 In order to fulfill their responsibilities, air safety investigators require the continuous development of their knowledge and skills. After they are selected, they must complete a comprehensive training program stipulated in this manual to be provided by the Bureau. This training program is primarily designed and implemented in line with competency guidance in ICAO Doc 10206 in order to ensure that the Bureau's Investigators are fully qualified

to accomplish the duties of Aircraft accident investigation.

2.1.6 The Bureau has also realized that as experience is gained, the investigator will appreciate that there is a continual need to increase knowledge and upgrade skills. While training is essential, the optimization of an investigator's capabilities generally depends on a personal commitment to excellence.

2.2 TRAINING POLICY AND COMMITMENT

2.2.1 TRAINING POLICY

2.2.1.1 This policy has been developed by Nigerian Safety Investigation Bureau (NSIB) for the proper implementation of training of its staff to maintain their competency.

2.2.1.2 This policy contains guidance to prepare training program and training plan for NSIB personnel. Furthermore, this policy also contains the guidance to maintain records of all trainings received by NSIB personnel.

2.2.1.3 The Bureau has adopted the guidance contained in ICAO Doc 10206 – Manual on Aircraft Accident and Incident Investigation Training as a basis for its selection and training program of the aircraft accident investigators. That guidance addresses background and experience of new investigators, as well as their initial and recurrent (refresher) training.

2.2.1.4 This policy will be reviewed quarterly to keep it up-to-date with industry trends, technical and innovative changes in the industry and a maintenance of consistency with ICAO Doc 10206 *Manual on Aircraft Accident and Incident Investigation Training*.

2.2.1.5 This policy seeks to ensure that sufficient resources is provided to ensure all investigation personnel are provided with the necessary training and mentoring to acquire the required knowledge and skills and to maintain their competence in conducting aircraft accident investigation.

2.2.1.6 All personnel of the Bureau assigned duties of aircraft accident investigators must complete the training requirements specified in this manual.

2.2.2 COMMITMENT

It is the policy of Nigeria Safety Investigation Bureau to:

a) Establish and implement training program for each technical staff position with investigation duties to be completed within three (3) years.
b) Provide sufficient financial resources are provided for staff training and development in accordance with this training policy/Program.
c) Develop and implement an annual training plan for each technical staff member and other staff of the Bureau.
d) Carry out training needs assessment annually.
e) Conduct training evaluation.
f) The Director General shall enhance the implementation of the training program and plans.
g) Prioritize technical trainings for personnel of the Bureau and is committed in investing in the training of its employees and to an extent that has the prospect of resulting in improved performance of employee in the conduct of their aircraft accident investigation duties and thus, enhance the Bureau's capabilities and performance in improving Aviation Safety.
h) Provide all employees access to training and developmental opportunities in an equitable manner consistent with the availability of resources.
i) Provide recurrent training to its investigators, at least, every two years.
j) Actively encourage self-education, self-training, and self-improvement of its employees.
k) Ensure that skills, knowledge, and abilities obtained from training assist in achieving the goals of the Bureau by improving employee and organizational performance.
l) Emphasize that government-supported training should be used to supplement, not replace, efforts made by employees to achieve their career objectives.
m) Use existing methods and develop additional methods to meet training needs, including contract courses, seminars, workshops, meetings, conferences, and training details.

Capt. Alex Sabundu Badeh Jr

Director-General/CEO

2.3 ROLES AND RESPONSIBILITIES

The Director-General /CEO and certain designated staff members of the Bureau have overall responsibility for the successful implementation of this training program. These responsibilities include managing, coordinating, and developing training policies, procedures, plans, and budgets for all aspects of the training program. Roles and responsibilities are included in this section for the following positions:

1) Director-General /CEO
2) Directors/ Heads of Departments or units
3) Training Coordinator
4) Instructors
5) Air Safety Investigators (ASIs)/ Trainees

2.3.1 DIRECTOR-GENERAL/CEO

The Director-General /CEO is responsible for the following:

a) Staffing:
   i. Hire highly qualified individuals to serve as air safety investigators
   ii. Provide attractive remuneration
   iii. Provide qualified and sufficient staff to ensure fulfillment of Bureau objectives
   iv. Assign office resources: provide qualified people and sufficient time to support investigator training
   v. Appoint Training Coordinator to oversee implementation of the investigator training program

b) Budget:
   i. Ensure adequate funds required to fully support the requirements of this training program is included in the Bureau's budget as appropriate
   ii. Ensure adequate resources are provided in timely manner to fully implement this training program

c) Approve and release of funds on timely manner to execute the trainings identified in this manual

Training:

i. Provide leadership and direction to support the implementation of the training program
ii. Ensure the training program complies with all policy requirements
iii. Ensure the development of a highly skilled and qualified work force
iv. Ensure the training program is reviewed periodically to meet national, international and industry standards
v. Ensure the training program is effectively and efficiently managed
vi. Ensure heads of departments/units are accountable for ensuring that employee work schedule allow for sufficient time to allow staff to fully attend and complete the training requirements

2.3.2 DIRECTORS/HEADS OF DEPARTMENTS OR UNITS

The Directors/ heads of departments or units are responsible for the following:

a) Determine in conjunction with the Training Coordinator, the training needs of each of the employees they supervise through annual performance evaluation process by assessing gaps between mission requirements and actual employee skills using the IDP and Training Needs Assessment Form NSIB.04.06.
b) Determine knowledge and skills development needs of the workforce they supervise
c) Advise Training Coordinator on the training gaps identified on each employee they supervise
d) Ensure employee work schedules allow sufficient time for employees under their supervision to fully participate in and complete training requirements

e) Foster work environment conducive to the success of the training program
f) Support effective and efficient implementation of employee training plans

2.3.3 TRAINING COORDINATOR

2.3.3.1 The Training Coordinator is the overall responsible person for the day-to-day management, including standardization, implementation and revision of the training program. He plays a key role in assessing gaps between mission requirements and actual employee skills, identifying development needs, prioritizing training needs, certifying the accomplishment of learning objectives and fostering on-the-job (OJT) development.

2.3.3.2 The Training Coordinator is also responsible for the following:

a) Coordinate and communicate with respective Directors/ heads of departments or units to be sure they are aware of the policies and changes to the training program
b) Recommend policy or procedural changes to the training program
c) Ensure allocation of resources from the Bureau required to fulfill the investigators' training requirements
d) Notification to Human Resource department regarding changes in training requirements, specify new training needs not previously identified, and relinquish training resources that no longer apply
e) Full implementation of the training program
f) Develop in conjunction with the Directors/ Heads of Departments or units, annual investigators' training plans, including courses that are required for each investigator
g) Ensure annual training plans are derived from the training program
h) Ensure timely submission of annual training plans through the Directors to the Director-General/CEO for approval and inclusion in the Budget
i) Schedule and arrange for implementation of formal training courses that are approved, including logistics associated with training events
j) Arrange OJT events, including logistics associated with the OJT events

k) Negotiate and oversee contracts and agreements with training providers/ institutions
l) Advise the Director-General /CEO and/or Human Resource department when training has been completed
m) Ensure all training records are securely kept
n) In conjunction with the Head of departments conduct annual review of the training records for each investigator to determine on-going training needs
o) Conduct of periodic review of training courses to ensure that the content remains current and relevant to job tasks, knowledge, skills and employee performance requirements
p) Evaluate the effectiveness of the training program on a continuous basis and providing feedback to the Director-General / CEO
q) Manage and administer OJT program, including identification of specific job tasks for which investigators must complete, designating qualified investigators to serve as OJT instructors, ensuring performance of OJT instructors meets acceptable standards
r) Initiate the process of issuance of appropriate credentials to Bureau's investigators upon completion of prerequisite training.

2.3.4 INSTRUCTORS

2.3.4.1 Instructors are designated by the Director-General /CEO based on the recommendations of the Heads of departments. Instructors, including OJT Instructors are specified from amongst the pool of highly experienced and qualified investigators in each of the investigation areas in Transport Investigations and Technical services. They are responsible for implementation of the OJT events.

2.3.4.2 The instructors are responsible for the following:

s) Schedule in-house training events (formal classroom training and OJT)
t) Logistics associated with the in-house training events

u) Conduct the in-house training events
v) Certify and sign out the in-house training events
w) Keep training records for each investigator
x) Advise the Training Coordinator when training program has been completed
y) Review personal training records and documentation as directed
z) Provide feedback and evaluation regarding the effectiveness of the training events

2.3.5 AIR SAFETY INVESTIGATORS (ASIS)/ TRAINEE

2.3.5.1 The success of the Bureau depends on the competence, talent and dedication of its air safety investigators (ASIs) to accomplish its stated goals, mission and objectives in aircraft accident investigation. To meet this challenge, ASIs must recognize and take advantage of opportunities, whether on the job, observation or attachment with foreign Accident Investigation Authorities (AIAs), or in formal training, to develop expertise required by changing job requirements. It is understood that as the ASI gains experience, he will realize that the need to increase knowledge and upgrade personal skills to optimize his capabilities is a continuing process which requires full personal commitment to excellence.

2.3.5.2 Therefore, each air safety investigator is responsible for the following:

a) Collaborate with Training Coordinator to identify his training needs by filling and submitting his/her Training Needs Assessment Form NSIB.04.06
b) Communicate with OJT Instructors to plan training activities
c) Actively participate in training events
d) Timely submit evidence of completion of a training event attended
e) Review personal training records and documentation as directed
f) Provide feedback and evaluation regarding the effectiveness of the training program

2.4 INVESTIGATOR QUALIFICATION REQUIREMENTS

2.4.1 BACKGROUND EXPERIENCE FOR AIR SAFETY INVESTIGATORS

2.4.1.1 In accordance with guidelines provided by ICAO Doc 10206, aircraft accident investigation is a specialized task which should only be undertaken by qualified air safety investigators (ASIs). As such, the Bureau should train appropriately qualified personnel in the accident investigation techniques required to participate in or to conduct an aircraft accident investigation. When assigned to an accident investigation, such personnel should be relieved of their regular duties for the duration of the investigation when there is a real or perceived interference which could impede the independence or quality of the investigation.

2.4.1.2 Potential air safety investigators must have considerable practical experience in aviation as a foundation on which to build their investigation skills. This experience can be acquired from civil or military qualification as a pilot, aeronautical engineer or aircraft maintenance engineer. Personnel qualified in flight operations, airworthiness, air traffic management, or aviation related management might also be suitable for ASI training. Since accident investigations will often involve specialized areas, it is important that those selected for training as investigators understand the aviation infrastructure and are able to relate to the many different areas of aviation.

2.4.1.3 Normally, a small team or even a single investigator conducts the investigation of an accident involving a general aviation or small commuter aircraft. In these investigations, it is desirable for an operations investigator to have some technical experience and for an engineering investigator to have some experience as a pilot. In addition, the investigators should have a comprehensive understanding of the interrelationship of each of the supporting services that are necessary to operate an aircraft in the aviation environment.

2.4.1.4 Since the outcome of an accident investigation is largely dependent upon the aviation knowledge, skills attitudes and experience of the assigned air safety investigators, they should possess:

a) an understanding of the depth of investigation that is necessary in order for the investigation to conform with the legislation, regulations and other requirements of the State for which they are conducting the investigation;

b) An understanding of the responsibilities of the states involved in the investigation, as prescribed in Annex13;
c) a knowledge of aircraft accident investigation techniques;
d) an understanding of aircraft operations and the relevant technical areas of aviation;
e) the ability to obtain and manage the relevant technical assistance and resources required to support the investigation;
f) the ability to collect, document and preserve evidence;
g) the ability to identify and analyze pertinent evidence in order to determine the causes and/and or contributing factors, if appropriate, make safety recommendations; and
h) the ability to write a final report that meets the requirements of the accident investigation authority of the State conducting the investigation.

2.4.1.5 In addition to technical skills and experience, an air safety investigator requires certain personal attributes. These attributes include integrity and impartiality in the recording of facts; ability to analyze facts in a logical manner; perseverance in pursuing inquiries, often under difficult or trying conditions; and tact in dealing with a wide range of people who have been involved in the traumatic experience of an aircraft accident.

2.4.1.6 An air safety investigator is desirous to have investigation management qualification and skills in team management, relations with numerous State authorities and private organizations, international relations, communication and report writing.

2.4.2 AIR SAFETY INVESTIGATOR QUALIFICATIONS – NEW HIRE

Air safety investigators (ASIs) conduct highly technical work and occupy sensitive and authoritative positions as representatives of the Bureau and the Federal Government of Nigeria. It is essential that new investigator candidates meet the highest standards of competence and integrity. The minimum requirements for new-hire investigators who are selected as new hires are provided below. While not absolute, these qualifications and experience requirements provide important guidelines for initial employment of new investigators. The minimum requirements for new-hire Investigators who are selected as new hires are provided below. While not absolute, these qualifications and experience requirements provide important guidelines for initial employment of new investigators.

2.4.2.1 General Requirements for New Hires (All Air Safety Investigators)

a) Broad air transport background of three years or more/relevant academic and technical education in related specialties.
b) Experience with the problems of operating or maintaining transport aircraft.
c) Meteorological and climatology knowledge and experience.
d) Experience in technical training including visual aids, training devices and aircraft flight simulators.
e) Reputation for possessing qualities of integrity, impartiality, perseverance, analytical prowess, initiative, tact, tolerance, good understanding of human nature, ability to get along well with people and patience.

In addition to these general requirements, the Bureau has also provided specific technical requirements for both Transport Investigation Technical Services Investigators.

2.4.2.2 Specific Technical Requirements for New Hires

1. Engineering Investigators

- Extensive academic and technical education (a minimum of university degree or equivalent in related engineering specialties e.g., aeronautical, mechanical, electrical, electronic, or telecommunication; or equivalent professional qualifications.
- For equivalent professional qualifications he should possess aircraft maintenance engineer's licenses with ratings or appropriate approvals, commensurate with his job responsibilities, i.e., License with airframe and power plant or Avionics ratings, flight engineer license, etc.).
- For graduates, except for aeronautical engineers, they should have attended or

  been provided with a basic training in aircraft maintenance engineering.
- Progressed through positions of increased technical and supervisory responsibility in the aviation industry.
- At least 10 years of technical employment is normally required to obtain the minimum qualifications and experience needed to perform the duties of a basic starting position as an Engineering Investigator.

2. Operations Investigators

- A minimum of secondary education certificate. Applicants with higher education such as a university degree or equivalent will be preferred.
- Holds or have held a current professional license – ATPL, Flight Engineer, Dispatcher, Cabin Crew, Air Traffic Controller license with appropriate ratings.
- Must possess a broad air transport background of a minimum of 10 years with not less than 5000 hours as Pilot-In-Command (PIC) in military or civil aircraft or 3500 hours as Flight Engineer.

- Previous appointments either in operational management, as an airline pilot or training instructor, or as a military pilot, or a flight engineer or instructor, flight dispatcher or instructor, flight attendant or instructor, or Air Traffic Controller or instructor, where experience in air transport operations would have been acquired will be an advantage.
- Must possess experience in technical training including visual aids, training devices

  and aircraft simulators;

3. Instructors

- The Prospective instructor should be an experience investigator to be nominated by the directors of Technical Services or Transport Investigation.
- Ability to demonstrate a task in a clear and logical order
- Willingness to prepare training, instruct and coach trainees on performance of tasks being trained.
- Qualified on the job specialty and job tasks they intended to teach and officer should be subject Matter Expert (Experience investigator, SMS, HFs, safety Lab, etc.)
- The prospective instructor shall attend Instructor Course- (Instructional technique course/Train-the- Trainer)
- Check out - The First set of trained or qualified instructor should checkout for each other
- Subsequent prospective instructors should undergo OJT to be provided by an assigned instructor. The OJT should be carried out in minimum of two training sessions.
- Upon successful completion of the OJT, the Training Coordinator should make recommendation to the DG for approval for the designation of an Instructor.
- The Director General/CEO shall issue a designation letter to the qualified instructor specifying the specialties of instructional duty.

CHAPTER 3 TRAINING PROGRAM

3.1 GENERAL

3.1.1 Aircraft accident investigators require varying levels of experience, knowledge, and training depending on the specific roles they are assigned. Accordingly, investigators are trained in proportion to their responsibilities, whether serving as an accident investigator, group leader, investigator-in-charge, accredited representative, adviser, or technical specialist. Training guidelines and course syllabuses are formally established within a structured investigation training program and planned to ensure that investigators acquire the appropriate competencies needed to perform effectively in any role assigned by the Bureau.

3.1.2 Training for aircraft accident investigation generally consists of two main phases: Basic and Advanced accident investigation training. These phases encompass Familiarization, Initial Formal Instruction, On-the-Job Training (OJT), and Advanced Formal Training, supplemented as necessary by Specialized Courses and Additional Training. Investigators are also given Continuation Training which comprises of Recurrent (Refresher) Training, including Remedial Training, when required.

3.1.3 Although OJT is a continuous process that may extend over many years, adequate intervals are maintained between Formal Training Courses to allow investigators sufficient time to consolidate newly acquired knowledge and investigative techniques.

3.1.4 Formal training courses are intended to complement OJT by providing trainee investigators with exposure to experienced professionals who share specialized expertise and practical investigation experience. Such experts typically include seasoned investigators, pilots, aviation medical practitioners, psychologists, aeronautical engineers, and representatives of aircraft manufacturers.

