BỘ GIAO THÔNG VẬN TẢI
CỤC HÀNG KHÔNG VIỆT NAM

CỘNG HOÀ XÃ HỘI CHỦ NGHĨA VIỆT NAM
Độc lập - Tự do - Hạnh phúc

Số: 3140 /QĐ-CHK

Hà Nội, ngày 29 tháng 12 năm 2023

QUYẾT ĐỊNH
Về việc ban hành tài liệu hướng dẫn tuân thủ Bộ quy chế an toàn hàng không dân dụng lĩnh vực tàu bay và khai thác tàu bay

CỤC TRƯỞNG CỤC HÀNG KHÔNG VIỆT NAM

Căn cứ Luật Hàng không dân dụng Việt Nam năm 2006 và Luật sửa đổi, bổ sung một số điều của Luật Hàng không dân dụng Việt Nam năm 2014;

Căn cứ Nghị định 66/2015/NĐ-CP ngày 12/8/2022 của Chính phủ quy định về Nhà chức trách hàng không;

Căn cứ Thông tư 01/2011/TT-BGTVT ngày 27/01/2011 ban hành Bộ quy chế an toàn hàng không dân dụng lĩnh vực tàu bay và khai thác tàu bay và Thông tư số 03/2016/TT-BGTVT ngày 31/03/2016, Thông tư số 21/2017/TT-BGTVT ngày 25/08/2017 và Thông tư số 56/2018/TT-BGTVT ngày 11/12/2018 và Thông tư số 42/2020/TT-BGTVT ngày 31/12/2020 về việc sửa đổi, bổ sung một số điều của Bộ quy chế an toàn hàng không dân dụng lĩnh vực tàu bay và khai thác tàu bay của Bộ trưởng Bộ Giao thông vận tải;

Căn cứ vào Quyết định số 651/QĐ-BGTVT ngày 29/5/2023 của Bộ trưởng Bộ Giao thông vận tải quy định chức năng, nhiệm vụ, quyền hạn và cơ cấu tổ chức của Cục Hàng không Việt Nam;

Theo đề nghị của Trưởng phòng Tiêu chuẩn an toàn bay.

QUYẾT ĐỊNH:

Điều 1. Ban hành bản sửa đổi tài liệu hướng dẫn số AC14-004 bằng tiếng Anh về chấp thuận và phê chuẩn đào tạo tiếp viên hàng không, sửa đổi lần 2 năm 2023 (AC14-004[2]2023 Acceptable cabin crew training and approval).

Điều 2. Quyết định này có hiệu lực kể từ ngày ký.

Điều 3. Trưởng phòng Tiêu chuẩn an toàn bay - Cục Hàng không Việt Nam, các tổ chức và cá nhân liên quan chịu trách nhiệm thi hành quyết định này.

Nơi nhận:
- Như Điều 3;
- Cục trưởng (để báo cáo);
- Người khai thác tàu bay (AOC);
- Lưu: VT, TCATB (MP.5b).

KT. CỤC TRƯỞNG
PHÓ CỤC TRƯỞNG

Hồ Minh Tấn

	CIVIL AVIATION AUTHORITY OF VIET NAM	**ADVISORY CIRCULAR AC 14-004**

ACCEPTABLE CABIN CREW TR AINING AND APPROVAL

SECTION 1- GENERAL

1.1 PURPOSE

This Advisory Circular (AC) provides general guidance to AOC holders and ATO organizations regarding the policies that are applicable to AOC holder Cabin Crew Training Manual that may be acceptable to CAAV.

1.2 STATUS OF THIS ADVISORY CIRCULAR

This is version [2] of this AC – Issuance 1 Nov 2023.

1.3 BACKGROUND

A. The training and qualification of the AOC holder's employees is critical to cabin safety operations. Ensuring that the content of the Cabin Crew Training Program is in compliance with the applicable regulations, relevant safety standards and approved procedures is critical to these operations.

B. Cabin Crew Training Program applies, and is designed to be comprehensive in content, yet flexible in presentation. This training program incorporates the regulatory requirements of VAR 14 in order to qualify individuals as AOC Holder's Cabin Crew and to maintain qualification in that position.

1.4 APPLICABILITY

This AC is applicable to both Vietnam AOC holders and the service providers they may use to administer their approved training.

