

Appendix A

Typical Criteria to Apply to a Classroom to Deliver Aviation Regulatory Training to Small Groups of Students

Introduction

When providing aviation regulatory training to small groups, the classroom and its setup must cater to specific needs and criteria to ensure optimal learning and comprehension.

The ultimate goal is to create an environment conducive to learning. The specifics can vary based on the nature of the training, the audience, and the available resources.

The mentioned criteria ensure that learners are comfortable, engaged, and can easily access the necessary materials and equipment to get the most out of their training experience.

Here's a list of typical criteria that would apply:

Space and Seating:

- The classroom should be spacious enough to accommodate all students comfortably.
- Recommended Maximum – 12 persons
- Chairs and tables should be ergonomically designed to reduce fatigue during extended sessions.
 - There should be provisions to change the seating configuration if needed (e.g., U-shape, circle, or traditional rows).

Technology & Equipment:

- A projector or screen for PowerPoint presentations and videos.
- Whiteboard or flip chart for visual explanations and notes.
- Adequate speakers to ensure everyone can hear any audio clearly.
- High-speed internet connection for online resources or web-based platforms.
- Computer or laptop for the instructor, preferably with updated software relevant to the training content.

Lighting:

- Proper lighting is essential. Natural light is ideal, but in its absence, the room should be well-lit with overhead lights.

- Dimmable lights can be advantageous to adjust based on the use of projectors or screens.

Acoustics:

- The classroom should be free from external noise disturbances.
- Soundproofing might be beneficial if located in a noisy environment.

Temperature Control:

- HVAC systems or fans should be available to maintain a comfortable room temperature.
- The room shouldn't be too cold or too warm, as this can distract from the learning experience.

Learning Materials:

- Easy access to textbooks, handouts, or any other required reading material.
- Availability of Training modules, case studies, or simulators if applicable.

Safety:

- The first aid kit and emergency exit routes should be clearly identified.

Interactive Tools:

- Models or interactive simulators might be beneficial, depending on the specific regulatory topics.
- Tools for group activities, including cards, markers, or other interactive learning tools.

Accessibility:

- The classroom should be accessible to people with disabilities. This may include ramps, wide doors, and suitable restrooms.
- The location should be easy to find with clear signage.

Storage and Workspaces:

- There should be areas to store personal belongings, like bags or coats.
- Workspaces for group projects or individual work during breaks.

Refreshments:

- Access to water, coffee, or tea can help maintain energy and focus.
- If training sessions are lengthy, consider having snacks or a lunch area.

Feedback Mechanism:

- Procedure to enable participants to provide feedback on the training to continuously improve the delivery method and content.