3.1.5 The Bureau normally outsourced the Basic, Advanced, Specialized and Additional training courses which are offered by universities, manufacturers, military organizations,

or other recognized educational institutions. Thus, it is essential for the Training Coordinator in conjunction with the Technical Directors to review and validate the course contents of each of outsourced courses to ensure alignment with this approved investigation training program.

3.1.6 The ICAO Aviation Training Directory https://igat.icao.int/ated/TrainingCatalogue provides information on organizations offering such specific accident investigation training courses.

3.1.7 Thus, this Training Program is comprised of the following:

a) Indoctrination Training

b) Phase 1: Basic Accident Investigation Training which comprises of:
- Initial Familiarization Accident Investigation Training
- Initial Basic Accident Investigation Training
- On-the-Job-Training (OJT) on Accident Investigation

c) Phase 2: Advanced Accident Investigation Training which comprises of:
- Advanced Formal Training
- Specialty Training

d) Phase 3: Continuation Training which comprises of:
- Recurrent (Refresher) Training,
- Remedial Training

e) Phase 4: Additional Training which comprises of:
- Type training on large aircraft/Familiarization training on most common aircraft types
- Conferences, Workshops and Seminars (ISASI, ICAO, Etc.)
- Attachments (observe accident investigation by another State)

3.1.8 In addition, the following training courses are also included in the training program:

a) Management/Leadership Training
b) Indoctrination Training (newly hired);
c) Accident Site Hazard Awareness and Risk Assessment;
d) Use of Investigator Kits, Tools and Biological Hazard Protective Equipment;
e) Accident simulations (Drills)/ Crash Exercises;
f) Aviation system/investigation management courses;
g) Crisis management (Next-of-kin, media); and
h) Fitness and survival training.

3.1.9 The Initial training of a particular subject matter is the training that is provided to a trainee for the first time. However, some training courses are one-off types while some require them to be repeatedly delivered to trainees in a periodic manner with specified intervals in order to keep trainees current on the subject matter. For example, Aircraft Type (System) training, Crew Resources Management (CRM) training, Pilot Proficiency training, Human Factors training, State Safety Program (SSP)/ Safety Management Training, Accident Site Hazards and Risk Management/Awareness training, and so on, are some of the training courses that are required to be periodically repeated at specified intervals. When each of these trainings are provided to a trainee for the first time, then it becomes an Initial Training to him. All subsequent trainings that follow of the same subject matter are termed RECURRENT (Refresher, might include Remedial) trainings.

Refer to Section 3.2.4.2 below for the list of all relevant RECURRENT trainings that an ASI requires.

3.1.10 The INITIAL aspects of the training courses are usually more in-depth and take longer period while the RECURRENT aspects comprise of a recap of the highlights of the INITIAL parts of the training plus a review of new changes, including additions or subtractions occasioned by technological advancement that might have occurred

overtime on that subject matter.

3.1.11 The Bureau may enter into arrangement such as MoU, contract or agreement to facilitate training of Bureau's air safety investigators.

3.1.12 Refer to Appendix I for sample of an Individual Development Plan (IDP).

3.2 PHASES OF TRAINING

3.2.1 INDOCTRINATION TRAINING

3.2.1.1 Prior to the implementation of the training Program all new hire employees must undergo indoctrination training.

3.2.1.2 The indoctrination training is designed to provide a new employee with the orientation information and administrative procedures related to such things as time and attendance, leave, pay, retirement, conduct and discipline, etc. it serves as induction course and provides initial guidance to new employees in to the Bureau.

3.2.1.3 Indoctrination training is provided to the new hire employee just as he completes initial documentations before he assumes work. It is recommended that this training is provided within the first month of assumption to duty.

3.2.1.4 It is better conducted for a batch comprising of new employees from various departments or units of Bureau to create synergy amongst them and better understanding of the inter-relationships between various departments or functional units of Bureau.

3.2.1.5 This is an In-House training that is organized by the Human Resource department. All Directors, Heads of departments or units serve as resource persons for this training.

3.2.1.6 The training has duration of 40 hours (5 days). It applies to new hire employees only. After completion of the indoctrination course, a certificate may not be issued. In this case, it suffices to keep in each individual employee's training record and/or file, a copy of the signed course attendance register (list) as evidence of completion of the induction.

3.2.1.7 Refer to Section 4.2 for detailed Indoctrination training course contents.

3.2.2 PHASE 1 – BASIC ACCIDENT INVESTIGATION TRAINING

3.2.2.1 General

3.2.2.1.1 The Basic Investigation Training comprises of the following:

a) Initial Familiarization Accident Investigation Training
b) Initial Basic Formal Accident Investigation Training
c) On-the-Job-Training (OJT) on Accident Investigation

3.2.2.1.2 The training program is structured such that after every classroom formal training, an OJT follows it in order to give the trainees opportunity to translate the theoretical knowledge acquired into practical application so as to develop their investigative skills.

3.2.2.2 Initial Familiarization Accident Investigation Training

3.2.2.2.1 The Initial familiarization training should be given to newly hired investigators after completion of the Indoctrination Training.

3.2.2.2.2 The aim of this initial familiarization training is to familiarize new investigators with the accident investigation system in Nigeria, providing an overall view of the relevant aviation legislation and the procedures and requirements of the Bureau.

3.2.2.2.3 Some investigators will bring some or all of this knowledge with them when hired, others will not. The specifics of prior knowledge, skills, and experience possessed by newly hired investigators are illustrated on the Individual Development Plan (IDP). Similarly, required additional knowledge, skills, and experience are illustrated on the IDP in order to assess the necessary elements of initial training.

3.2.2.2.4 It is an 80 hours (10 days) course which can be conducted in-house or to be locally outsourced. After completing the Initial Familiarization training, the safety investigator should attend Basic Accident Investigation Course as soon as practicable.

3.2.2.2.5 Upon completion of the Initial Familiarization Training, trainees will undergo On-the-Job-Training (OJT) on Initial Familiarization Training taking into account some of the topics covered in the formal classroom training in order to translate the theoretical knowledge obtained into practical skills. The OJT should be conducted when trainees could still easily recollect the theoretical knowledge. Refer to Section 4.3 for detailed topics to be covered in the initial formal training and OJT1.

3.2.2.2.6 Therefore, this OJT should take place within three (3) months after completion of the formal classroom training.

3.2.2.2.7 After a trainee is checked out of the OJT on Initial Familiarization training, the trainee is entitled to receive an Investigator Credential for the TRAINEE Category.

3.2.2.3 Initial Basic Formal Accident Investigation Training

3.2.2.3.1 After completing the initial/familiarization training and its associated OJT, the trainee investigator should attend an Initial Basic Accident Investigation Course as soon as is practicable, if they have not already attended such courses prior to joining the Bureau. Preferably, the Basic Investigation Course should be provided within the first year of completing Initial/Familiarization Formal Training.

3.2.2.3.2 The Initial Basic Accident Investigation courses syllabus should cover the following topics:

a) the responsibilities of the States involved, as defined in Annex 13; -
b) Aircraft Accident and Incident Investigation
c) the accident site considerations, such as security, hazards, safety precautions, wreckage diagramming, collection of evidence and control of access;
d) the investigators' personal equipment and protective clothing;
e) the examination and recording of the wreckage and witness marks;
f) the range of apparatus available for recording evidence;
g) witness interview techniques;
h) the full range of in-flight recorders and ground-based recorders;
i) Protection of accident and incident investigation records;
j) the determination of the time and origin of any aircraft fires;
k) crashworthiness and survival aspects;
l) the properties and the modes of failure of materials used in the aircraft structure;
m) the design of aircraft systems and likely modes of failure;
n) aerodynamics and aircraft performance;
o) the examination of power plants;
p) human performance;
q) aviation medicine and pathology;
r) safety at accident site;
s) the methodology of report writing and making safety recommendations and
t) Accident prevention measures including occurrence classification, categorization, and data base and preventive actions.

3.2.2.3.3 The duration of Basic Training takes between 80 -120 hours/10 – 15 days depending on the institution providing the training.

3.2.2.3.2 The Basic Training is a foreign outsourced course and the Bureau has adopted the training provided by recognized institutions such as Cranfield University, University

of Southern California (USC), Southern California Safety Institute (SCSI), Singapore Aviation Academy, NTSB Academy.

3.2.2.3.3 if the Bureau is sourcing the Initial Basic Accident Investigation Training from a training provider different from those mentioned in 3.2.2.3.2 above, the Training Coordinator in conjunction with the Technical Directors should review the course contents of the training provider to ensure that all the above listed topics are covered in their courses.

3.2.2.3.4 If any of topics listed in the course contents of the recognized training institutions mentioned in 3.2.2.3.2 above is not covered in the courses provided by the new outsourced training institution, the Training Coordinator should determine the methodology of how the missing topic(s) should be covered to the trainees in order to ensure completeness of the Initial Basic Accident investigation training.

3.2.2.3.5 Upon completion of the Initial Basic Accident Investigation Training, trainees will undergo On-the-Job-Training (OJT) on Initial Basic Accident Investigation Training taking into account some of the topics covered in the Initial Basic Accident Investigation formal classroom training in order to translate the theoretical knowledge obtained into practical skills. Refer to Section 4.4.2 for detailed topics to be covered in the OJT (OJT2).

3.2.2.3.6 The OJT should be conducted within a short time after completion of the classroom training when trainees could easily recollect the theoretical knowledge. Therefore, the OJT should take place within three (3) months after completion of the formal classroom training.

3.2.2.3.9 After a trainee is checked out of the OJT on Basic Accident Investigation Training, the trainee is entitled to receive an Investigator Credential for the Investigator Category.

3.2.2.3.10 Refer to Section 4.4 for detailed course contents and detailed breakdown of topics that should be covered in Initial Basic Accident Investigation Course.

3.2.2.4 On-the-Job-Training (OJT)

3.2.2.4.1 OJT is provided to a new investigator following completion of the initial formal classroom training. Allowing theory to be put into practice. During this phase, the new investigator will practice the procedures and tasks covered in the Initial familiarization formal classroom trainings, and gain familiarity with investigation procedures, methodologies and techniques. This training will also familiarize him with the investigation tasks at the accident site, the collection of factual information, the analysis of the factual information and the development of the final report, planning investigation, witness interview techniques, liaison with international organizations, media briefings, managing investigation and leading investigation teams and coordinating family assistance program following completion of Basic and Advanced trainings.

3.2.2.4.2 This training phase must be accomplished under the direct supervision of authorized OJT Instructor(s)/experienced investigator(s). The OJT together with the formal classroom training form integral part of the training program and should be scheduled to complement each other.

3.2.2.4.3 The conduct of OJT often involves more than one experienced investigator and is not limited to aircraft accident investigations within Nigeria. It may take the form of participation in an investigation conducted by another State as an Observer during attachment with foreign Accident Investigation Authorities (AIAs) whenever the opportunity to do so avail itself.

3.2.2.4.4 While OJT is an ongoing process that continues for many years, there should be sufficient time intervals between each formal course to allow the investigator to consolidate the information and the techniques learned.

3.2.2.4.5 Records of completing OJT are captured in Investigator OJT Progress Chart (Form NSIB.04.03) – Refer to Appendix II.

3.2.2.4.6 OJT is an In-House training using designated instructors/experienced investigators.

3.2.2.4.7 The contents of any OJT sessions is determined based on the topics covered in the formal classroom training.

3.2.2.4.8 Each trainee is expected to perform the tasks assigned to the satisfaction of the instructor(s).

3.2.2.4.9 Instructors are expected to deliver OJT in accordance with the processes and policies specified in this manual. Delivery of OJT follows the process depicted in figure 3.1 below. It includes scheduling the OJT, Preparing the lesson plan to deliver the OJT, carryout the OJT and finally recording the OJT sessions. OJT involves teaching the tasks and validating the success of the training i.e. trainee performance evaluation.

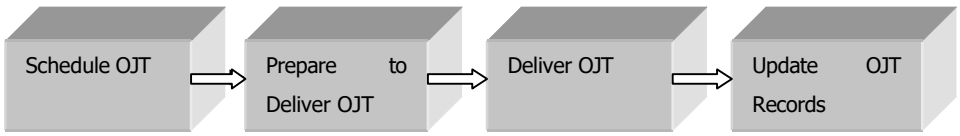

Figure: 3.1: OJT Process Flow

3.2.2.4.8 The OJT process follows a logical progression of three levels as shown in the table 3.1 below.

Level	Trainee	Instructor
Level I – Knowledge	Study	Discuss
Level II – Understanding	Observe	Demonstrate
Level III – Performance	Perform	Evaluate

Table 3.1

Level I is typically a self-study effort on the part of the trainee with guided discussion and validation conducted by the OJT instructor afterwards.

Level II and III involve the actual performance of the task.

3.2.2.4.9 Each task assigned to a trainee requires certification at all three levels. Normally, this certification is achieved by conducting training for each of three levels. Levels I and II may be waived if the trainee had earlier attended formal classroom or computer-based training.

3.2.2.4.10 A typical OJT event will include some or all of the following activities:

a) Establish a training environment
b) Develop a rapport with the trainee
c) State learning objectives and expected performance outcomes
d) Review technical requirements
e) Assess the trainee's existing knowledge and skill in performing the task
f) Demonstrate tasks
g) Motivate the trainee
h) Observe the trainee perform the task
i) Allow sufficient time for the trainee to practice task
j) Ask questions to check for understanding
k) Provide explanations
l) Review and summarize information
m) Provide feedback and evaluate the trainee's performance
n) Provide additional training when necessary

Validating Level III (Performance)

3.2.2.4.11 To Validate Level III OJT, you (the instructor), must be able to answer "Yes" to all of the questions shown in Table 3.2 below.

	Yes	No
Did the trainee demonstrate sufficient knowledge to accurately complete the task?		
Did the trainee demonstrate all steps necessary to proficiently complete the task?		
Were the steps completed in the proper order?		
Did the trainee perform the task in a timely manner and without assistance?		

Table 3.2: Level III Validation Matrix

3.2.2.4.12 At the end of each training session the instructor will validate that the trainee has successfully completed that session and the training objectives were met before notifying the Training Coordinator that training is complete.

3.2.3 PHASE 2: ADVANCED ACCIDENT INVESTIGATION TRAINING

3.2.3.1 General

3.2.3.1.1 The Advanced Training comprises of the following:

a) Advanced Formal Training; and
b) Specialty Training

3.2.3.1.2 The training program is structured such that after every classroom formal training, an OJT follows it in order to give the trainees opportunity to translate the theoretical knowledge acquired into practical application so as to develop their investigative skills.

3.2.3.2 Advanced Formal Training

3.2.3.2.1 As a trained investigator gains experience, he/she should be enrolled for an advanced accident investigation course where he/she can update his knowledge of the

basic techniques and increase his knowledge in special areas relevant to accident investigations. This should be provided as soon as is practicable, preferably within the first year of completing the Initial Basic Accident Investigation Training.

3.2.3.2.2 In addition to the review of the topics in the Basic Accident investigation course, an advanced course is desirable for preparing an air safety investigator for the responsibilities of group leader or Investigator-in-charge (IIC) of a major investigation. Such a course should aim to give the investigator an understanding of and some competency in the organization and management of a major accident investigation.

3.2.3.2.3 The duration of Advanced Accident Investigation Training may take between (80 – 120) hours/ (10 – 15) days. It depends on the institution that provides the training.

3.2.3.2.4 The Advanced Formal Accident Investigation Training is mandatory.

3.2.3.2.5 The Advanced Accident Investigation Training is a foreign outsourced course provided by recognized institutions such as Cranfield University, University of Southern California (USC), Southern California Safety Institute (SCSI), Singapore Aviation Academy, NTSB Academy, and so on.

3.2.3.2.6 The Training Coordinator in conjunction with the Technical Directors should review the course contents of the outsourced training providers to ensure that all the topics listed in Section 4.5.1 are covered in their courses.

3.2.3.2.7 If any of topics listed in Section 4.5.1 is not covered in the courses provided by outsourced training institutions, the Training Coordinator should determine the methodology of how the missing topic(s) should be covered to the trainees in order to ensure completeness of the Advanced Accident Investigation Training.

3.2.3.2.8 Upon completion of the Advanced Accident Investigation Training, trainees will undergo On-the-Job-Training (OJT) taking into account some of the topics covered in the Advanced Accident Investigation formal classroom training in order to translate the theoretical knowledge obtained into practical skills. Refer to Section 4.5.2 for detailed

topics to be covered in the OJT (OJT3).

3.2.3.2.9 The OJT should commence within a short time after completion of the classroom training when trainees could easily recollect the theoretical knowledge. Therefore, the OJT should take place within three (3) months after completion of the formal classroom training.

3.2.3.2.10 After a trainee is checked out of the OJT on Advanced Accident Investigation Training, the trainee is entitled to be listed as an Investigator-in-charge (IIC).

3.2.3.2.11 Refer to Section 4.5 for detailed course contents and detailed breakdown of topics that should be covered in Advanced Accident Investigation Course.

3.2.3.3 Specialty Training

3.2.3.3.2.1 The Specialty training courses may be introduced to an Air Safety Investigator at any stage after a Basic Accident Investigation Training course.

3.2.3.3.2.2 The Specialized courses enhance the competencies acquired by the investigator to meet the needs of a particular area of accident investigation that is relevant to his assigned duties.

3.2.3.3.2.3 For topics such as flight data analysis, helicopter accident investigation, gas turbine engine accident investigation, accident survival aspects, fires and explosions, Human Factor investigation, safety management systems, family assistance and media relations, Aviation system/investigation management courses, Crisis management. They are generally extensive enough to warrant a short course of their own with a specialized syllabus.