1.5 RELATED REGULATIONS

The following regulations are directly applicable to the guidance contained in this advisory circular

- VAR Part 7, Aviation Personnel License;
- VAR Part 9, Approved Training Organizations;
- VAR Part 10, Operations of Aircraft;
- VAR Part 12, Air Operator Certification and Administration;
- VAR Part 13, AOC Passenger Carrying Requirements;
- VAR Part 14, AOC Personnel Qualification;
- VAR Part 15, Fatigue Management;
- VAR Part 18, Transportation of Dangerous Good by Air.

1.6 RELATED PUBLICATIONS

For further information on this topic, individuals, instructors and check persons are invited to consult the following publications - International Civil Aviation Organization (ICAO)

- ICAO Annex 1 (*Fourteenth Edition, July 2022)* - Personnel Licensing;
- ICAO Annex 6 *(Twelfth Edition, July 2022)* - Part I - International Commercial Air Transport – Aeroplane;
- ICAO Annex13 (*Twelfth Edition, July 2022)* - Aircraft Accident and Incident Investigation for a description of operational personnel;
- Document 10002 (*Second Edition, 2020)* - Cabin Safety Training Manual;
- Document 9941 *(First Edition, 2011)* - Competency Based Training Methodology;
- Document 9995 *(First Edition, 2013*) - Manual of Evidence-Based Training;
- Document 10072 *(First Edition, 2017*) - Manual on the Establishment of Minimum Cabin Crew Requirements;
- Document 10086 *(First Edition, 2018)* - Manual on information and instructions for passenger briefing card
- Document 10049 *(First Edition, 2015)* - Manual on the approval and use of Child Restraint Systems

1.7 DEFINITIONS &ACRONYMS

A. The following definitions are used in this advisory circular:

1) **A320 Family** refers to all the models of the A318, A319ceo/neo, A320ceo/neo, A321ceo/neo and A321neo ACF aircraft.
2) **Able-bodied passengers**. Passengers who are clearly physically able and are willing to help cabin crew maintain good order and discipline on-board the aircraft.
3) **Accountable executive**. A single, identifiable person has responsibility for the effective and efficient performance of the State's safety program (SSP) or of the service provider's safety management systems (SMS).
4) **Air operator certificate (AOC)**. A certificate authorizing an operator to carry out specified commercial air transport operations.
5) **Aircraft**. Any machine that can derive support in the atmosphere from the reactions of the air other than the reactions of the air against the earth's surface.
6) **Airworthy**. The status of an aircraft, engine, propeller or part when it conforms to its approved design and is in a condition for safe operation
7) **Approval.**
   - ✓ **Final Approval.** A CAAV letter without an expiration date that authorizes an operator or ATO to continue training in accordance with a specific curriculum or curriculum segment.
   - ✓ **Interim Approval.** A CAAV letter that conditionally authorizes an operator or ATO to begin training under a specific curriculum or curriculum segment pending an evaluation of training effectiveness.
8) **Approved training organization - Cabin crew**. An organization approved by a Contracting State in accordance with the national regulations to perform cabin crew training and which operates under the supervision of that State.

9) **Approved training - Cabin crew**. Training conducted under special curricula and Supervision approved by a Contracting State that, where applicable, is conducted within an approved training organization.
10) **Attendant panel**. Control panel(s) intended for use by cabin crew to operate and/or monitor aircraft systems relevant to cabin crew duties during normal operations and in the event of emergency situations.
11) **Baggage**. Personal property of passengers or crew carried on an aircraft by agreement with the operator.
12) **Barostatic**. An atmospheric pressure, used in forecasting the weather and determining altitude, is derived using a barometer.
13) **Base Aircraft.** An aircraft identified by an AOC holder for use as a reference to compare differences with another aircraft.
14) **Cabin crew member**. A crew member who performs, in the interest of safety of passengers, duties assigned by the operator or the pilot-in-command of the aircraft, but who shall not act as a flight crewmember.
15) **Cabin Emergency Evacuation Training Device (CEET)**. The Cabin Emergency Evacuation Training Device (CEET) provides a comprehensive and flexible solution to the training of cabin crew in Safety and Emergency Procedures (SEP) as required by the operator through an immersed cabin environment for cabin crew with these cabin simulators.
16) **Candidate aircraft** means an aircraft subject to the evaluation process.
17) **Categories of Training.** A classification of training based on the previous qualification of the cabin crew member. The categories of training are:
    a) Initial training
    b) Aircraft type training
    c) Differences training/Transition training
    d) Aircraft visit
    e) Familiarization flight
    f) Upgrade training
    g) Recurrent training
    h) Requalification training.
18) **Change management.** A formal process to manage changes within an organization in a systematic manner, so that changes that may impact identified hazards and risk mitigation strategies are accounted for, before the implementation of such changes.
19) **Checking and Qualification Modules.** An integral part of a qualification curriculum segment, which contains checking and qualification requirements specified under Part14.
    ✓ For example, a qualification curriculum segment may contain a competency check module, a consolidation of knowledge and skills module.
20) **Classroom training.** In-person, instructor-led training which may include group exercises and interactive instructional sessions.
21) **Clean aircraft concept.** All critical surfaces of an aircraft must be clean of any surface contamination. The critical surfaces of an aircraft are the wings, control