4.2.3.3.2.4 Such short courses are normally delivered by universities, training academies and the other recognized training institutions. It is the responsibility of the Training Coordinator to find such courses and schedule air safety investigators to attend

accordingly based on their areas of expertise and desired specialization.

3.2.3.3.2.5 Description of the systems involving specialized technologies (such as glass cockpit, fly-by-wire systems, GPS, electronic flight instrument system (EFIS) and EGPWS) is usually provided during aircraft type courses. However, aircraft type courses do not include the investigation aspects or the investigation techniques of such complex systems. Extensive information can be obtained from memory chips and other solid state electronic circuits used in new technology systems. Increasingly, the investigation techniques for solid state electronic circuits are covered in accident investigation courses.

3.2.3.3.2.6 The Training Coordinator should contact the manufacturers of such systems for specialty courses, since most manufacturers have air safety investigators and support personnel that are familiar with the systems and the investigation techniques required to extract the information stored in the systems.

3.2.3.3.2.7 Refer to section 4.6 for the list of investigation areas and the topics that could be addressed through specialized training courses.

3.2.4 PHASE 3: CONTINUATION TRAINING

3.2.4.1 General

3.2.4.1.1 The Continuation Training comprises of the following:

a) Recurrent (Refresher) Training; and
b) Remedial Training and

3.2.4.1.2 The Bureau has established continuation training to maintain competencies throughout the investigator's career. Such training covers competencies that need to be refreshed periodically and competencies developed in response to the accident investigation authority's management of change, such as the implementation of new investigation rules, new regulations in aviation safety, methodology and techniques, or the introduction of new aviation technology or equipment.

3.2.4.1.3 The continuation training also covers remedial training where a particular investigator requires training to fill up identified knowledge or skill gap in order to correct errors and mistakes that manifest during conduct of assigned duties.

3.2.4.2 Recurrent (Refresher) Training

3.2.4.2.1 All investigators of the Bureau will be provided a recurrent training as required by the specific subject matter, at specified interval appropriate for each type of training.

3.2.4.2.2 Recurrent trainings should be organized for specific subjects as may be determined during assessment of training needs of each individual by his immediate supervisor or as may be required by the subject matter.

3.2.4.2.3 Generally, a formal recurrent training course contains a review of the elements found in the associated initial course, along with a discussion of any new requirements or procedures that have been established in the previous few years. The length of recurrent classroom training courses is typically 30% - 50% of the length for the initial course. Continuous performance of a specific task like instruction may exempt from a dedicated recurrent training course. Participation to seminars, workshop related to a subject matter may also be considered as maintenance of competency.

3.2.4.2.4 The curriculum for a recurrent training will aim to update the knowledge of participants with the latest techniques, amendments in procedures, guidance, policies, technologies, regulations and legislations and should highlight any specific issues relevant to the organization or lessons learned.

3.2.4.2.5 The recurrent training will be conducted in house by designated instructors and/or experienced investigators to whom specific topics will be assigned by the Training Coordinator.

3.2.4.2.6 refer to table 3.3 for details of the recurrent training courses and their intervals.

S/ N	COURSE	RECURRENCY INTERVAL	DURATION	REMARKS
1	Aviation Legislation - Laws and Regulations	After amendment	3-5 days	If no change, Conduct refresher bi- annually (every 2 years)
2	Investigation Policy and Procedures Manual (iPPM)	After amendment	3-5 days	If no change, Conduct refresher bi- annually (every 2 years)
3	State Safety Program/ Safety Management System	2 years	2-5 days	
4	Human Factors	2 years	5 days	
5	Flight Data Analysis	2 years	5 days	
6	Dangerous Goods Awareness	2 years	5 days	
7	Accident Site Hazard Awareness and Risk Management	2 years	2-3 days	
8	Table Top exercise	2 years	1 day	Applicable in the absence aircraft accident/serious and airport emergency drill years exceeding 2 years
9	Use of Investigators Go-Kits, Tools, Equipment and PPE	2 years	1 day	
10	Fitness and Survival Training	2 years or prolonged operational inactivity	1 day	

Table 3.3

3.2.4.3 Remedial Training

3.2.4.3.1 Remedial Training is defined as the training designed to correct the behaviour of employees who have failed to perform their assigned job tasks with the knowledge, skills and the attitude expected and/or required of them; or who have otherwise demonstrated a need for additional training to bridge the identified deficiencies in basic knowledge, skills and attitude to correctly perform assigned job tasks.

3.2.4.3.2 The Remedial Training can be developed and considered as an outcome of

performance evaluation process and should be provided to the personnel who need them as soon as practicably possible.

3.2.4.3.3 In addition, Remedial Training is considered, when an employee made a formal request for such training upon self-evaluation and recognition that an additional training is required in order to improve his/her performance of assigned job tasks.

3.2.4.3.4 When a deficiency is identified during the staff performance evaluation process, the affected employee's immediate supervisor will recommend the appropriate remedial training to be provided to the employee to correct the identified deficiencies in knowledge, skills or behaviour.

3.2.4.3.5 A job task performed unsatisfactorily will be brought to the knowledge of the supervisor who will identify the root cause(s) of the below standard performance and recommend the appropriate remedial training to correct the job task performance.

3.2.4.3.6 The responsibility of ensuring that the Remedial Training is provided rests with the supervisors who should liaise with Training Coordinator and ensure the employee has satisfactorily completed the training.

3.2.4.3.7 The Training Coordinator should to ensure the appropriate type of training such as classroom, OJT or a combination thereof, is developed and provided to the affected personnel to ensure that the identified deficiencies are corrected and job task is performed satisfactorily to an acceptable level.

3.2.4.3.8 Identified personnel who required the Remedial Training should be released to the Training Coordinator for the period required to successfully accomplish the training.

3.2.4.3.9 The record of the Remedial Training should be also kept in Individual Development Plan of the trainees. The records of the Remedial Training should also be included in the personnel Annual Performance Evaluation Report, including the deficiency identified, the corrective action provided and the time taken for delivering the Remedial Training.

3.2.5 ADDITIONAL TRAININGS

3.2.5.1 General

3.2.5.1.1 Additional training is designed to enhance the knowledge and understanding of investigators on various aircraft types. It could be a full type training or limited to familiarization training. This training is essential for investigators to understand the various systems and structural designs of aircraft operating within the Nigerian airspace.

3.2.5.1.2 It is essential that investigators are provided with the basic knowledge of popular aircraft to aid their participation as accredited representatives in investigations conducted by other States.

3.2.5.1.3 in addition, investigators acquire additional training by attending conferences and seminars conducted by aircraft accident investigation organizations, accident investigation training institutions and aviation-related entities such as the International Society of Air Safety Investigators.

3.2.5.1.4 Reading related material such as Final Reports issued by other States also serves as another form of additional training to investigators.

3.2.5.1.5 Investigators can acquire meaningful training through exposure as observers to investigations conducted by other States. To this end, the Bureau enters into arrangements such as memoranda of understanding (MoUs) with Accident Investigation Authorities of other States to cooperate in the conduct of investigation of accidents and to allow the Bureau's investigators seeking relevant experience to attend those investigations as observers.

3.2.5.2 Aircraft Type Rating/ Aircraft Familiarization Training

3.2.5.2.1 The Civil Aviation (Investigation of Air Accidents and Incidents) Regulations require that Air Safety investigators should be given familiarization training on new aircraft type which is being entered into the civil aircraft of Nigeria by the prospective operator or owner of the aircraft.

3.2.5.2.2 Air safety investigators may be called upon to investigate occurrence involving a variety of aircraft types. It is impracticable to train an air safety investigator on each of the aircraft types that he may encounter. Nevertheless, air safety investigators should have a basic knowledge of most of the major air transport aircraft types that are operated in the country. It is therefore recommended that air safety investigators attend aircraft type courses on the most common aircraft types used by airlines in Nigeria. Preferably, such aircraft type courses should include specialized technology transport category aircraft (i.e. aircraft equipped with a glass cockpit, fly-by-wire systems and aircraft which contain composite materials in their structure). There is no need for each air safety investigator to attend type courses on all the large aircraft types used in the country.

3.2.5.2.3 Training on the various aircraft types can be shared equitably among the air safety investigators. For example, one investigator could be trained on one or two large aircraft types and another investigator on other aircraft types. Air safety investigators with a technical or engineering background could attend the aircraft type courses for technical/maintenance personnel. Similarly, air safety investigators with a pilot background could attend the aircraft type courses for pilots, which could include introductory flight training in a flight simulator.

3.2.6 SIMULATION TRAINING

3.2.6.1 General

3.2.6.1.1 The Simulation Training is carried out to functionally check the readiness of the aviation system to respond adequately to a major aircraft accident. The training includes Airport Emergency Drill/ Mock Exercises or/and Top Table Exercises.

3.2.6.1.2 The airport emergency drill is organized by the local airport emergency committee in accordance with the airport emergency plan. The goal of the exercise is to determine areas that require improvement to ensure the aviation system is coordinated and fully ready for a major aircraft accident.

3.2.5.3.1.3 The goal of each exercise should be stated and there should be debrief after each exercise followed by critique.

3.2.6.1.4 It normally involves effective coordination of activities of the Airport Authority, Nigeria Civil Aviation Authority, Nigeria Airspace Management Agency, Nigerian Safety Investigation Bureau, Aeronautical Search and Rescue teams, airline operators, ground service providers, security agencies such as police, military and paramilitary organizations, airport communities, hospitals, municipal fire firefighters, and relevant non-governmental organizations such as red cross society.

3.2.6.1.5 The airport mock exercises are conducted on a periodic interval not exceeding two (2) years.

3.2.6.1.6 In the event of a prolonged absence of the regular airport emergency drill/ mock exercise, the Bureau will organize a Table-Top Exercise to test the functionality of the various components of its established accident notification response system.

3.2.6.1.6 Refer to chapter 4.7 for detailed contents for the Simulation Exercises.

3.2.6.2 Aircraft Accident Site Drill/ Airport Emergency Mock Exercise

3.2.6.2.1 Aircraft accident or Crash Site drill or airport emergency mock exercise may take place in the airport. It involves practice of cooperation between agencies that are

the parties normally present at accident sites such as the police, search and rescue organizations, emergency and medical services, coroners, military, other paramilitary organizations, etc.

3.2.6.2.2 The goals of accident site exercises to the Bureau are:

a) Team building within the Bureau
b) Effective coordination with other participants at accident sites
c) Practice investigation process (iPPM, Guidance materials, etc.)
d) Practice use of investigation equipment
e) Practice taking high quality video/photo and systematically documenting them
e) Help other agencies/parties involved at accident site to understand the role of the Bureau

3.2.6.2.3 Aircraft accident site exercises are periodically conducted at an interval not exceeding two (2) years.

3.2.6.2.4 Investigators of the Bureau normally take part in the local airport emergency drills/ mock exercises which are carried periodically to simulate emergency situations at or near the vicinity of the airports. Typically, the scenario of the airport drills involves an accident of large aircraft with multiple fatalities and serious injuries.

3.2.6.2.5 Such simulations offer the Bureau's investigators the chance to participate in the drill and to test the Bureau's readiness to respond to accident notification within the shortest possible timeframe.

3.2.6.2.6 Normally, the Incident Commander calls any of the Bureau's emergency mobile phone lines to report an accident and the recipient of the call immediately notifies the Director-General, relevant Directors and the Head of Safety and Security Department.

3.2.6.2.7 The Director-General, in coordination with the Director of Transport Investigation and/or Director of Technical Services, will form the Go-Team, including the appointment of the team lead (investigator-in-charge) that will respond to the

notification.

3.2.6.2.8 The assigned Investigators should take their documentation, Go-Kits, Tools, Equipment and Personal Protective equipment (PPE) that are appropriate to the reported scenario of the drill.

3.2.6.2.9 The Bureau's Investigators participating in the conduct of the drills/exercises should debrief and critique after each exercise. They should take notes and submit full report to the Director-General for necessary corrective actions to be implemented.

3.2.6.2.10 Management and all air safety investigators are involved in the simulation exercises.

3.2.6.3 Table Top Exercises

3.2.6.3.1 Table Top exercises are conducted in the absence of aircraft accident or serious incident within Nigeria and non-execution of airport aircraft accident drill/ emergency mock exercise beyond three (3) years interval.

3.2.6.3.2 The goals of accident site exercises to the Bureau are:

a) Team building within the Bureau
b) Effective coordination with other participants at accident sites
c) Practice investigation process (iPPM, Guidance materials, etc.)
d) Practice use of investigation equipment
e) Practice taking high quality video/photo and systematically documenting them
e) Help other agencies/parties involved at accident site to understand the role of the Bureau

3.2.6.3.3 The objectives of Table Top exercises are essentially to enable investigators practice different scenarios, form investigation groups, and develop team skills; and to produce investigation plan for accident site, technical phase and for the duration of the investigation (12 months).

3.2.6.3.4 It is advisable to start with simple scenarios such as Photo Exercise, Use of PPE, Use of Equipment, Wreckage Mapping, etc.

3.2.6.3.5 Investigators and management of the Bureau should take parts in the table-top exercises.

3.2.6.3.6 The Director-General /CEO should form the group that plans the simulation exercises.

3.2.7 SAFETY TRAINING PROGRAM

3.2.7.1 In order to identify and address the competencies required for effective implementation of the Sate Safety Program (SSP) and Safety Management System (SMS), taking into account the roles and responsibilities under the SSP performed by its personnel, including the aircraft accident investigation roles. These competencies are in addition to those required for the conduct of aircraft accident investigation and may be addressed by training existing personnel or by hiring additional personnel and include, but are not limited to:

a) enhanced leadership skills;
b) understanding of business processes;
c) experience and judgement required to assess performance and effectiveness;
d) safety risk-based accident investigation;
e) safety data collection and analysis;
f) safety performance measurement and monitoring; and
g) safety promotion activities.

3.2.7.2 The following as the categories of SSP/SMS training that should be considered:

a) briefings or familiarization training for senior management on SSP, SMS, safety policy, objectives and acceptable level of safety performance (ALoSP);
b) training for Air safety investigators (ASIs) on the SSP and SMS principles, how to

carry out SMS assessments, how to evaluate a service provider's SPIs for acceptance and how to generally oversee the service provider in a safety management environment;

c) soft skills training (effective communication skills, negotiation skills, conflict resolution, etc.) to support ASIs in working collaboratively with service providers to improve safety performance while ensuring continued compliance with established regulations;

d) training for personnel responsible for data analysis, safety objectives, SPIs and SPTs;

e) protection of safety data, safety information and related sources and enforcement policy training for legal personnel, etc.; and

f) SSP and SMS training for service provider safety investigators.

3.2.7.3 Safety training programs for personnel involved in SSP-related duties should be coordinated with the Nigerian Civil Aviation Authority (NCAA), as appropriate. The scope of SSP and SMS training or familiarization should reflect the actual SSP processes, and the SSP itself as it evolves and matures. Initial SSP and SMS training may be limited to generic SSP elements or SMS framework elements and guidance.

3.2.7.4 To ensure all relevant technical personnel are properly qualified, the Bureau has developed internal training policies and procedures; and developed an SSP and SMS training program for relevant personnel. Priority is given to SSP-SMS Air Safety Investigators involved in the accident investigation of service providers' SMS including State-specific SSP processes and their relevance.

3.2.7.5 The type and amount of training provided will ensure that relevant staff develop the competence needed to perform their roles and understand their contribution to the SSP. The aim is to ensure a person or team addresses each aspect of the SSP, and that they are trained to perform the allocated role.

3.2.7.6 Appropriate and sufficient training for ASIs will ensure consistent surveillance and required capabilities to be effective in a safety management environment. Air safety investigators need to complement their existing technical knowledge with additional skills to assess the suitability and effectiveness of the service providers' SMS implementation. This approach requires working in partnership with the industry to gain the trust of service providers to facilitate sharing of safety data and safety information. The Bureau will provide the appropriate training to ensure that personnel responsible for interaction with the industry have the competencies and flexibility to perform the safety investigation activities in an SMS environment. A training needs analysis can be used to identify the appropriate training.

3.2.7.7 The training should also provide staff with an awareness of the role and contributions of other departments within the Bureau and other Nigerian aviation authorities. This will allow Investigators as well as personnel from different Nigerian aviation authorities to have a consistent approach. It will also facilitate a better understanding of safety risks across various sectors. Investigators can also better understand how they contribute to achieving the State safety objectives.

3.2.7.8 The safety training requires a refresher not exceeding once in every two (2) years.

3.2.8 ACCIDENT SITE HAZARD AWARENESS AND RISK ASSESSMENT

3.2.8.1 The accident site hazard awareness and risk assessment training is aimed at providing the required information to investigators to enable them to:

a) Identify accident site hazards rapidly and comprehensively
b) Determine and implement measures to eliminate and/or mitigate accident site risks, including the personal protective equipment (PPE) to protect against the risks
c) Assess the effectiveness of those measures

d) Estimate investigation safety and operational risks.

3.2.8.2 All investigators must attend the initial accident site hazard awareness and risk assessment training before they are dispatched to accident sites.

3.2.8.3 The training certificate is used to issue an appropriate credential to the investigators to allow them gain access to accident sites within Nigeria or in another country.

3.2.8.4 A recurrent (refresher) training is provided every two (2) years to keep the validity of the safety certificate for access to accident sites.