surfaces, rotors, propellers, horizontal stabilizers, vertical stabilizers or any other stabilizing surface. In the case of an aircraft with rear mounted engines, the upper surface of the fuselage is also a critical surface.

22) **Clear zone.** The area of the passenger cabin immediately in front of the flight crew compartment door, including galleys and lavatories.

23) **Common Type Rating.** Common type rating is a term used to describe a relationship between type ratings for aircraft with different type certificates (TC) that have no greater than level D training differences.

24) ***Competency framework.*** A competency framework is a selected group of competencies for a given aviation discipline. Each competency has an associated description and observable behaviors.

Adapted competency model. A group of competencies with their associated description and performance criteria adapted competency framework that an organization uses to develop competency-based training and assessment for a given role.

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.

Note: Describes knowledge, skills and attitude as:

- ✓ **Knowledge** is specific information required to enable a learner to develop and apply the skills and attitudes to recall facts, identify concepts, apply rules or principles, solve problems, and think creatively in the context of work. Knowledge is an outcome of the learning process, whether learning occurs in formal or informal settings. There are different types of knowledge: declarative (e.g. facts and raw data), procedural (e.g. categorized/ contextualized and application of conditional if-then rules), strategic (e.g. synthesis, inference to guide resource allocation for decision making, problem solving and behavioral action), and adaptive (e.g. generalization, innovation and invention).
- ✓ **A skill** is an ability to perform an activity or action. It is often divided into three types: motor, cognitive and metacognitive skills. **A motor skill** is an intentional movement, involving a motor or muscular component, that must be learned and voluntarily produced to proficiently perform a goal-oriented task; **A cognitive skill** is any mental skill used in the process of acquiring knowledge, such as reasoning, perception and intuition; **A metacognitive skill** relates to the ability of learners to monitor and direct their own learning processes ("thinking about thinking"); for example, planning how to approach a given learning task, monitoring comprehension and evaluating progress toward the completion of a task.
- ✓ **Attitude** is a persistent internal mental state or disposition that influences an individual's choice of personal action toward some object, person or event and that can be learned. Attitudes have affective components, cognitive aspects and behavioral consequences. To demonstrate the "right" attitude, a learner needs to "know how to be" in a given context.

25) **Consolidation of Knowledge and Skills.** A process by which a cabin crew, through practice and practical experience, increases proficiency in newly acquired knowledge

and skills.

26) **Courseware.** Instructional material developed for each curriculum.
   - ✓ This is information in lesson plans, instructor guides, computer software programs, audiovisual programs, workbooks, aircraft operating manuals, and handouts.
   - ✓ Courseware must accurately reflect curriculum requirements, be effectively organized, and properly integrate with instructional delivery methods.

27) **Currency.** The experience necessary, within a specified period of time, for the safe operation of aircraft, equipment, and systems. Currency may include, but is not limited to, recent experience.

28) **Curriculum.** A complete training agenda specific to an aircraft type, a cabin crew member duty position, and a category of training.
   - ✓ An example is a "Cabin Crew Initial New Hire" curriculum.

29) **Curriculum Segment.** The largest subdivision of a curriculum containing broadly related training subjects and activities based on regulatory requirements.
   - ✓ Curriculum segments are logical subdivisions of a curriculum, which can be separately evaluated and individually approved.
   - ✓ Examples are a ground training segment and a flight training segment.
   - ✓ Each curriculum segment consists of one or more training modules.