3.2.8.5 This training can be delivered in-house or/and outsourced.

3.2.8.6 Refer to Section 4.8 of this manual for detailed syllabus of this training.

3.2.9 USE OF INVESTIGATOR GO-KITS, TOOLS AND PROTECTIVE EQUIPMENT

3.2.9.1 General

3.2.9.1.1 The purpose of this procedure is to establish standardized training requirements for aircraft accident investigators in the selection, inspection, deployment, use, maintenance, and storage of investigation go-kits, tools, equipment, and Personal Protective Equipment (PPE), in order to ensure investigator safety, operational readiness, and effective on-scene evidence collection.

3.2.9.1.2 This procedure applies to all investigators, group leaders, investigators-in-charge, specialists, and support personnel involved in aircraft accident and serious incident investigations. It covers the following subjects:

a) Go-kit familiarization

b) Equipment handling
c) PPE use and safety
d) Field deployment procedures
e) Post-deployment recovery and maintenance

3.2.9.1.3 Upon completion of this training, participants shall be able to:

a) Identify all components of the aircraft accident investigation Go-kit
b) Demonstrate proper use of investigation tools and equipment
c) Select and correctly don PPE appropriate to identified hazards
d) Apply evidence collection and documentation procedures safely
e) Conduct pre-deployment inspections and post-deployment inventory
f) Maintain chain of custody for collected items
g) Apply field safety and contamination control measures

3.2.9.1.4 This training is designed to be conducted in three progressive phases:

a) Phase A – Classroom Instruction
b) Phase B – Practical Demonstration and Hands-On Exercises
c) Phase C – Field Simulation / Scenario-Based Training

Successful completion of all phases is mandatory.

3.2.9.1.5 This training is an in-house one to be delivered by select investigators or personnel who demonstrate technical expertise on the use of Go-kits, tools, equipment and protective equipment.

3.2.9.1.6 The initial training should be given to all personnel assigned duties of investigation at any given opportunity after the completion of Initial Familiarization. It is a two (2) days.

3.2.9.1.7 A Recurrent (Refresher) training must to be given at intervals of two (2) years.

3.2.9.1.8 The Recurrent (Refresher) training is designed to be a 1-day training. However, depending on popular demand based on the need to go in-depth, the desire of the instructor or request of the trainees, the Recurrent (Refresher) training could be extended to two (2) days. This is to ensure that investigators maintain competency in using the Go-Kits, tools and personal protective equipment.

3.2.9.1.9 The Recurrent (Refresher) training should cover the following topics:

a) Introduction of new equipment

b) Revision of safety procedures

c) Significant operational changes

3.2.9.1.10 Refer to section 4.9 for details syllabus of the Go-Kit, Tools, Equipment and PPE training.

3.2.9.2 Phase A: Classroom Training Procedures

3.2.9.2.1 The classroom training procedures is a one-day training comprising of the following subjects:

a) Go-Kit Familiarization

b) Tools and Equipment Instruction and

c) PPE Awareness and Hazard identification

3.2.9.2.2 The Go-kit awareness displays the categories of Go-kits contents such as investigation tools, documentation equipment, sampling materials, communication devices, Personnel Protective Equipment (PPE), and safety and first aid supplies. The inventory list is provided to the trainees so that each item and its function is explained to the trainees.

3.2.9.2.3 Investigation tools and equipment covers measuring devices (tapes, GPS, Clinometer), photography and video equipment, evidence containers and labeling

materials, and electronic devices (radios, laptops, recorders, etc.). The instruction should include the correct handling techniques, operational limitations, battery management, protection of sensitive equipment and avoidance of cross-contamination.

3.2.9.2.4 The PPE awareness and hazard identification includes instruction on the types of PPE and intended protection levels, physical hazards (sharp debris, fire residues, etc.), chemical hazards (fuel, hydraulic fluids, etc.), biological hazards (human remains, etc.), and environmental hazards (heat, cold, insects, etc.). The learning should focus on trainees' ability to match PPE selection to hazard assessment.

3.2.9.3 Phase B: Practical Training Procedures

3.2.9.3.1 This aspect of the training involves the conversion of the theoretical knowledge of the Go-Kits, equipment and PPE into practical skills through demonstration and hands-on exercises to the trainees. Each participant will perform the exercises under the supervision of the instructor.

3.2.9.3.2 It includes Go-Kit inspection drill to allow each trainee to perform a supervised inspection of a Go-Kit such as verification of inventory completeness, functional check of equipment, battery status confirmation and review of expiry dates of medical items, filters, etc.). any deficiencies found must be documented on a Go-Kit Inspection Form.

3.2.9.3.3 Trainees should demonstrate donning sequence of PPE such as the coveralls, boots, respirator, eye protection and gloves. The doffing sequence of the PPE should be followed to avoid contamination. Also Respirator fit checks should be demonstrated and practiced.

3.2.9.3.4 The practical training session should cover tool handling and evidence collection practice using a simulated accident scenario such that trainees are able to practice scene photography, measurement of debris fields, sample collection, packaging and labeling of evidence, and completion of evidence tags and logs. Emphasis is placed on the

preservation of evidence integrity, documentation accuracy, and chain of custody procedures.

3.2.9.4 Phase C: Field Simulation Procedures

3.2.9.4.1 This aspect of the training requires that a controlled accident-scene exercise is conducted (simulation of accident such as table top exercise) starting with simple then advancing to complex scenarios.

3.2.9.4.2 This includes requiring the trainees to conduct site hazard assessment, select appropriate PPE, deploy Go-kits, establish documentation status, collect simulated evidences, maintain communication protocols and perform post-scene decontamination of the tools and equipment.

3.2.9.4.3 The post-deployment procedures training includes the following:

a) Clean and disinfect reusable equipment
b) Dispose of contaminated PPE appropriately
c) Re-inventory Go-kits
d) Report damaged or missing items
e) Recharge electronic equipment and
f) Complete Go-Kit Status Reports.

The following safety procedures must be adhered to during all training activities:

a) A safety briefing shall precede practical exercises
b) First-aid equipment shall be available
c) No live hazardous materials shall be used
d) Instructors shall monitor fatigue and heat stress

3.2.9.4.4 Trainees must immediately report unsafe conditions to the instructors as soon as they identify them.

3.2.9.4.5 The instructor will then evaluate performance of the trainees through written knowledge checks, practical demonstration and field exercise performance.

3.2.10 FITNESS AND SURVIVAL TRAINING

3.2.10.1 General

3.2.10.1.1 The purpose of this procedure is to establish standardized training requirements for aircraft accident investigators in physical fitness, personal resilience, and survival skills necessary for safe deployment to accident sites in remote, hazardous, or austere environments.

3.2.10.1.2 This training ensures investigators possess the physical capability, situational awareness, and survival competence required to operate effectively while maintaining personal safety during on-scene investigations.

3.2.10.1.3 This procedure applies to all aircraft accident investigators, group leaders, investigators-in-charge, specialists, and support personnel who may be deployed to accident or serious incident sites.

3.2.10.1.4 The training covers the following subjects:

a) Physical fitness readiness
b) Field mobility
c) Environmental survival skills
d) Emergency self-care
e) Stress and fatigue management
f) Personal safety awareness

3.2.10.1.5 The objectives of the training are for the trainees to:

a) Demonstrate minimum physical fitness standards for field deployment
b) Navigate safely across uneven or remote terrain
c) Apply basic survival techniques in hot, cold, wet, or isolated environments
d) Manage hydration, nutrition, and fatigue
e) Perform basic field first aid and self-rescue
f) Identify environmental hazards and apply mitigation measures
g) Maintain operational effectiveness under physical and psychological stress.

3.2.10.1.6 This training procedure applies to all investigators, group leaders, investigators-in-charge, specialists, and support personnel involved in aircraft accident and serious incident investigations.

3.2.10.1.7 The Fitness and Survival Training shall be delivered in three phases:

a) Phase A: Classroom Instruction
b) Phase B: Practical Skills Training
c) Phase C: Field Survival Exercise

Completion of all phases is mandatory.

3.2.10.1.8 As part of the ethics and personal responsibility, Investigators must:

a) Prioritize personal safety
b) Support team members
c) Report fatigue or injury
d) Operate within their physical limits
e) Uphold professional conduct at all times

3.2.10.1.9 This training can be outsourced training one to be delivered by a fitness and survival expert, instructor, trainer or a recognized fitness and survival training

organization. The Training Coordinator should liaise with the Technical Directors in sourcing for the training providers.

3.2.10.1.10 The initial fitness and survival training should be given to all personnel assigned duties of investigation at any given opportunity after the completion of *Initial Familiarization Training*.

3.2.10.1.11 The following safety procedures are necessary during the training:

a) Medical clearance is required prior to participation
b) A safety briefing shall precede all physical activities
c) First aid support shall be available on site
d) Weather conditions shall be continuously monitored
e) Trainees may withdraw for medical reasons without penalty

3.2.10.1.12 Investigators shall be encouraged to maintain personal fitness through:

a) Regular aerobic exercise
b) Strength and flexibility training
c) Healthy nutrition and hydration
d) Adequate rest

Supervisors may require periodic fitness assessments.

3.2.10.1.13 The competency assessment is evaluated through:

a) Participation in practical exercises
b) Instructor observation
c) Field survival performance

Certification shall be granted only upon satisfactory completion.

3.2.10.1.14 A Recurrent (Refresher) training must to be given at intervals not exceeding two (2) years or following prolonged operational inactivity.

3.2.10.1.15 The Recurrent (Refresher) training is designed to be a one-day training.

3.2.10.1.16 Refer to section 4.10 for details syllabus of the fitness and survival training.

3.2.10.2 Phase A: Classroom Training Procedures

3.2.10.2.1 The classroom training should cover theoretical knowledge in the following subjects:

a) Physical Fitness Awareness
b) Environmental Risk Awareness and
c) Survival Fundamentals

3.2.10.2.2 The instruction must include the Importance of baseline physical conditioning, Cardiovascular endurance, Muscular strength and flexibility, Injury prevention and Warm-up and cool-down techniques.

3.2.10.2.3 The Minimum fitness expectations shall be explained, such as ability to walk extended distances with load and the climbing, descending uneven terrain and carrying equipment safely.

3.2.10.2.4 The environmental risk awareness should expose the trainees to instruction on heat stress and dehydration, cold exposure and hypothermia, insect and wildlife hazards, terrain risks (mountains, forests, wetlands, desert areas), and weather-related dangers.

3.2.10.2.4 The classroom instruction on the survival fundamental should cover the survival priorities (protection, location, water, food, signaling), personal survival kits, shelter construction concepts, emergency signaling methods, and orientation and navigation basics.

3.2.10.3 Phase B: Practical Training Procedures

3.2.10.3.1 The practical aspect of the fitness and survival training includes the following:

a) Physical Conditioning Exercises
b) Navigation and Mobility
c) Survival Skills Practice and
d) Field First Aid and Self-Care

3.2.10.3.2 The physical conditioning exercises requires participation of trainees under supervision of the instructor or trainer in the following activities:

a) Loaded walking exercises
b) Obstacle negotiation
c) Equipment carriage drills
d) Stretching and flexibility routines

The trainer should monitor performance of trainees for safety and endurance.

3.2.10.3.3 The trainees should be able to demonstrate the following navigation and mobility skills:

a) Map and compass use
b) GPS navigation
c) Safe movement techniques on unstable terrain
d) Buddy system application

3.2.10.3.4 Using simulated field conditions during the training procedures, the trainees should practice the following survival skills:

a) Emergency shelter setup
b) Water sourcing and purification
c) Fire-starting (where permitted)

d) Basic signaling techniques
e) Packing and using a personal survival kit

3.2.10.3.5 The field First Aid and Self-Care includes the demonstration of:

a) Treatment of cuts, sprains, and blisters
b) Heat exhaustion and heat stroke response
c) Hypothermia management
d) Snakebite and insect sting response
e) Personal hygiene in austere environments

3.2.10.4 Phase C: Field Survival Exercise

3.2.10.4.1 This training involves the creation of a controlled outdoor exercise for trainees to conduct.

3.2.10.4.2 Trainees shall:

a) Navigate a designated route
b) Carry investigation equipment
c) Establish temporary shelter
d) Manage hydration and nutrition
e) Respond to simulated injury or fatigue scenarios
f) Maintain situational awareness

While the Instructors shall observe performance using.

3.2.11 MANAGEMENT/LEADERSHIP COURSES

3.2.11.1 Training courses in this category provide an air safety investigator with the knowledge, skills and attitude that are required to function effectively as a supervisor, manager, training manager, or instructor. Courses in this category include Basic

Supervisory Skills, Advanced Management Techniques, Instructor Training, Labor Relations, Conduct and Discipline, Systems Thinking, Strategic Planning, Financial Management, Accident Investigation Management, etc.

3.2.11.2 Management training can also be obtained by attending workshops, seminars, conferences and seminars conducted by aircraft accident investigation organizations, such as the International Society of Air Safety Investigators (ISASI); by reading related material such as the Aircraft Accident Digest circulars and aircraft accident reports issued by other States; and by exposure to major investigations as observers at major investigations on site in other States.

3.3 TRAINING PROCESS

3.3.1 GENERAL

3.3.1.1 When a new candidate is selected from the aviation industry or advanced program to become an air safety investigator, he is issued a Job Description for a new hire/Air Safety Officer (ASO). He must then complete the training requirements specified in this document before being given the authority to accomplish any Investigator Job Task without direct supervision.

3.3.1.2 All new hire employees normally begin training with Indoctrination training within few days of completing new-hire documentation. The new hire/ASO is provided with Initial Investigation Training. After successful completion of this training requirement, a new hire/ASO is then issued Bureau's Investigator Credential, but at this point any Job Task accomplished by this employee must still be under the direct supervision of another qualified investigator or OJT Instructor.

3.3.1.3 Each air safety investigator must complete both the formal training courses and On-the-Job training on the associated procedures and tasks covered in the formal training courses and also gain familiarity with investigation techniques.

3.3.1.4 The process is illustrated in figure 3.2 below as follows:

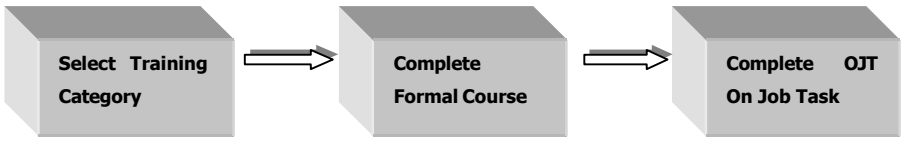

Figure 3.2

3.3.1.5 The new investigator normally continues training until he has completed training in all subject areas that comprise the core of investigator job functions.

3.3.1.6 Core training refers to the essential training that must be provided to each employee in order to qualify as an accident investigator. Core training requirement comprises of Indoctrination, Initial Familiarization and Basic aircraft accident investigation training.

3.3.1.7 The following flowchart depicts the typical training process for a new-hire employee all the way through final qualification as Investigator-In-Charge status. This process can be modified as necessary to accommodate special requirements.

NOTE: Specialized Trainings may be conducted in-between other trainings as at when each of the specialized courses becomes available.

3.3.2 AIR SAFETY INVESTIGATOR TRAINING FLOW CHART

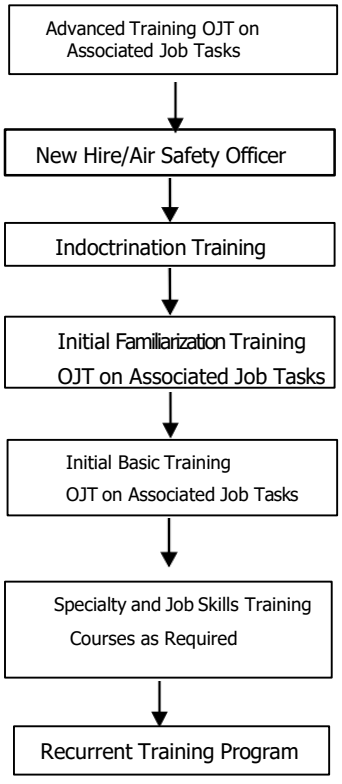

Figure 3.3

3.3.3 SEQUENCE OF TRAINING

3.3.3.1 Training of a personnel to become an aircraft accident investigator involves the following sequence of training courses as shown in table 3.4 below:

S/ N	SEQUENCE	PHASE OF TRAINING	DURATION	TRAINING PROVIDER
1	1ST	Indoctrination (New Employee)	40 Hours	In-House
2	2ND	Initial Familiarization Training	80 Hours	In-House/Outsourced (Local)
3	3RD	OJT on Initial Training	OJT Sign Off	In-House
4	4TH	Basic Accident Investigation Training	80-120 Hours	Outsourced (Foreign)
5	5TH	OJT on Basic Training	OJT Sign Off	In-House
6	6TH	Advanced Accident Investigation Training	80-120 Hours	Outsourced (Foreign)
7	7TH	OJT on Advance	OJT Sign Off	In-House/ Attachment to foreign AIA

Table 3.3

Note: Specialty Training, Additional Training and any other training are usually slotted in-between the above training programs as the opportunity provides.

3.3.3.2 In general, the aim of the indoctrination training is to provide a new employee with the orientation information and administrative procedures of the Bureau.

3.3.3.3 Initial investigation training is to familiarize new investigators with the aviation legislation in Nigeria and with the procedures and requirements of the Nigerian Safety Investigation Bureau. Some investigators will bring some or all of this knowledge with them when hired, others will not. The specifics of prior knowledge, skills, and experience possessed by newly hired investigators are illustrated on the Individual Development Plan (IDP). Similarly, required additional knowledge, skills, and experience are illustrated on the IDP in order to assess the necessary elements of initial training.