30) **Dangerous goods.** Articles or substances which are capable of posing a risk to health, safety, property or the environment and which are shown in the list of dangerous goods in the Technical Instructions or which are classified according to those instructions**.**

31) **Defences.** Specific mitigating actions, preventive controls or recovery measures put in place to prevent the realization of a hazard or its escalation into an undesirable consequence.

32) **Designated Related Aircraft.** Any two or more aircraft of the same make with different Type of Certificate that have been designated as related by the CAAV based on a request for the AOC holder.
   - ✓ This designation may allow credit between those aircraft to be applied for training, checking, recent experience, supervised line experience, operating cycles, and line operating flight time for consolidation of knowledge and skills.

33) **Disinfection.** The procedure whereby health measures are taken to control or kill infectious agents on a human or animal body, in or on affected parts of aircraft, baggage, cargo, goods or containers, as required, by direct exposure to chemical or physical agents.

34) **Disinsection.** The procedure whereby health measures are taken to control or kill insects present in aircraft, baggage, cargo, containers, goods and mail.

35) **Duty Position.** The functional or operating position of a Cabin Crew.

36) **Duty period.** A period which starts when a flight or cabin crew member is required by an operator to report for or to commence a duty and ends when that person is free from all duties.

37) **Duty.** Any task that flight or cabin crew members are required by the operator to perform, including. For example, flight duty, administrative work, training,

positioning and standby when it is likely to induce fatigue.

38) **Embarkation.** The boarding of an aircraft for the purpose of commencing a flight, except by such crew or passengers as have embarked on a previous stage of the same through- flight.

39) **Emergency exit.** Door, window exit, or any other type of exit (e.g. hatch in the flight deck, tail cone exit) used as an egress point to allow maximum opportunity for cabin evacuation within an appropriate time period.

40) **Emergency locator transmitter (ELT).** A generic term describing equipment which broadcasts distinctive signals on designated frequencies and, depending on application, may be automatically activated by impact or be manually activated. An ELT may be any of the following:

- ✓ Automatic-fixed ELT (ELT(AF)). An automatically activated ELT which is permanently attached to an aircraft.
- ✓ Automatic-portable ELT (ELT(AP)). An automatically activated ELT which is rigidly attached to an aircraft but readily removable from the aircraft.
- ✓ Automatic-deployable ELT (ELT(AD)). An ELT which is rigidly attached to an aircraft and which is automatically deployed and activated by impact, and, in some cases, also by hydrostatic sensors. Manual deployment is also provided.
- ✓ Survival ELT (ELT(S)). An ELT which is removable from an aircraft, stowed so as to facilitate its ready use in an emergency, and manually activated by survivors.

41) **Eligibility Period.** The eligibility period is defined as the 3 calendar months prior to expiration.

- ✓ Crew members who are required to take a test or a proficiency, competency or route check or recurrent training to maintain qualification for commercial air transport operations may complete those requirements at any time during the eligibility period.
- ✓ Completion of the requirement at any time during the period shall be considered as completed in the month-due for calculation of the next due date.

42) **Element.** An integral, subject-oriented (not task-oriented) part of a training, checking, or qualification module.

- ✓ For example, an electrical power ground training module may include such elements as a direct current (DC) power system, an alternating current (AC) power system, and circuit protection.

43) **Event.** An integral, task-oriented part of a training, checking, or qualification module that requires the use of a specific procedure or procedures.

- ✓ A training event provides a student an opportunity for instruction, demonstration, and/or practice using specific procedures.
- ✓ A checking or qualification event provides an evaluator the opportunity to evaluate a student's ability to correctly accomplish a specific task without instruction or supervision.

44) **Error.** An action or inaction by an operational person that leads to deviations from organizational or the operational person's intentions or expectations.

NOTE: - *See Attachment E of Annex 13 — Aircraft Accident and Incident Investigation for a description of operational personnel.*

45) **Error management.** The process of detecting and responding to errors with countermeasures that reduce or eliminate the consequence of errors and mitigate the probability of further errors or undesired states.

46) **Exanthematous diseases.** Relating to an exanthema: a skin eruption occurring as a symptom of an acute viral or coccal disease, as in scarlet fever or measles.

47) **Fatigue.** A physiological state of reduced mental or physical performance capability resulting from sleep loss or extended wakefulness, circadian phase, or workload (mental and/or physical activity) that can impair a crew member's alertness and ability to safely operate an aircraft or perform safety-related duties.

48) **Fatigue risk management system (FRMS).** A data-driven means of continuously monitoring and managing fatigue-related safety risks, based upon scientific principles and knowledge as well as operational experience that aims to ensure relevant personnel are performing at adequate levels of alertness.

49) **Ground handling.** Services necessary for an aircraft's arrival at, and departure from, an airport, other than air traffic services.

50) **Hands-on exercise.** Exercise on the use of equipment/aircraft systems that is conducted without a specific context. Equipment that is removed from operation, or other representative training equipment considered acceptable by State, can be used for the purposes of this training.

51) **Human factors principles.** Principles which apply to aeronautical design, certification, training, operations and maintenance and which seek safe interface between the human and other system components by proper consideration of human performance.

52) **Human performance.** Human capabilities and limitations which have an impact on the safety and efficiency of aero nautical operations.

53) **Hypoglycaemic attack.** Pertaining to or characterized by hypoglycaemia: abnormal decrease in concentration of glucose in the circulating blood, e.g. less than the minimum of the normal range.

54) **Hypothermia.** A subnormal body temperature significantly below 37°C.

55) **Hypoxia.** A deficiency of oxygen in inspired gases, arterial blood or tissue, short of anoxia (almost complete absence of oxygen)

56) **Initial Equipment/Procedures Training.** The training required for crew members or flight dispatchers when the operator is introducing new equipment or procedures as these are related to the particular variant of aircraft and the duty position of the employee.

57) **In-flight.** The period from the moment all external aircraft doors is closed following boarding through the moment when one external door is opened to allow passengers to leave the aircraft or until, if a forced landing, competent authorities take over responsibility for the aircraft and individuals and property on the aircraft. For the purpose of the Tokyo Convention an aircraft is considered to be in flight from the moment when power is applied for the purpose of take-off until the moment when the landing run ends.

58) **In-charge cabin crew member.** Cabin crew leader who has overall responsibility for the conduct and coordination of cabin procedures applicable during normal operations and during abnormal and emergency situations for flights operated with more than

one cabin crewmember.

59) **Instructional Delivery Methods.** Methodology for conveying information to a student.
   - ✓ This may include lectures, demonstrations, audiovisual presentations, program and directed self-study workshops, and drills.
   - ✓ Ground training devices (GTD), aircraft, and computer workstations are also considered instructional delivery methods.

60) **Modular Training.** The concept of program development in which logical subdivisions of training programs are developed, reviewed, approved, and modified as individual units.
   - ✓ The same curriculum segments and modules may be used in multiple curricula.
   - ✓ The modular approach allows great flexibility in program development and reduces the administrative workload on both operators and instructors in the development and approval of these programs.

61) **New Hire.** This term is used to differentiate between the initial qualification curriculum requirements that will be required for a newly employed, crew member. There are two general types of new hire employees.
   - ✓ New Hire: No Previous Airline Qualification
   - ✓ New Hire: Previous Airline Qualification

62) **New type.** means an aircraft having differences requiring a completion of aircraft type specific training.

63) **Operations manual.** A manual containing procedures, instructions and guidance for use by operational personnel in the execution of their duties.

64) **Operator.** A person, organization or enterprise engaged in or offering to engage in an aircraft operation.

65) **Passenger seating capacity.** means the passenger seating capacity of the aircraft that is subject to the initial TC process as specified in the relevant type certification data sheet or the maximum passenger seating configuration of an individually configured aircraft.

66) **Performance criteria.** Simple, evaluative statements on the required outcome of the competency element and a description of the criteria used to judge whether the required level of performance has been achieved.

67) **Person with disabilities.** Any person whose mobility is reduced due to a physical incapacity (sensory or locomotor), an intellectual deficiency, age, illness or any other cause of disability when using transport and whose situation needs special attention and the adaptation to the person's needs of the services made available to all passengers.

68) **Pilot-in-command.** The pilot designated by the operator, or in the case of general aviation, the owner, as being in command and charged with the safe conduct of a flight.

69) **Pressure-altitude.** An atmospheric pressure expressed in terms of altitude which corresponds to that pressure in the Standard Atmosphere.