3.3.3.4 Following completion of the initial training, the new investigators will be provided on-the-job training. During this phase, the new investigators will practice the procedures and tasks covered in the initial training, and gain familiarity with investigation techniques. This training will also familiarize him with the investigation tasks at the accident site, the collection of factual information, the analysis of the factual information and the development of the final report. The conduct of on-the-job training should involve more than one experienced investigator and should not be limited to investigation within Nigeria, since international experience is necessary for all investigators.

3.3.3.5 After completing the OJT on initial training, the air safety officer will attend a Basic Accident Investigation Course as soon as is practicable, preferably within the first year of training. A Basic course should include "hands on" wreckage examination in a crash laboratory and should have a syllabus. Basic training is provided by institutions and organizations outside Nigeria.

3.3.3.6 Following the completion of formal classroom on Basic training, the new investigators will be provided OJT on the Basic investigation course. During this phase, the AISs will practice the procedures and tasks covered in the basic training, and gain familiarity with initial actions at the accident site, such as security, hazards, safety precautions Wreckage Examination, the investigators' personal equipment and protective clothing, accident site safety, protection of evidence, wreckage diagramming, collection of evidence and control of access, witness marks, and other evidence, information gathering techniques and tools; examination of maintenance documents witness interview techniques

3.3.3.7 As a trained air safety investigator at the Bureau gains experience, the ASI should be enrolled in an advanced accident investigation course where he can update his knowledge of the basic techniques and increase his knowledge in special areas relevant to accident investigations.

3.3.3.8 After completing the Advanced Training, the new investigators will be provided

OJT on advanced investigation training. During this phase, the ASIs will practice the procedures and tasks covered in the Advanced training, such as preparing an investigator for the responsibilities of group leader or investigator-in-charge of a major investigation, cataloguing a large number of fragments of wreckage, recovery of wreckage under water, management of a large accident site, reconstruction of evidence recorded in damaged solid state recorders, preparation of briefings and answers to formal questions and Report Writing.

3.3.4 DEVELOPING TRAINING PLAN

3.3.4.1 General

3.3.4.1.1 Training Plan is the summary of trainings to be provided to employees of the Bureau for a given period. There can be a periodic Training Plan which is designed for a period of every three years or an annual training plan which is developed every year. The Bureau uses the Annual Training Plans approach. So, each New Year, a Training Plan is developed for all the employees.

3.3.4.1.2 Investigators' Annual Training Plans is determined using a risk-based and competency-driven approach**,** aligned with the operational needs of Bureau. The investigators' training needs is commonly grouped into the following categories:

a) Core/Mandatory Competency Training
   Foundational courses required for all investigators (e.g., Initial familiarization, basic accident investigation, safety management principles, human factors, report writing). These ensure baseline professional competence.
b) Role-Specific Training
   Targeted training based on assigned functions (e.g., Investigator-in-Charge, group leader, operations, airworthiness, or flight data analysis) so that investigators can effectively perform their assigned duties.
c) Advanced and Specialty Training
   High-level or technical courses (e.g., flight recorder analysis, structures,

powerplants, survival factors, or interview techniques) for experienced investigators or specialists.

d) Recurrent (Refresher) Training
   Periodic updates to maintain proficiency, address regulatory or technological changes, and reinforce critical skills.

e) Emerging Risk and Capability Development
   Training that addresses new threats or evolving investigation needs (such as Remotely Piloted Aircraft System (RPAS) incidents, lithium battery fires, or digital forensics).

f) On-the-Job Training (OJT) and Mentoring
   Practical, supervised field experience to consolidate classroom learning and develop real-world investigative judgment

3.3.4.1.3 The Training Plan should prioritize the type of trainings to be provided based on the availability of funds and time opportunities to permit the employees to attend the scheduled trainings. The type of Priority of the training is defined as follows:

a) **High (Priority 1) - Mandatory / Regulatory Training**

These are essential courses required to meet statutory, organizational, and professional competency standards. They include Initial familiarization, Basic accident investigation, Advanced training, investigator roles and responsibilities, safety management, human factors, and report writing. Completion is compulsory for assigned duties and regulatory compliance.

b) **Medium (Priority 2) – Desirable/ Important Training**

These enhance organizational operational effectiveness and depth of capability. Examples include advanced investigation techniques, interview skills, flight data analysis, and role-specific courses (e.g., Investigator-in-Charge or group

leadership). While not strictly required, they significantly improve investigation quality.

c) **Low (Priority 3) – Supplementary or Optional Training**

These provide supplementary knowledge and broader professional development, such as emerging technologies, Remotely Piloted Aircraft System (RPAS) investigations, digital forensics, or international best practices. They add value but are undertaken as resources and schedules permit.

3.3.4.1.4 This tiered approach supports risk-based planning, ensures minimum competency is maintained, and progressively builds specialized expertise across the investigation workforce.

3.3.4.1.5 Each Training Plan should consist of identified to be provided to each employee, the names of the beneficiary employees, the names and location of the training institutions/organizations, the duration and dates of the trainings and associated the costs of the trainings.

3.3.4.1.6 The Training Plan should be approved should be approved in line with the human resource capacity development policies and procedures of the Bureau.

3.3.4.2 Training Needs Assessment

3.3.4.2.1 The Training Needs Assessment (TNA) is designed to systematically identify competency gaps**,** prioritize training requirements, and align investigator development with Bureau's objectives and international best practice. The TNA supports sustained professional capability and investigation quality.

3.3.4.2.2 The TNA applies to:

a) New investigators

b) Experienced investigators
c) Investigators-in-Charge / group leaders
d) Technical specialists
e) Support personnel involved in investigations

3.3.4.2.3 It covers knowledge, skills, and practical competencies required across all investigation roles.

3.3.4.2.4 Training needs are identified using a combination of:

a) Role and competency mapping
b) Review of past accident/incident investigations
c) Individual skills assessment (CVs, certifications, experience logs)
d) Supervisor performance feedback
e) Regulatory and organizational requirements
f) Emerging risks and technologies
g) Interviews and structured questionnaires

3.3.4.2.5 The TNA is developed on the basis of experience-level needs that considers the following categories of investigators:

a) Entry-Level Investigators
   - Basic investigation training
   - Structured on-the-job training (OJT)
   - Mentoring under senior investigators

b) Mid-Level Investigators
   - Advanced investigation techniques
   - Role-specific technical courses
   - Interview and analysis skills

c) Senior Investigators / Management
   - Investigator-in-Charge training
   - Leadership and decision-making
   - Complex accident management
   - Peer review and quality assurance

3.3.4.2.6 The next step is to conduct a gap Analysis for each investigator using the following steps:

Step 1: Compare current competencies against required role competencies

Step 2: Identify gaps under:

a) Mandatory
b) Desirable
c) Nice-to-know

Step 3: Assign priority:

a) High (safety-critical / regulatory)
b) Medium (operational improvement)
c) Low (professional development)

Results are consolidated into the Training Needs Assessment Form (NSIB.04.06) to guide in developing the annual training plan.

3.3.4.2.7 The Outputs of the TNA includes the following:

a) Individual Development Plans (IDPs) – Form: NSIB.04.02
b) Organizational Annual Training Plan
c) Prioritized training list with estimated costs
d) OJT and mentoring assignments
e) Specialty development roadmap

3.3.4.2.8 To ensure continuous improvement of investigative capability, the TNA should be reviewed:

a) Annually
b) After major investigations
c) When new technologies or risks emerge

d) Following regulatory or organizational changes

3.3.4.2.9 It is also important to identify the appropriate method for training delivery. The main objective is that, on completion of the training, personnel are competent to perform their SMS duties. Competent trainers are usually the single most important consideration; their commitment, teaching skills and expertise will have a significant impact on the effectiveness of the training delivered.

3.3.4.2.10 The Immediate supervisor will determine who should be trained and to what depth, and this will depend on their involvement in the safety/ investigation processes management. Most people working in the organization have some direct or indirect relationship with aviation safety investigation, and therefore have some related duties. This applies to any personnel directly involved in the aircraft accident investigation. Some administrative and support personnel will have limited safety investigation duties and will need some limited familiarization training, as their work may still have an indirect impact on safety. The training needs assessment is conducted for each individual personnel using the Bureau's Form NSIB.04.06.

3.3.4.2.11The Training Coordinator initiates the above process by distributing the TNA Form to all employees through their respective heads of department/unit. The employees will fill in the required portions of the TNA Forms and submit to their heads of departments/units who in turn complete their portions and forward to the Director-General /CEO for approval.

3.3.4.2.12 The Director-General /CEO will forward the approved TNA forms to the Director of Human Resources, the head of Finance and Accounts and the Training Coordinator for budgeting, sourcing of training providers and implementation.

3.3.4.3 Individual Development Plan (IDP)

3.3.4.3.1 An Individual Development Plan (IDP) provides a structured and documented approach to building and maintaining investigator competence in line with international best practice and is suitable to meet the operational requirements of the Nigerian Safety Investigation Bureau.

3.3.4.3.2 It is specifically tailored for Aircraft Accident Investigators in order to align with competency-based development suitable for implementation within the Bureau.

3.3.4.3.3 The IDP is necessary to:

a) Ensure each investigator develops the mandatory competencies required to safely and professionally conduct accident investigations.

b) Address individual skill gaps identified through Training Needs Assessments (TNA).

c) Support career progression, from entry-level investigator to Group Leader or Investigator-in-Charge.

d) Link training investments directly to organizational capability needs.

e) Provide a clear roadmap for formal training, on-the-job experience, and mentoring.

f) Promote consistency and standardization in investigator development.

g) Enable supervisors to monitor progress, measure performance, and provide targeted support.

h) Ensure readiness to respond to complex accidents and emerging risks.

i) Create documented evidence of competence for quality assurance and oversight purposes.

3.3.4.3.4 In practice, the IDP translates the Bureau's training objectives into personalized, measurable development actions, ensuring investigators remain competent, current, and capable throughout their careers.

3.3.4.3.5 The IDP contains the following information:

a) Investigator Profile providing name, position, role, grade level, experience, technical specialty and the period of the IDP

b) Career Objective of the investigator providing a brief statement of professional goals for next 1 -3 years. For Example: To progress from operational investigator to Group Leader / Investigator-in-Charge by developing advanced investigation, leadership, and technical competencies.

- Summary of current competency such as:
- Basic accident investigation
- Accident site management and evidence collection
- Human Factors
- Interview Techniques
- Report Writing
- Technical Specialty
- Leadership/Investigator-in-charge Skills

c) Individual Development Plan is designed based on the identified skill gaps in the training needs assessment. It indicates the appropriate method of filling the skills such as the development areas, training activity and the mode of delivery.

3.3.4.3.6 A Microsoft Excel Sheet tool is a template Individual Development Plan (IDP) - Form: NSIB.04.02 that is used by the Bureau to manage the entire training program of personnel assigned duties of aircraft investigation.

3.3.4.3.7 The Individual Development Plan (NSIB.04.02) is used in conjunction with the Training Needs Assessment Forms (NSIB.04.06) completed by each individual investigator and approved by the immediate Supervisor.

3.3.4.3.8 The information in TNA and IDP is used to develop Annual Training Plan to

ensure each individual investigator receives training as required by their assigned duties, roles and responsibilities.

3.3.4.3.9 The IDP also contains list of courses attended and or yet to attend by the investigators. The chart serves as a quick training gap assessment to determine the training needs of each investigator.

3.3.4.3.10 The Training Coordinator is responsible for filling the information into the IDP and keeping it up-to-date in a timely manner.

3.3.4.4 Procedures for Developing the Annual Training Plan

3.3.4.4.1 The Training Coordinator should use the following steps in making an Annual Training Plan:

Step 1 – Identify Training Needs (Using Form: NSIB.04.06)

a) Core regulatory competencies
b) Role-specific requirements
c) Skill gaps from past investigations
d) Emerging risks or new technologies

Step 2 – Prioritize Training

a) High (P1): Mandatory/Regulatory – required to perform investigation duties
b) Medium (P2): Desirable – improves investigation quality and depth
c) Low (P3) Nice-to-Know – professional enrichment and future capability

Step 3 – Schedule & Resource

a) Spread courses across quarters
b) Balance operational workload
c) Assign budget and providers

Step 4 – Track & Review

a) Monitor completion
b) Capture lessons learned
c) Adjust next year's plan accordingly

The Table 3.4 below is a template of an Annual Training Plan.

Name	Role /Level	Category	Course / Subject	Delivery Mode	Priority	Planned date	Provider	Status	Cost	
		Mandatory/ Regulatory/ Role-Specific/ Skill Gap/		Classroom/ Online/ OJT	High/ Medium/ Low			Planned/on-going/ Completed/ Rescheduled/ cancelled		

Table 3.4

3.3.4.4.2 The Training Coordinator is responsible for developing the Annual Training Plan based on the Training Needs Assessment conducted by the immediate Supervisor of the trainee involved and the trainee's IDP.

3.3.4.4.3 The Training Coordinator should ensure that any HIGH priority training that is not implemented in the current year must be carried on to the next year's training plan.

3.3.4.4.4 The Training Coordinator uses the Individual Development Plan (IDP) (Form: NSIB.04.02) in conjunction with the Training Needs Assessment Forms (NSIB.04.06) completed for each individual employee to develop an Annual Training Plan to ensure each individual employee receives training aligned with their involvement, duties and responsibilities.

3.3.4.4.5 The Annual Training Plan identifies category of training based on investigators' roles and experience levels. It addresses core competencies**,** role-specific requirements, and specialty skills, incorporates recurrent/refresher training to maintain proficiency and reflect regulatory or technological changes. It also includes OJT and mentoring to reinforce classroom learning while considering the emerging risks and capability gaps identified from past investigations and safety trends. The Annual Training Plan should be realistic, prioritized, and linked to available resources and operational demands of the

Bureau. A well-structured annual training plan ensures minimum competency is maintained while progressively building advanced investigative capability across the Bureau.

3.3.4.4.6 The Annual Training Plan is developed by the training coordinator in conjunction with immediate supervisor of each investigator.

3.3.4.4.7 The Annual Training Plan is approved by the Director-General/CEO as a guide during the preparation phase of the Bureau's annual budgetary processes to ensure provision for funding for the execution of the approved training plan.

3.3.4.4.8 The Annual Training Plan is usually developed for each financial year; however, it also contains the carried forward elements of the preceding year's training courses planned but not been accomplished due to several reasons.

3.3.4.4.9 Any Medium or Low Priority training not accomplished in the previous budget year may be considered in the next budget year and should form part of the new Annual Training Plan.

3.3.5 TRAINING AND COMPETENCY REQUIREMENTS

The Table 3.5 below provides the performance and competence expected of air safety investigators at every grade level and the training required for filling the gaps as the investigator progresses in his carrier development.

Seniority of Investigator	**Training and Experience to be provided as far as is practicable**	**Skills and performance capability expected of investigators**
New Accident Investigator All Grade Levels	• Indoctrination • Initial familiarization training • Basic aircraft accident investigation techniques and regulations • Aircraft accident investigation management • Organizational factors • Human Factors/Safety Management • Site safety and blood borne pathogen avoidance • Media handling • On-the-job training • Crash exercises • Mobilization turn-ups • Reading and reviewing safety and investigation reports • Writing Bureau Safety Information articles	
Grade Levels 08 – 10 and New Accident Investigator Grade Level 12 and above	• Member of investigation team for GA/nil fatality/non-complex occurrences, including understudying the IIC • Being IIC for GA/nil fatality/non- complex occurrences • Member of investigation team for a more serious occurrence, including understudying the IIC or investigation sub-group chairman • Drafting investigation sub-group reports or final reports • Opportunities to critique other Bureau draft reports	• Able to apply investigation legislation, Annex 13 standards and recommended practices and ICAO guidelines • Demonstrate resourcefulness • Able to adapt or improvise • Able to attend to details • Able to write clearly and concisely • Able to ask related questions • Able to identify and muster resources needed for investigation • Able to perform as an effective member of an investigation team

Table 3.5

Seniority of Investigator	Training and Experience to be provided as far as is practicable	Skills and performance capability expected of investigators
Accident Investigator Grade Levels 12-13 and New Accident Investigator Grade Level 14 and above	• Relevant specialty courses • Relevant advanced training • Recurrent training on relevant topics • Relevant safety and investigation conferences and seminars • Crash exercises • Member of investigation team for relatively complex occurrence or occurrence with few fatalities, including understudying the IIC • Being IIC for relatively complex occurrence or occurrence with few fatalities • Member of investigation team for major accident or occurrence with many fatalities, including understudying the IIC or investigation sub-group chairmen	• All of the above, plus: • Able to draw up investigation plan, with attention to details • Able to perform effectively as IIC for investigation of General Aviation or nil fatality or non-complex occurrence, including drafting of investigation report • Able to manage the Accident Investigation Command Centre • Attachments to foreign investigations • Relevant safety and investigation conferences and seminars
	• Being investigation sub-group chairman for investigation of major accident or occurrence with many fatalities • Drafting investigation sub-group reports or draft final reports • Opportunities to critique other Bureau's reports • Reading and reviewing safety and investigation reports • Writing Bureau's Safety Information articles • Attachments to foreign investigations • Investigation assistance to other States • Relevant safety and investigation conferences and seminars • ICAO and other international/regional meetings on Annex 13 related matters • Basic Supervisory Skills, • Instructional Techniques	

Table 3.5 Cont.

Seniority of Investigator	Training and Experience to be provided as far as is practicable	Skills and performance capability expected of investigators
Accident Investigator Grade Levels 14-15 and New Accident Investigator Grade Level 16 and above	• Relevant specialty courses • Relevant advanced training • Recurrent training on relevant topics • Attachment to foreign investigations • Investigation assistance to other States • Relevant safety and investigation conferences and seminars • ICAO and other International/regional meetings on Annex 13 related matters • Advanced Management Techniques	• All of the above, plus: • Able to perform effectively as IIC for investigation of relatively complex occurrence or occurrence with few fatalities, including completion of investigation report • Able to perform as deputy IIC for investigation of major accident or occurrences with many fatalities, including drafting of investigation report • Able to critique, draft and review reports for complex and major investigations • Able to face the media at interview • Able to be formal training instructor • Able to be OJT Instructor • Able to lead investigation group • Able to manage training
Accident Investigator Grade Level 16 and New Accident Investigator Grade Level 17 and above	• Relevant specialty courses • Relevant advanced training • Recurrent training on relevant topics • Attachment to foreign investigations • Investigation assistance to other States • Relevant safety and investigation conferences and seminars • ICAO and other International/regional meetings on Annex 13 related matters • Advanced Management Techniques	• All of the above, plus: • Capable of conducting complex and/or major investigations • Developed managerial skills and ability to define, set and review objectives and report on the work of a team(s) • Able to use leadership skills to develop and maintain harmony in teams • Able to critique draft reports • Able to guide and supervise the work of Grade 8-15 investigators • Able to perform effectively as a deputy IIC or an investigation sub-group chairman in relative complex occurrence or occurrence with few fatalities • Able to draft press release • Able supervise small group of investigators • Able to train other investigators (instructor of Initial training course)

Table 3.5 Cont.

Seniority of Investigator	Training and Experience to be provided as far as is practicable	Skills and performance capability expected of investigators
Accident investigator Grade Levels 17 and above	• Relevant specialty courses • Relevant advanced training • Recurrent training on relevant topics • Attachment to foreign investigations • Investigation assistance to other States • Relevant safety and investigation conferences and seminars • ICAO and other international/regional meetings on Annex 13 related matters • Labor and Industrial Relations • Conduct and Discipline • Systems Thinking • Strategic Planning	• All of the above, plus: • Able to guide investigators in their investigation of relatively complex occurrence or occurrence with few fatalities and critique the related draft reports • Able to guide investigators undertaking IIC or investigation sub- group chairman role in relatively complex occurrence or occurrence with few fatalities • Able to draft comprehensive public reports of major investigations • Capable of providing on-site media briefing • Capable of providing briefing to minister • Able to perform as IIC for investigation of major accident or occurrences with many fatalities, including completion of investigation report • Able to lead and manage all complex and/or major investigations as IIC • Able to mentor senior investigator undertaking IIC role in complex investigations • Able to draft comprehensive public reports of major investigations • Able to face the media as a member of a press conference panel for release of facts or report

Table 3.5 Cont.

3.3.6 TRAINING EVALUATION

3.3.6.1 General

3.3.6.1.1 Training evaluation ensures that training provided to aircraft accident investigators results in measurable improvement in competence, performance, and organizational capability. It verifies that training investments translate into better investigation quality and safer outcomes. Training evaluation is consistent with competency-based development principles which supports capability assurance within Bureau.

3.3.6.1.2 Training evaluation aims to:

a) Determine whether learning objectives were achieved

b) Assess improvement in knowledge, skills, and behaviour

c) Verify application of skills in real investigations

d) Identify gaps requiring further development

e) Support continuous improvement of the training program

f) Provide accountability for training expenditure

3.3.6.1.3 The importance of structured training evaluation cannot be overemphasized. A structured evaluation framework ensures investigators remain technically competent, operationally effective, and aligned with evolving aviation risks. Without systematic evaluation:

a) Training may not translate into field competence

b) Skill gaps may persist undetected

c) Resources may be misallocated

d) Organizational capability may stagnate

3.3.6.2 Levels of Training Evaluation

The evaluation of training is conducted in two phases, namely the evaluation of the conduct of the training course and the evaluation of the trainee's work performance after completion of the training. These two phase are further sub-divided into four level based on a practical approach as Reaction, Learning, Behaviour/ Application, and Results/ organizational impact.

a) Level 1 – Reaction

- Participant feedback on course relevance, delivery, and materials
- Immediate post-course evaluation forms

At this level, participant's satisfaction and perceived usefulness are measured.

b) Level 2 – Learning

- Pre- and post-course tests
- Practical exercises and simulations
- Case study assessments

At this level, participant's, knowledge and skill acquisition are measured.

c) Level 3 – Behaviour / Application

- Observation during on-the-job training (OJT)
- Supervisor feedback
- Performance during real investigations

This level determines whether the participant is able to apply learning in the field.

d) Results / Organizational Impact

- Improved investigation quality
- Reduction in report revisions
- Timeliness of investigation completion

- Quality of safety recommendations

This level measures impact of the training on the overall organizational performance.

3.3.6.3 Methodology for Training Evaluation

3.3.6.3.1 The key methods for training evaluation are:

a) Written assessments
b) Scenario-based simulations
c) Peer review of draft reports
d) Mentor/supervisor competency checklists
e) Post-investigation debrief analysis
f) Periodic competency reassessment (via TNA)

3.3.6.3.2 The following measurable indicators should demonstrate training evaluation of participants:

a) Accuracy of evidence documentation
b) Quality of analysis of factual information
c) Professional conduct during witness interviews
d) Compliance with investigation procedures
e) Ability to perform assigned role with minimal supervision

3.3.6.4 Training Evaluation Process

3.3.6.4.1 The Training Coordinator will regularly evaluate each course for its contents, time, quality of the training materials, training facilities and instructor. This is accomplished through observation, examination results, evaluation and feedback from trainees through the use of course critique.

3.3.6.4.2 The evaluation is carried out during the frequency listed below:

a) Immediately after training

b) During OJT and investigation participation

c) Mid-year and annual performance reviews

d) After major or complex investigations

3.3.6.4.3 The trainees also are given opportunity to evaluate the training by completing training evaluation (Opinion Questionnaire) on the last day of the training, in which the trainees assess the training materials, training environment, training aids, training duration and the performance of the instructor.

3.3.6.4.4 Course evaluation procedure will help the instructor and the Training Coordinator establish how the course affected the trainees' reaction, learning, behavior and results as follows:

a) How well did the trainees like the course

b) To what extent did the trainees learn the facts, principles and approaches that were included in the classroom training

c) To what extent did the trainees' job behavior change because of the course and

d) What were the final results achieved

3.3.6.4.5 If deficiencies are discovered or an investigator demonstrates lack of knowledge or skill, then Training Coordinator will take appropriate action to correct any problems that may affect effectiveness of the course.

3.3.6.5 Integration of Training Evaluation into IDP

3.3.6.5.1 The training evaluation should feed directly into:

a) Individual Development Plans (IDPs)

b) Annual Training Plans

c) Competency matrices

d) Promotion and role assignment decisions

3.3.6.5.2 This creates a continuous improvement cycle:

Training → Evaluation → Feedback → Development Adjustment → Improved Capability

3.3.6.6 Evaluation of Trainees Work Performance

3.3.6.6.1 The Training Coordinator should liaise with immediate supervisors of the trainees to conduct evaluation of the impact of the training on work performance of the trainees.

3.3.6.6.2 The evaluation may commence about three (3) to six (6) months after completion of the training. The evaluation is conducted using the Evaluation Questionnaire to be completed by the immediate Supervisor of the trainees.

3.3.6.6.3 The result of the analysis of the evaluation of the work performance of the trainee may be considered as one of the basis for training needs assessment of the affect staff.

3.3.7 TRAINING RECORDS

3.3.7.1 General

3.3.7.1.1 The Bureau has established and maintained a training record system, to ensure up-to-date maintenance of training records of investigators in hard and electronics copies in a secured manner as provided for in this manual.

3.3.7.1.2 The purpose of the system is to establish a standardized system for documenting, maintaining, reviewing, and auditing training and competency records of aircraft accident investigators of the Bureau to ensure:

a) Regulatory compliance
b) Demonstrated competency

c) Promotion and role-readiness assessment
d) Audit traceability
e) Continuous professional development

3.3.7.1.3 These procedures apply to the following categories of investigators:

a) Trainees Investigator
b) Investigators
c) Group Leaders
d) Investigators-in-Charge (IIC)
e) Accredited Representatives
f) Specialists

3.3.7.1.4 The Director-General is responsible for establishment and maintenance of the training record system of investigators.

3.3.7.1.5 The Training Coordinator is responsible to ensure the maintenance of centralized training database, timely updates of records upon course completion, and tracking of Recurrent (Refresher) training cycles.

3.3.7.1.6 The OJT Instructors/Supervisors/Group Leaders should validate On-the-Job Training (OJT) completion complete OJT Progress Chart.

3.3.7.1.7 Each entry in the record must include:

a) Course title
b) Training provider
c) Location
d) Duration
e) Completion date
f) Certificate copy

3.3.7.1.7 Each investigator must submit certificates and evidence of training, maintain personal training logbook and ensure currency of required competencies.

3.3.7.1.8 It is imperative that an accurate and permanent record be created to record the training status of each Investigator. This record should be meticulously maintained from the time the Investigator is hired into the Bureau until the time he retires from the employment of the Bureau.

3.3.7.1.9 The Investigators training folders should contain the following record:

(a) Personal Profile (Name, Staff number, Current role/grade, Date of appointment)
(b) Training certificates
(c) Annual Training Plan,
(d) Individual Training Plan
(e) Training Need Assessment
(f) Training Evaluation
(g) OJT Certificate and Progress chart
(h) The Individual Development Plan.
(i) Copy of License/Ratings

3.3.7.1.10 The training record is kept in both hard paper copy and electronic format. The electronic format may be stored on the designated electronic platform such as Microsoft office on the Bureau's Workstation (Microsoft SharePoint) or electronic document management system (Excel sheet- Training Management Tool).

3.3.7.2 Procedures for Electronic Training Records Keeping

3.3.7.2.1 All training attendees should within 7 days from day of completion of the training submit the training certificate to the training coordinator.

3.3.7.2.2 The training coordinator should update the electronic training records on the MS Excel Sheets – training Management Tool.

3.3.7.2.3 All the scan documents shall be converted into PDF format and saved in central computer system and Thumb Drives or Portable Hard Disk.

3.3.7.2.4 Limit access to all approved documents stored on the designated electronic Management system by the training coordinator.

3.3.7.3 Procedures for Non-Electronic Training Records

3.3.7.3.1 All training attendees should within 7 days from day of completion of the training submit the training certificate to the training coordinator for update of the trainee's records.

3.3.7.3.2 Upon receipt of the evidence of completion of training, the Training Coordinator should update the individual training records folders as appropriate and handover the paper copy to Human Resource Department for inclusion into the individual training file.

3.3.7.3.3 Human Resources shall keep duplicates of all non-electronic training certificates in the individual training files.

3.3.7.3.4 Individuals are required to keep the original copies of their certificates and make available on demand.

3.3.7.3.5 The paper individual personnel training folders are updated to capture all the courses attended by the investigator. The Human Resource Department keeps duplicates.

3.3.7.4 Retention Period

Training records of each investigator must be:

a) Maintained for the duration of his employment with the Bureau.
b) Retained for a minimum 5 years after separation (cessation of employment).

3.3.7.5 Data Protection and Confidentiality

The Training Coordinator shall ensure security and confidentiality of the training records by:

a) Limiting access only to authorized personnel.
b) Handling personal data in accordance with public service rules.
c) Treat sensitive investigation participation records as controlled documents.

3.3.7.5.2 The Training Coordinator is responsible for periodic review of the training records to ensure their up-to-date.

3.3.7.5.3 The review of the training should accomplished annually or following a major accident investigations to ensure any identified competency gaps are addressed through appropriate mode of training.

CHAPTER 4 TRAINING SYLLABUS

4.1 GENERAL

4.1.1 This chapter provides a description of the minimum standards and contents that should be included in formal classroom training courses and OJT provided to investigators in accordance with the phases of training already described in chapter 3 of this manual; namely Indoctrination Training, Initial Familiarization Training, Basic Accident Investigation Course, Advanced Accident Investigation Training, Specialty Training, Continuation Training (Recurrent (Refresher) and Remedial), and Additional Training.

4.1.2 The section applies to the initial training courses ONLY. The training materials (handouts and power point presentations) for the in-house courses are in custody of the Training Coordinator.

4.2 SYLLABUS OF INDOCTRINATION TRAINING

4.2.1 The subjects in Table 4.1 below are to be covered in the Indoctrination Training.

Table 4.1

Title	**Indoctrination Training- a ONE-OFF TRAINING**
Duration	40 Hours (5 Days)
Objectives	On completion of the training participants will have: ❖ An appreciation of our Corporate Plan and an understanding of how the objectives affect you. ❖ An understanding of how internal processes and policies work. ❖ An understanding of the benefits available to him when working at the Bureau

Description	This course is designed for newly hired employees of the Bureau. It presents orientation information concerning the Bureau. Course subjects include history, mission and philosophy of the Bureau.

Course Contents	
Day 1	❖ Introduction ❖ Aims and objectives of the induction Program ❖ The History of the Bureau and its enabling Laws ➢ History of Accident investigation in Nigeria ➢ Creation of the Bureau ➢ Objectives of the Bureau ➢ Mission and Vision Statement of the Bureau ➢ Relationship with Ministry of Transportation (Aviation) and other aviation agencies ❖ Introduction to aviation legislation ➢ Civil Aviation Act in force ➢ Civil Aviation (Air Accident & Incident Investigation) Regulations in force ➢ Brief history of Chicago Convention ➢ Mention of ICAO Annexes and ICAO Documents ❖ Work Procedures and Rules and regulations ❖ Bureau's Organizational Structure and services provided by it Introduction of Activities of Directorates

Day 2	❖ How Bureau's Work Culture ❖ Ethical Standards ➢ The Dos and Don'ts at the Bureau ➢ Obligations and Office Norms and Conduct ❖ Administrative procedures ➢ Office hours ➢ Travel and Per Diem policies ➢ Dress codes ➢ Leave ➢ Staff matters (promotion, retirement and discipline) ❖ Staff welfare ❖ Interpersonal Relationship at work

Day 3	❖ Team Building and team work ❖ Overview of Customer Services ❖ Overview of ICT ➢ Use of ICT infrastructure, including internet access ➢ Restricted access to and use of Confidential information ➢ Use of company emails and telephones ➢ Use of software ❖ The Bureau Corporate Plan
Day 4	❖ Introduction to Public Service Rules ❖ The Role of a Public Servant ❖ Bureau Condition of Service ❖ Business Etiquette and Protocol Skills ➢ Customer Service Principles ➢ Professionalism ➢ Effective Communications Skills ❖ Individual responsibilities and Ownership Culture ❖ Financial Regulations
Day 5	❖ Probity ❖ A tour of the Bureau Offices (where possible) ❖ Training Evaluation and Closing

Prerequisites	None
Associated Training Course	None
Revision Date	10 February 2026

4.3 SYLLABUS FOR INITIAL FAMILIARIZATION TRAINING

This section contains the course contents for Initial Formal classroom training and the OJT on the Initial familiarization training. In general, the aim of the initial training is to familiarize new investigators with the relevant aviation legislation in Nigeria and with the procedures and requirements of the Nigerian Safety Investigation Bureau.

4.3.1 SYLLABUS INITIAL FAMILIARIZATION FORMAL CLASSROOM TRAINING

The following subjects are recommended to be included in the initial training:

Table 4.2

Title	**Initial Familiarization Training - ONE-OFF TRAINING**
Duration	80 hours (10 Days)
Objectives	On completion of the training participants will have: ❖ knowledge of aviation legislation in Nigeria ❖ Knowledge of ICAO Annexes and Documents relating to accident investigation. ❖ Knowledge of the initial responses. ❖ An understanding of the accident investigation process. ❖ Ability to begin OJT for the specific Job tasks associated with the subjects of Initial Training.
Description	This course is designed for newly hired aircraft accident investigators of the Bureau. It is aimed to familiarize new investigators with the relevant aviation legislation and with the procedures and requirements of the Bureau.
Administrative arrangements	**Contents** ❖ NSIB (Est.) Act in force ❖ Civil Aviation (Investigation of Aircraft Accidents and Incidents) Regulations in force; ❖ Nigeria Civil Aviation Regulations, Powers of investigators, Confidentiality of information; ❖ Applicable ICAO documentation (ICAO Annex 13, ICAO Doc.9756, ICAO Doc. 9962, Doc. 9946, Doc. 9998, Doc. 10062, Doc. 9859; etc.); ❖ International agreements;

	❖ Memoranda of understanding with other organizations; ❖ Liaison arrangements with local and national authorities; ❖ Management Structure of the Nigerian Safety Investigation Bureau; ❖ Aircraft accident investigation manuals and Procedures; ❖ Definitions and occurrence classification; ❖ Equipment and tools; ❖ Transport arrangements; ❖ Ethics and conduct; and ❖ Expenditure control.
Initial response procedures	❖ On-call procedures; ❖ Notification of other national authorities and organizations; ❖ Securing of records, recordings and samples; ❖ Accident site jurisdiction and security; ❖ Investigator safety including psychological stress; ❖ Recovery of human remains; ❖ Requests for autopsies; and ❖ Family assistance.
	Investigation procedures ❖ Authority and responsibility; ❖ Size and scope of the investigation; ❖ Investigation management; ❖ Use of specialists; ❖ Parties to the investigation, accredited representatives, advisers and observers; and ❖ Release of information to the news media.
Prerequisites	Indoctrination Training
Associated Training Course	None
Revision Date	10 February 2026

4.3.2 OJT 1 (FOLLOWING INITIAL FAMILIARIZATION TRAINING)

4.3.2.1 Following completion of the initial familiarization formal training, the trainees/investigators will practice the procedures and tasks covered under the initial familiarization training, and gain familiarity with investigation, methodologies and techniques. The trainees will be tasked to support the experienced investigators in new or on-going investigations.