70) **Prophylaxis.** Prevention of disease or injury or a process which can lead to disease or injury.

71) **Protective breathing equipment (PBE).** Breathing equipment providing full, sealed

protection against smoke, fumes, etc., covering the head, the collar and upper shoulder area. Fifteen-minutes minimum oxygen supply per PBE and portable is recommended.

72) **Program hours.** Each curriculum and curriculum segment must include the program hours that the AOC holder will apply to the training.

73) **Related Aircraft.** Any two or more aircraft of the same make with either the same or different TCs that have been demonstrated and determined by the CAAV to have commonality.

74) **Related Aircraft Differences Training.** The Cabin crew member training for aircraft with different type that have been designated as "related" by the CAAV

75) **Requalification Training.** The training required for Cabin crew members previously trained and qualified, but who have become unqualified due to not having met within the required period the applicable recurrent training requirements of Part 14, Subpart H or the proficiency or competency check requirements of Part 14, Subpart E.

76) **Safety management system.** A systematic approach to managing safety, including the necessary organizational structures, accountabilities, policies and procedures.

77) **Safety risk.** The predicted probability and severity of the consequences or outcomes of a hazard.

78) **Simulated exercise.** Exercise representing a full context scenario (e.g. aircraft evacuation) where cabin crew apply the operator's procedures and associated crew responsibilities for dealing with the specific situation. This is typically conducted in a representative training device capable of reproducing the appropriate environment/equipment characteristics (e.g. cabin, flight deck, accessible cargo compartment, crew rest area, etc.), or on an actual aircraft.

79) **Simulator.** An apparatus which provides an accurate representation of the flight deck and/or cabin of a particular aircraft type to the extent that the mechanical, electrical, electronic, etc., aircraft systems control functions, the normal environment of flight crew members and/or cabin crew members and the performance and characteristics of that type of aircraft are realistically simulated.

80) **Special categories of passengers.** Persons who need special conditions, assistance, or equipment when travelling by air. These may include but are not limited to:

   a) Infants;
   b) Unaccompanied children;
   c) Persons with disabilities;
   d) Persons with mobility impairments;
   e) Persons on stretchers; and
   f) Inadmissible passengers, deportees or persons in custody.

81) **Specialized Operations Training.** The training required for Cabin Crew for operations identified by the CAAV as "specialized" related to the particular variant of aircraft and the duty position of the employee.

82) **State of the Operator.** The State in which the operator's principal place of business is located or, if there is no such place of business, the operator's permanent residence.

83) **Sterile flight deck.** During critical phases of flight and all flight operations (except cruise) conducted below 10.000 feet, no crew member may engage in any activity or conversation that is not required for safe operation of the aircraft. Non-essential

cockpit-cabin communication is prohibited during this period.

84) **Technical Instructions.** The Technical Instructions for the Safe Transport of Dangerous Goods by Air (Doc 9284), approved and issued periodically in accordance with the procedure established by the ICAO Council.

85) **Testing and Checking.** Methods for evaluating students as they demonstrate a required level of knowledge in a subject and, when appropriate, apply the knowledge and skills learned in instructional situations to practical situations.

86) **Training hours.** The total amount of time necessary to complete the training required by a curriculum segments. This must provide an opportunity for instruction, demonstration, practice, and testing (as appropriate).

- ✓ This time must be specified in hours on the curriculum segment outline.
- ✓ A training hour includes time for normal breaks, usually 10 minutes each hour. Lunch breaks are not included.

87) **Training Module.** A subpart of a curriculum segment that constitutes a logical, self-contained unit.

- ✓ For example, a ground training curriculum segment could logically be divided into modules pertaining to aircraft systems (such as hydraulic, pneumatic, and electrical).
- ✓ As another example, a flight training curriculum segment is normally divided into flight periods, each of which is a separate module.

88) **Training Program.** A system of instruction that includes curricula, facilities, CEET, training equipment, instructors, CCE, courseware, instructional delivery methods, and testing and checking procedures.

- ✓ This system must satisfy the training program requirements of Part 14 and ensure that each person remains adequately trained for each aircraft, duty position, and kind of operation in which the person serves.

89) **Training/Checking Month (Base month).** The calendar-month during which a cabin crew member is due to receive—

a) Required recurrent ground training,

b) A required competency check, or

c) A required line experience.