4.3.2.2 This OJT1 will also familiarize him with the investigation tasks at the accident site, the collection of factual information, the analysis of the factual information and the development of the final report.

4.3.2.3 All the OJT1 activities will be recorded on OJT Progress Chart (Form NSIB.04.03).

4.3.2.4 Table 4.3 below contains the subjects to be practiced under OJT1.

Table 4.3

Title	**On-the-Job-Training (OJT) 1**
Duration	No fixed duration but depending on the OJT1 sign off for each trainee
Objectives	On completion of this OJT participants will be able to: ❖ Demonstrate knowledge of ICAO Annex 13 and the associated Documents ❖ Fill out Notification Form ❖ Demonstrate practical skills in research and collection of factual information, witness interviews, documenting evidence on site ❖ Organize logistics ❖ Draft reports
Description	This course is designed for newly hired aircraft accident investigators of the Bureau. It is aimed at exposing the new investigators to safety and management of accident sites, investigation tasks onsite and offsite by attaching them to experienced investigators in new or on-going investigations.

Contents	❖ Review of Annex 13 and relevant ICAO Documents. ❖ Review of local legal framework for accident investigation ❖ Review of Bureau's investigation documentation and guidance materials ❖ Go-Team Deployment & Field Preparedness ❖ Accident Site Safety & Scene Management ❖ Notification of parties to the investigation and ICAO

Prerequisites	Initial Familiarization Formal Classroom Training
Associated Training Course	Initial Familiarization Formal Classroom Training
Revision Date	10 February 2026

4.4 SYLLABUS FOR BASIC ACCIDENT INVESTIGATION TRAINING

This section contains the course contents and detailed breakdown of the topics to be covered under the Basic accident investigation formal classroom training. It also contains the areas to cover under the OJT2 which follows completion of the Basic investigation formal classroom training.

4.4.1 SYLLABUS FOR BASIC ACCIDENT INVESTIGATION CLASSROOM TRAINING

Table 4.4

Title	Basic Accident Investigation Training - **ONE-OFF TRAINING**
Duration	80 to 120 hours (10 – 15 Days) of theory and practical exercises.
Objectives	To provide foundational knowledge of investigation principles, legal framework, and basic field procedures.
Description	This course is designed for trainee investigators of the Bureau, who may become involved in future aircraft accident investigations in any capacity and need to understand basic investigation techniques. It focuses on the fundamental skills required by an accident investigator
Contents	**1. Legal Framework & Annex 13** ❖ Purpose of aircraft accident investigation; ❖ Responsibilities of the States under Annex 13; ❖ Powers and protection of investigators; ❖ Independence principles; ❖ Mandatory reporting; **2. Organization and Management of Investigations** ❖ Roles of Investigator-in-charge; ❖ Group system structure; ❖ Accredited representative and Advisers; ❖ Coordination with State of registry/Operators/Design/Manufacture; ❖ Liaising with victims and their families; ❖ Media management ❖ Relations with regulators/interested parties **3. Occurrence Site Management** ❖ Accident site safety; ❖ Wreckage preservation; ❖ Evidence control procedures; ❖ Chain of custody principles; **4. Evidence Collection Techniques** ❖ Physical evidence; ❖ Photographic documentation;

	❖ Witness statements; ❖ Recording perishable evidence; ❖ Data recorders and analysis; **5. Interview Techniques** ❖ Cognitive interviewing; ❖ Managing trauma-affected witnesses; ❖ Interview documentation; ❖ Ethics and confidentiality; **6. Basic Human Factors** ❖ Human performance limitations; ❖ Error models; ❖ Decision-making under stress; ❖ Organizational influences ❖ Accident pathology **7. Introduction to Aircraft Structures and Systems** ❖ Basic airframe systems; ❖ Powerplant fundamentals; ❖ Flight control systems; ❖ Navigation and avionics overview ❖ Structures and Crashworthiness **8. Report Writing Fundamentals** ❖ Structure of investigation report; ❖ Analytic techniques; ❖ Analysis vs factual information; ❖ Drafting safety recommendations; ❖ Editorial standards
prerequisite	Preferably Initial familiarization training.
Associated Training Course	Fundamentals of Accident Investigation (Cranfield University); Aircraft Accident Investigation Course (University of Southern California/ Southern California Safety Institute/Singapore Aviation Academy, etc.).

4.4.2 ON-THE-JOB-TRAINING (OJT 2) FOLLOWING BASIC TRAINING

During this phase, the aircraft accident investigators will practice the procedures and tasks covered in the basic accident investigation formal classroom training, and gain familiarity with initial actions at the accident site, such as security, hazards, safety precautions, Wreckage Examination, the investigators' personal equipment and protective clothing, accident site safety, protection of evidence, wreckage diagramming,

collection of evidence and control of access, witness marks, and other evidence, information gathering techniques and tools; examination of maintenance documents witness interview techniques. The trainees will also be asked to contribute their opinions.

All the OJT2 activities will be recorded on Form NSIB.04.03.

Table 4.5

Title	**On-the-Job-Training (OJT) 2**
Duration	OJT sign off
Objectives	❖ To translate theoretical knowledge into practice.
Description	This course is designed for trainee aircraft accident investigators of the Bureau. It is aimed to expose new investigators to investigation tasks by attaching them to experienced investigators in new or on- going investigations.
Contents	The OJT2 is carried out through attachment to participate in an on-going or new investigation accident or serious incident to include the following: ❖ Evidence Collection and Preservation ❖ Wreckage Documentation and Mapping ❖ Flight Recorder Recovery ❖ Aircraft Systems Examination ❖ Operations Documentation Review ❖ ATC and ANSP Data Collection ❖ Witness and Stakeholder Interviews ❖ Human Factors Field Assessment ❖ Airport/ Runway Environment Examination
Prerequisites	Completion of Basic Investigation Training
Associated Training Course	None
Revision Date	10 February 2026

4.5 SYLLABUS FOR ADVANCED TRAINING

This section contains the course contents for Advanced Formal classroom training and the On-the Job-Training (OJT3) on the Advanced Training.

4.5.1 SYLLABUS OF ADVANCED FORMAL CLASSROOM TRAINING

Most topics covered in the Basic accident investigation course will also apply to advanced courses, but the instructors are expected to vary their treatment of these topics to suit the purpose of the course and the experience level of the students.

In addition to the review of the topics in the basic course, an advanced course is desirable for preparing an investigator for the responsibilities of group leader, investigator-in-charge or accredited representative in the case of a major investigation.

Table 4.6

Title	Advanced Training - **ONE-OFF TRAINING**
Duration	80 - 120 hours (10 - 15 Days) of theory and exercises
Objectives	To deepen analytical skills and prepare investigators for leadership roles.
Description	This course follows on directly the Basic Training and concentrates on applying practical training, including simulation of an aircraft accident investigation.
Contents	**1. Investigation Management** ❖ Major accident coordination; ❖ Resource allocation; ❖ International participation; ❖ Media interface **2. Advanced Human Factors and Analysis Methods** ❖ HFACS methodology; ❖ Organizational accident models; ❖ Safety culture assessment; ❖ Crew resource management; ❖ Applied analysis models **3. Flight Operations Analysis** ❖ SOP compliance; ❖ Performance compliance calculations; ❖ Weather analysis; ❖ Air traffic control interaction review **4. Aircraft Systems and Technical Analysis** ❖ Structural failure analysis;

	❖ Metallurgical considerations; ❖ Systems malfunction investigation ❖ Maintenance error assessment **5. Flight Recorder Analysis** ❖ FDR/CVR download procedures; ❖ Data interpretation; ❖ Synchronization of CVF/FDR data; ❖ Timeline reconstruction **6. Safety Recommendations Methodology** ❖ Root cause identification; ❖ Risk-based recommendation development; ❖ SMART safety recommendations; ❖ Monitoring implementation effectiveness 7. Simulation exercises
Perquisites	Basic accident investigation training
Associated Training course	Applied Accident Investigation course (Cranfield University); Aircraft Accident Investigation Course (University of Southern California/ Southern California Safety Institute/Singapore Aviation Academy, etc.).
Revision Date	10 February 2026

In addition to reviewing the organization and management of a major investigation, investigator should cover topics such as:

a) the provision of information on the progress of the investigation in support of the State's family assistance program;

b) relations with the media;

c) an introduction to methods for cataloguing a large number of fragments of wreckage;

d) management of a large accident site for security, safety and protection of personnel;

e) preparation of briefings and answers to formal questions for members of government;

f) the methods of undertaking investigations that involve both civil and military aircraft;

g) liaison with law enforcement authorities in accidents involving unlawful interference.

h) techniques used to investigate accident-damaged systems that involve specialized technologies such as glass cockpit, fly-by-wire systems, global navigation satellite systems/GPS, enhanced ground proximity warning systems (EGPWS), an airborne collision avoidance system or automatic dependent surveillance — broadcast;

i) readout and analysis of flight recorders;

j) the use of virtual video presentations in large structural reconstructions of wreckage; and

k) the use of computer simulations and programs for flight simulators to recreate aspects of the aircraft's flight path and performance that are of interest to the investigation

4.5.2 OJT 3 (FOLLOWING ADVANCED TRAINING)

After completing the Advanced Training, the Bureau will provide OJT for aircraft accident investigators. During this phase, the aircraft accident investigators will practice the procedures and tasks covered in the Advanced training, such as preparing an investigator for the responsibilities of group leader or investigator-in-charge of a major investigation, cataloguing a large number of fragments of wreckage, recovery of wreckage under water, management of a large accident site, reconstruction of evidence recorded in damaged solid state recorders, preparation of briefings and answers to formal questions and Report Writing.

All the OJT activities will be recorded on Form NSIB.04.03.

Table 4.7

Title	**On-the-Job-Training (OJT) 3**
Duration	OJT Sign off

Objectives	On completion of this OJT participants will be able to: ❖ Demonstrate accident investigation leadership skills such as Group Leader or Investigator-In-Charge ❖ Demonstrate practical skills on management of large scale accident site ❖ Prepare media briefings ❖ Write final report
Description	This course is designed for trainee aircraft accident investigators of the Bureau. It is aimed to expose investigators to investigation tasks by attaching them to foreign accident investigation authorities in new or on-going investigations.
Contents	Attachment to participate in an on-going or new accident investigation
Prerequisites	Advanced Training
Associated Training Course	None
Revision Date	10 February 2026

4.6 SPECIALTY TRAINING

Specialty training subjects are selected based on the needs of the Bureau in terms areas of specialization for the investigators.

The Specialty Training subjects listed in Table 4.8 below are non-exhaustive.

Table 4.8

Title	**Specialty Training**
Contents	❖ Survival Factors & Crashworthiness ❖ Cabin Safety Investigation ❖ Dangerous Goods Investigation ❖ RPAS/UAV/Drone Accident Investigation ❖ State Safety Program (SSP)/ Safety Management System (SMS) ❖ Toxicology & Medical Aspects ❖ Wreckage Reconstruction Techniques ❖ Digital Forensics & Data Recovery ❖ Flight Data Analysis ❖ Helicopter Accident Investigation ❖ Gas Turbine Engine Accident Investigation ❖ Fires and Explosions ❖ Human Factor Investigation ❖ Family Assistance and Media Relations ❖ Aviation Investigation Management ❖ Crisis management ❖ Etc.
Revision Date	10 February 2026

4.7 SIMULATIONS

4.7.1 ACCIDENT SITE DRILLS

Table 4.9

Title	**Accident Site Training**

Objectives	On completion of this training participants will be able to: ❖ Know different health and safety issues which they may face on accident site. ❖ Know how to produce an investigation plan for on-site phase. ❖ Understand their role as part of the investigation team. ❖ Know the value of good documentation; different techniques and possibilities ❖ Know how to use investigation equipment (measuring tools, cameras etc.)
Materials and methods	❖ Notes, pens ❖ Risk assessment checklist ❖ Personal investigation equipment ❖ Investigation kit ❖ Camera for each participant

Classroom lectures and discussions

Duration	Topic	Learning Method
30 Minutes	**Introduction** ❖ Objectives of training ❖ Introduction of participants ❖ Schedule for the course	Classroom Lectures
2 Hours	**Health and Safety** ❖ Hazards on accident site, risk assessment checklist ❖ Protective Equipment	❖ Lecture ❖ Discussions
2 Hours	**Producing an investigation plan for accident site** ❖ Checklist ❖ Available resources ❖ Assignment of responsibilities ❖ Role of the Team leader ❖ Timeline ❖ Interviewing witnesses ❖ Communication: situational awareness inside the Bureau ❖ Recovery of the wreckage	❖ Lecture ❖ Discussions
2 hours	**Documentation of accident site**	❖ Lecture

	❖ Personal Investigator's Equipment ❖ Photography; basic principles for good photos, lighting options ❖ Systematic way of documenting ❖ Other documentation tools	❖ Practice setting up the camera and lights ❖ Other available tools

45 Minutes	**Briefing for the next day** ❖ Objectives ❖ Forming working groups	Briefing by instructor
Practical Exercise with the wreckage		
1 Hour	**Initial actions on accident site:** ❖ Communication with other authorities ❖ Production of investigation plan ❖ Risk assessment	Participants work in small groups
2 Hours	**Documenting the accident site** ❖ Systematic approach ❖ Sharing responsibilities	❖ Group work led by Team leader ❖ Participants use their cameras and lights
2 Hours	**Examination of the wreckage** ❖ Measuring marks on pieces on the ground ❖ Setting priorities	Group work led by Team leader
Revision Date	10 February 2026	

4.7.2 TABLE-TOP EXERCISE

4.7.2.1 General

4.7.2.1.1 This is a scenario-based discussion exercise (no Field Deployment). It is designed to test:

a) Decision-making progress

b) Role clarity and coordination

c) Application of procedures

d) Evidence priority

e) Inter-agency communication

f) Legal and policy compliance

g) Crisis communication handling

4.7.2.1.2 Unlike filed simulations, table-top exercises emphasize analytical judgement and coordination strategy rather than physical site skills.

4.7.2.1.3 The role of the facilitator during the table-top exercise consists of the following:

a) Controls inject timeline
b) Introduces complications
c) Observes leadership dynamics
d) Evaluates decision-making quality
e) Challenges assumptions

4.7.2.1.4 Evaluation of the exercise should include:

a) Leadership effectiveness
b) Procedural compliance
c) Decision justification
d) Team coordination
e) Communication clarity
f) Analytical reasoning
g) Adherence to Annex 13

4.7.2.1.5 The exercise concludes the following after-action review:

4.7.2.1.6 The Table-Top exercise concludes with:

a) Strengths identified
b) Gaps observed
c) SOP improvement needs
d) Training recommendations
e) Individual performance feedback

4.7.2.2 Contents of the Table-Top Exercise

Table 4.9

Title	**Table-Top Exercise**
Duration	1 Day Rapid Exercise) / 2 Days (Structured Simulation)
Material	❖ Scenario master package ❖ Inject cards (sealed) ❖ Investigation Policy and Procedures Manual ❖ Annex 13 reference extracts ❖ Organizational structure chart ❖ Media statement templates ❖ Safety recommendation template ❖ Whiteboard & Markers
Objectives	On completion of the exercise, participants will be able to: ❖ Apply activation and notification procedures ❖ Establish investigation structure and assign roles ❖ Identify investigative priorities ❖ Make decisions under time pressure ❖ Manage international participation (if applicable) ❖ Coordinate with regulators, operators, and emergency responders ❖ Develop preliminary statements and media responses ❖ Identify safety issues requiring urgent recommendation ❖ Demonstrate leadership and ethical judgment
Description	This course is designed for the target participants: ❖ Investigators-in-Charge (IIC) ❖ Group Chairpersons ❖ Go-Team Members ❖ Technical Specialists The tabletop exercise is divided into inject-driven modules. Each inject introduces new information requiring participants to reassess decisions.
	1. Initial Notification and Activation

Contents	
	Scenario Inject 1: An aircraft operating a scheduled passenger flight crashes shortly after takeoff. Participants must decide: ❖ Who is notified? ❖ Who deploys? ❖ What equipment is required? ❖ Who becomes IIC? ❖ Media response timing? **Deliverables:** ❖ Activation checklist ❖ Deployment plan ❖ Initial public statement draft **Competencies Tested:** ❖ Procedural knowledge ❖ Rapid assessment ❖ Command structure clarity
	2. Site Access and Jurisdiction

	Scenario Inject 2: The accident occurred in a remote region with security challenges. Participants must address: ❖ Access coordination ❖ Military/security involvement ❖ Evidence protection ❖ International State participation (State of Registry, Operator, Design, Manufacture) **Discussion Points:** ❖ Annex 13 rights and obligations ❖ Accredited representatives ❖ Security protocol
	3. Investigation Group Formation

Participants assign and justify formation of:

- Operations Group
- Engineering Group
- ATC Group
- Human Factors Group
- Survival Factors Group
- Recorder Group

Task:
Develop group investigation plan and timeline.