90) **Transition/Difference Training.** The training required for cabin crew who have qualified and served in the same capacity on another aircraft type with the same operator.

91) **The training difference levels** are defined below:

- ✓ **Level 1**: Applicable to aircraft with minor differences that can be adequately addressed through self-instruction. Level 1 training represents a knowledge requirement such that, once appropriate information is provided, understanding and compliance can be assumed to take place. Compliance with Level 1 training can be achieved by methods such as:
  - Issuance of operating manual page revisions
  - Cabin crew operating bulletins
  - Hand-outs/emails
  - Etc.

The above is a non-exhaustive list of examples. Level 1 training methods must be defined by the airline in accordance with the local aviation authority acceptance.

- ✓ **Level 2:** Applicable to aircraft with differences that can be adequately addressed through aided instruction. At Level 2, aided instruction is appropriate to ensure crew understanding, emphasize issues, provide a standardized method of presentation of material, or to aid retention of material following training. Compliance with Level 2 training can be achieved by methods such as
  - Classroom training/instructions
  - Computer Based Training (CBT)
  - Stand up lectures
  - Audi/visual presentations
  - Etc.

The above is a non-exhaustive list of examples. Level 2 training methods must be defined by the airline in accordance with the local aviation authority acceptance.

- ✓ **Level 3:** Applicable to aircraft with differences that affect knowledge, skills, attitude and that can only be addressed through the use of devices capable of hands-on/practical training. Training devices are required to supplement instruction to ensure attainment or retention of crew skills and attitude to accomplish the more complex tasks. Compliance with Level 3 practical training is achieved by the use of a representative device or aircraft, as specified in ORO.CC.115(c). Level 3 training methods must be defined by the airline in accordance with the local aviation authority acceptance.

92) **Threat levels.** A series of four defined threat levels of passenger disturbances, established so as to give common definition and thereby understanding to all concerned parties as to what is occurring on the aircraft:

Level 1 — Disruptive behaviour (suspicious or verbally threatening);

Level 2 — Physically abusive behaviour;

Level 3 — Life-threatening behaviour;

Level 4 — Attempted breach or actual breach of the flight crew compartment.

93) **Threat.** Events or errors that occur beyond the influence of an operational person, increase operational complexity and must be managed to maintain the margin of safety.

94) **Threat and error management (TEM).** An overarching safety concept regarding aviation operations and human performance.

95) **Threat management.** The process of detecting and responding to threats with countermeasures that reduce or eliminate the consequences of threats and mitigate the probability of errors or undesired states.

96) **Tokyo Convention.** Convention on Offences and Certain Other Acts Committed on Board Aircraft, signed at Tokyo on 14 September1963.

97) **Type Certificate (TC).** An aircraft type includes all aircraft that are similar in design produced under a single TC issued by the State of Design.

98) **Type Rating.** A type rating, when entered on a PEL license, authorizes the holder to perform duties related to a specific aircraft make and model aircraft.

- ✓ A type rating is normally assigned to a single aircraft type, typically make and model (e.g., B787).
- ✓ However, in some cases, a different series of the same model may require a different type rating. For example, the B747-200 and B747- 400 series require one

type rating (B747), but the B747- 400 and 800 require a different type rating (B747- 4).

- ✓ An aircraft that has commonality with another aircraft may be assigned a type rating that is considered in common with another type rating (e.g., A330 and A350).

99) **Unstaffed exit.** Emergency exit for which no cabin crew member has been positioned for the flight.

100) **Variant.** means an aircraft that has significant differences to the base aircraft requiring differences training (but not requiring a completion of the full aircraft type specific training).

B. The following acronyms are used in this advisory circular—

1) **AC** = Advisory Circular
2) **AOC** = Air Operator Certificate
3) **ATO** = Approved Training Organization
4) **AVEC =** Aviation Security
5) **CAAV** = Civil Aviation Authority of Vietnam
6) **CCM** = Cabin Crew Member
7) **CCOM =** Cabin Crew Operation Manual
8) **CCPM =** Cabin Crew Procedures Manual
9) **CRM =** Crew Resource Management
10) **CEET =** Cabin Emergency Evacuation Training
11) **CCCP** = Cabin Crew Check Person
12) **DCSI =** Designated Cabin Safety Inspector
13) **FA =** First Aid
14) **FM** = Fatigue Management
15) **FSSD** = Flight Safety Standards Department
16) **PIC** = Pilot in Command
17) **PUR/CM** = Purser/Cabin Manager
18) **ODR =** Operator Difference Requirement
19) **SIC** = Second in Command (Co-Pilot)
20) **SMS** = Safety Management System
21) **TOC** = Table of Contents
22) **VAR** = Vietnam Aviation Regulations