4. Emerging Information Injects

Information is progressively released:

- Weather deterioration
- Maintenance irregularities
- Pilot fatigue concerns
- ATC communication issues
- Social media misinformation

Participants must:

- Reassess investigation priorities
- Avoid premature conclusions
- Maintain evidence integrity
- Manage external pressure

5. Media and Public Communication

Inject:

Leaked cockpit audio appears online.

Participants must:

- Determine response strategy
- Protect investigation integrity
- Draft media briefing
- Address political pressure

Assessment Focus:

- Professional neutrality
- Legal compliance
- Crisis communication

6. Safety Risk Management

Preliminary evidence suggests systemic safety deficiency affecting similar aircraft.

	Participants must decide: ❖ Issue urgent safety recommendation? ❖ Coordinate with regulator? ❖ Issue interim report? ❖ Notify international authorities? **Focus:** Balancing investigation completeness with urgent safety action.
	7. Causal Factor Deliberation
	Participants review compiled evidence and: ❖ Identify contributing factors ❖ Differentiate cause vs contributing factors ❖ Avoid blame-oriented language ❖ Draft probable cause statement
	8. Final Briefing
	Participants present: ❖ Factual summary ❖ Analysis overview ❖ Probable cause ❖ Safety recommendations ❖ Communication plan Panel questions test: ❖ Logical consistency ❖ Evidence linkage ❖ Policy adherence ❖ Ethical standards
Revision Date	10 February 2026

4.8 SYLLABUS FOR ACCIDENT SITE HAZARD AWARENESS AND RISK ASSESSMENT

Table 4.10

Title	**Accident Site Hazard Awareness and Risk Assessment Training**
Duration	**2 Days**
Objectives	To develop investigator competency in: ❖ Recognizing hazards at aircraft accident sites ❖ Conducting structured and dynamic risk assessments
Course Description	This course equips aircraft accident investigators with the knowledge, skills, and competencies required to identify, assess, and control hazards at aircraft accident sites while preserving evidence and ensuring personal and team safety. The programme integrates occupational safety principles, aviation-specific hazards, structured risk assessment methodologies, and real-world accident case studies.
Learning Outcomes	Upon successful completion, participants will be able to: ❖ Identify physical, chemical, biological, environmental, and psychological hazards at accident sites. ❖ Apply structured risk assessment methodologies (GRA and DRA). ❖ Use risk matrices to evaluate severity and likelihood. ❖ Select and properly use appropriate PPE. ❖ Implement mitigation strategies aligned with international standards. ❖ Balance investigator safety with evidence preservation requirements. ❖ Conduct on-site safety briefings and dynamic risk reviews.
Contents	**Legal & Regulatory Framework**
	❖ Investigator responsibilities under Annex 13 to the Convention on International Civil Aviation ❖ State obligations under ICAO SARPs ❖ Occupational health and safety legal principles ❖ Investigator duty of care ❖ Overview of Manual on Hazards at Aircraft Accident Sites (Doc 10205)
	Aircraft Accident Site Hazards

❖ **Physical Hazards**

- Unstable wreckage
- Sharp composites and metals
- Pressurized systems
- Rotating components
- Electrical hazards

❖ **Chemical Hazards**

- Fuel (Jet A-1, AVGAS)
- Hydraulic fluids
- Lithium batteries
- Composite fibre dust
- Fire suppression agents

❖ **Biological Hazards**

- Human remains handling considerations
- Blood borne pathogens
- Wildlife contamination

❖ **Environmental Hazards**

- Terrain (mountainous, water, swamp)
- Weather exposure
- Wildlife threats

❖ **Psychological Hazards**

- Trauma exposure
- Stress and fatigue management

Risk Assessment Methodologies

❖ Risk Management Principles

- Hazard vs Risk
- Severity vs Likelihood
- ALARP principle

❖ Risk Assessment Tools

- Generic Risk Assessment (Pre-deployment)
- Dynamic Risk Assessment (On-site)
- Risk Matrix Application
- Task-specific risk assessment

❖ Documentation

- Risk registers

	• Field safety log • Briefing templates
	Control Measures & PPE
	❖ Hierarchy of Control ❖ Elimination ❖ Substitution ❖ Engineering controls ❖ Administrative controls ❖ PPE ❖ PPE Selection and Use ❖ Respirators (FFP3/N95) ❖ Chemical-resistant gloves ❖ Tyvek suits ❖ Eye protection ❖ Safety boots ❖ Hearing protection ❖ Documentation Procedures ❖ Entry/exit control ❖ Biohazard disposal ❖ Equipment cleaning
	Evidence Preservation & Safety Interface
	❖ Scene control vs emergency operations ❖ Coordination with first responders ❖ Protecting fragile evidence ❖ Safe wreckage movement principles ❖ Chain of custody in hazardous environments
Revision Date	10 February 2026

4.9 SYLLABUS FOR USE OF INVESTIGATOR GO-KITS, EQUIPMENT, TOOLS AND PPE

Table 4.11

Title	**Use of Investigator Go-Kits, Equipment, Tools and PPE**

Duration	**2 Days**
Training Materials	❖ Fully equipped investigation go-kits ❖ PPE sets (multiple sizes) ❖ Mock wreckage components ❖ Measurement tools ❖ Evidence tags and packaging ❖ Inventory forms ❖ Tool control logs
Objectives	To develop investigator competency in safely and effectively deploying and managing investigation go-kits, tools, and PPE at aircraft accident sites.
Course Description	This course provides aircraft accident investigators with structured training on the proper selection, deployment, operation, maintenance, and accountability of investigation go-kits, field tools, and personal protective equipment (PPE). The programme emphasizes: ❖ Operational readiness ❖ Safety compliance ❖ Evidence preservation ❖ Equipment accountability ❖ Field efficiency
Learning Outcomes	Upon successful completion, participants will be able to: ❖ Identify and explain the components of a standard investigation go-kit. ❖ Demonstrate correct setup and operational use of field investigation tools. ❖ Select and correctly use PPE appropriate to site hazards. ❖ Maintain chain-of-custody when using collection and documentation tools. ❖ Conduct go-kit inspection and readiness checks. ❖ Apply safety principles when handling tools in hazardous environments. ❖ Complete equipment inventory and post-deployment documentation.
Safety Precaution	❖ A safety briefing shall precede practical exercises ❖ First-aid equipment shall be available ❖ No live hazardous materials shall be used ❖ Instructors shall monitor fatigue and heat stress
	Introduction to Investigator Go-Kits

Contents	❖ Purpose and operational philosophy of go-kits ❖ Deployment readiness principles ❖ Standardization across investigation authority ❖ Accountability and documentation requirements ❖ Pre-deployment inspection checklist Practical: ❖ Guided unpacking of a standard go-kit ❖ Identification and categorization exercise
	Documentation & Evidence Collection Tools
	❖ Cameras (DSLR, body camera, drone interface) ❖ Measurement tools (laser distance meter, measuring tapes) ❖ GPS units ❖ Evidence tagging materials ❖ Scene sketching equipment ❖ Digital recording devices ❖ Evidence packaging materials Practical: ❖ Scene measurement exercise ❖ Evidence tagging drill ❖ Photographing wreckage components correctly
	Technical Investigation Tools
	❖ Hand tools (screwdrivers, wrenches, pliers) ❖ Torque tools ❖ Cutting tools ❖ Magnification devices ❖ Flashlights and portable lighting ❖ Borescopes ❖ Portable ladders ❖ Magnetic sweepers ❖ Battery packs and power management Safety Focus: ❖ Safe handling in unstable wreckage ❖ Tool accountability procedures ❖ Foreign Object Debris (FOD) control Practical: ❖ Controlled removal of a component ❖ Tool sign-in/sign-out exercise
	Protective Equipment (PPE)

	❖ Safety helmets ❖ Eye and face protection ❖ Gloves (cut-resistant, chemical-resistant) ❖ Respiratory protection (N95/FFP3) ❖ Protective suits (Tyvek) ❖ Steel-toe boots ❖ Hearing protection ❖ High-visibility clothing ❖ Decontamination kits Standards: ❖ Hazard-based PPE selection ❖ Limitations of PPE ❖ Inspection and replacement criteria Practical: ❖ PPE donning and doffing drill ❖ Contamination control demonstration
	Specialized Equipment
	❖ Drone usage protocols (if authorized) ❖ Portable weather meters ❖ Water recovery tools (for overwater accidents) ❖ Radiation detection (if applicable) ❖ Hazardous material test kits Risk Awareness: ❖ Authorization requirements ❖ Safety briefings before use ❖ Legal constraints
	Field Simulation Exercise
	Scenario: Simulated accident site requiring: ❖ Evidence documentation ❖ Component removal ❖ Hazard-based PPE selection ❖ Equipment accountability log completion Evaluation: ❖ Safety compliance ❖ Correct tool usage ❖ Documentation accuracy

	❖ Equipment control
	Post-deployment Procedures
	❖ Clean and disinfect reusable equipment ❖ Dispose of contaminated PPE appropriately ❖ Re-inventory Go-kits ❖ Report damaged or missing items ❖ Recharge electronic equipment and ❖ Complete Go-Kit Status Reports.
Revision Date	10 February 2026

4.10 FITNESS AND SURVIVAL TRAINING

Table 4.12

Title	**Fitness and Survival Training**
Duration	**5 Days**
Training Materials	❖ Load-bearing packs ❖ First aid kits ❖ Stretchers ❖ Survival kits ❖ Navigation equipment ❖ Hydration packs ❖ PPE
Objectives	To equip aircraft accident investigators with the physical, environmental, and psychological preparedness necessary to operate safely and effectively in challenging accident site conditions.

Course Description	Aircraft accident investigators often deploy to remote, hostile, or environmentally challenging locations including mountainous terrain, water bodies, forests, deserts, and unstable wreckage sites. This course develops: ❖ Physical readiness for field operations ❖ Environmental survival skills ❖ Personal resilience and endurance ❖ Medical self-care and emergency response capability ❖ Psychological resilience under traumatic exposure The training integrates fitness conditioning, survival techniques, emergency medicine fundamentals, and field deployment simulation
Learning Outcomes	Upon successful completion, participants will be able to: ❖ Demonstrate baseline physical fitness standards for field deployment. ❖ Apply survival principles in remote or austere environments. ❖ Perform basic field first aid and trauma response. ❖ Manage environmental risks (heat, cold, wildlife, terrain). ❖ Apply fatigue risk management techniques. ❖ Demonstrate psychological resilience strategies. ❖ Sustain safe operations during extended field investigations.
Safety Precaution	❖ Medical clearance is required prior to participation ❖ A safety briefing shall precede all physical activities ❖ First aid support shall be available on site ❖ Weather conditions shall be continuously monitored ❖ Trainees may withdraw for medical reasons without penalty
Contents	**Physical Fitness for Investigators**
	❖ Functional fitness requirements ❖ Cardiovascular endurance ❖ Load-bearing capability (equipment carriage) ❖ Balance and stability ❖ Injury prevention principles Practical: ❖ Fitness assessment (baseline test) ❖ Safe lifting and manual handling drills ❖ Load carriage walk (simulated go-kit transport)
	Field Ergonomics and Injury Prevention
	❖ Manual handling techniques ❖ Safe climbing and descending wreckage ❖ Slips, trips and falls prevention ❖ Stretching and recovery routines

	Principles of Survival
	❖ Survival priorities (Protection, Rescue, Water, Food) ❖ Risk-based survival planning ❖ Deployment preparedness checklist
	Navigation and Field Orientation
	❖ Basic map reading ❖ GPS use ❖ Terrain awareness ❖ Establishing safe routes ❖ Night operations awareness Practical: ❖ Outdoor navigation exercise
	Environmental and Remote Area Survival
	Heat & Dehydration Management ❖ Heat stress recognition ❖ Hydration planning ❖ Sun protection ❖ Desert and tropical survival considerations
	Cold Weather and Wet Conditions
	❖ Hypothermia recognition ❖ Layering systems ❖ Waterlogged terrain hazards
	Wildlife and Environmental Hazards
	❖ Insect protection ❖ Snake awareness ❖ Remote terrain risk control Practical: ❖ Setting up temporary shelter ❖ Field survival drill
	Medical and Emergency Response Skills
	Basic Trauma Response ❖ Scene safety ❖ Primary assessment (ABC) ❖ Bleeding control ❖ Fracture stabilization

	❖ Burns management
	Field Medical Preparedness
	❖ Contents of personal medical kit ❖ Infection control ❖ Dehydration management ❖ Shock management Practical: ❖ Simulated injury response ❖ Casualty evacuation drill
	Psychological Resilience and Fatigue Management
	Stress & Trauma Awareness ❖ Exposure to human remains ❖ Emotional resilience strategies ❖ Peer support
	Fatigue Risk Management
	❖ Sleep deprivation risks ❖ Decision-making under stress ❖ Shift management in extended investigations
	Integrated Survival & Fitness Exercise
	Full-day field simulation including: ❖ Equipment carriage ❖ Navigation task ❖ Environmental stress scenario ❖ Casualty management ❖ End-of-day debrief
Revision Date	10 February 2026

CHAPTER 5 APPENDICES

APPENDIX I: INDIVIDUAL DEVELOPMENT PLAN

NIGERIAN SAFETY INVESTIGATION BUREAU

SAFETY HOUSE, NNAMDI AZIKIWE INTERNATIONAL AIRPORT P.M.B. 7009 GARKI FCT- ABUJA; NIGERIA

Individual Development Plan—Aircraft Accident Investigator/Manager

Name:
Title/Position/Grade Level:

Knowledge, Skills, and Experience	Source /Course	Date Obtained	Date Demonstrated	Date Scheduled for Training	Remarks (Years/Grade)
General Background					
University degree or equivalent					
Post graduate degree					
Other formal education					
Airline pilot (type ratings)					
Military pilot (type)					
Air Traffic Controller					
Engineer (specialty)					
Cabin Crew					
Maintenance					
Meteorology					
Human performance					
Other, etc.					
Formal basic and advanced aircraft accident investigation courses attended and certificates held—*before employment*					
Administrative Matters					
Legislation & Regulations					
International requirements (including Annex 13)					
Memoranda of Understanding					
Liaison arrangements with local and national authorities					
Structure of the AIB					
Aircraft accident investigation manuals (PPM)					
Definitions and accident classification					
Equipment and tools					
Transportation arrangements					
Ethics and conduct					
Financial management					

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NIGERIAN SAFETY INVESTIGATION BUREAU

SAFETY HOUSE, NNAMDI AZIKIWE INTERNATIONAL AIRPORT P.M.B. 7009 GARKI FCT- ABUJA; NIGERIA

Individual Development Plan—Aircraft Accident Investigator/Manager

Knowledge, Skills, and Experience	Source /Course	Date Obtained	Date Demonstrated	Date Scheduled for Training	Remarks (Years/Grade)
Initial response procedures					
On-call procedures					
Notification of other national authorities and organizations					
Securing of records, recordings and samples					
Accident site jurisdiction and security					
Investigator safety, biological hazard training, and equipment					
Investigator safety, including psychological stress familiarization					
Recovery of human remains					
Requests for autopsies					
Family assistance					
Investigation procedures					
Authority and responsibilities					
Size and scope of the investigation					
Investigation management—on scene domestic and foreign					
Use of specialists					
Parties to the investigation, accredited representatives, advisers and observers					
Dealing with news media					
Report Writing					
Internal and external correspondence					
Specialist field notes and factual report					
Specialist analysis report					
Safety recommendations					
Final reports					
Technical papers					
Speeches					
Seminar and Meeting Attendance					
International Society of Air Safety Investigators (ISASI)					
Flight Safety Foundation					
Seminars related to technical specialty					
ICAO Working Groups					
Regional Working Groups					
Other					

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NIGERIAN SAFETY INVESTIGATION BUREAU

SAFETY HOUSE, NNAMDI AZIKIWE INTERNATIONAL AIRPORT P.M.B. 7009 GARKI FCT- ABUJA; NIGERIA

Individual Development Plan –Aircraft Accident Investigator/Manager		
Knowledge, Skills, and Experience	Source /Course	Date gained, demonstrated, or scheduled to be gained– Remarks (number of years, grades, etc)
Basic, Advanced, or Specialty Courses Attended and Certificates Gained–After being hired		
Name of Course/Institution	Dates Taken	Remarks–Certificates, etc.
Recurrent Training		
Name of Course/Institution	Dates Taken	Remarks–Certificates, etc.
OJT on Accidents (Minimum of two Cases)		
Identification of Accidents		
OJT 1 - Domestic Accident		
OJT 2 - Domestic Accident		
Participation as an Observer at Investigations Conducted by other States		
Name of Foreign AIA	Date	Remarks (Minor/Major accident/ Serious Incident)

APPENDIX II: OJT PROGRESS CHART

NIGERIAN SAFETY INVESTIGATION BUREAU

SAFETY HOUSE, NNAMDI AZIKIWE INTERNATIONAL AIRPORT P.M.B. 7009 GARKI FCT- ABUJA; NIGERIA

Aircraft Accident Investigator OJT Progress Chart

Name:
Title (Operations/Engineering/ATC/Survival Factors/Dispatch/etc.):
Grade Level or Position:

OJT Job Task	Source/ Course	OJT Performance Assessment				
		Level I Discuss	Level II Observe/ Assist	Level III Perform	Confirmed By:	Sign. & Date

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