SECTION2 - REQUIREMENTS OF APPROVAL CABIN CREW

2.1. GENERAL

No operator shall use any person nor shall any person serve as a Cabin Crew unless that person has been approved by the CAAV to act as Cabin Crew for the type of aircraft for the operator.

2.2. EDUCATIONAL QUALIFICATION

High school diploma or an equivalent diploma (**12** years of schooling or more)

2.3. AGE

The applicant shall be not less than **18** years old.

2.4. QUALIFICATIONS

A. The ability to read, speak, write and understand a designated common language to ensure appropriate communication with both crew members and passengers;

B. The ability to retrieve safety and emergency equipment and open and close overhead bins on the aircraft, from a standing position;

C. The ability and strength to operate equipment/systems, as applicable to the operator's procedures during normal, abnormal and emergency situations and to the aircraft type(s) to which the cabin crew member will be assigned duties;

D. Clear of a criminal record/pass a security background check; and

E. Meet any other requirements, as defined by the operator or the operator itself (e.g. pass a swim test, undergo a medical assessment).

2.5. ROLE OF CABIN CREW

A. A cabin crew member is a crew member who performs, in the interest of safety of passengers, duties assigned by the operator or the pilot-in-command of the aircraft, but who shall not act as a flight crew member. Traditionally, the role of cabin crew members focused on the evacuation of an aircraft in the event of an accident. However, cabin crew members also play an important proactive role in managing safety, which can contribute to the prevention of accidents. This role includes, but is not limited to:

1) Preventing incidents from escalating in the cabin, such as smoke or fire;
2) Informing the flight crew of abnormal situations observed in the cabin or relating to the aircraft, such as pressurization problems, engine anomalies, and contamination of critical surfaces; and
3) Preventing unlawful interference and managing passenger events that can compromise safety and security of the flight, such as hijackings.

2.6. CABIN CREW SAFETY TRAINING

A. The role that cabin crew members play, both in terms of day-to-day safety management in normal operations and in the event of an abnormal or emergency situation, requires that they undergo specialized and thorough training to gain sound knowledge of their safety role and the required competencies needed to perform their tasks.

B. Training must focus on cabin crew members' functions, duties and responsibilities in the event of an abnormal or emergency situation. Since accidents are statistically rare, the training program needs to ensure that cabin crew members remain proficient and are able to execute the required tasks in the event that they occur.

C. Cabin crew training should also address safety functions, duties and responsibilities relating to normal day-to-day operations, and the role that cabin crew members play in maintaining safety.

D. Joint safety and emergency training for both flight crew and cabin crew is recommended, particularly for some key topics such as crew resource management. Joint training enhances communication and coordination and promotes a better understanding of the crew members' roles and responsibilities.

E. The role of cabin crew members is constantly expanding. Beyond safety and abnormal/emergency procedures, cabin crew members must manage security-related events, medical situations, and participate in the operator's overarching management programs, such as safety management systems. Training should encompass all these aspects.

F. ICAO developed a competency-based approach to cabin crew safety training so that cabin crew members may be proficient to perform their tasks, and to establish an international baseline for cabin crew competencies. An overview of the competency-based approach is presented in Section 4 of this document. The cabin crew competency framework is presented in the Appendices 3 to Section 4.

SECTION 3 - CABIN CREW TRAINING PROGRAM

3.1. THE TRAINING PROGRAM

A. The training program for Cabin Crews will be documented in the Training Manual and approved by CAAV and shall comprise the following curriculum:

1) Initial training;
2) Aircraft type training;
3) Differences training/Conversion training;
4) Aircraft visit;
5) Familiarization flight;
6) Recurrent training;
7) Requalification training;
8) Upgrade training.
9) AOC changing training

NOTE*:* - *The maximum training hours per day shall be 8 hours.*

- For assessment purposes, the pass percentage for all training shall be 80%.

3.2. TRAINING CURRICULUM

A. Each training curriculum shall include practical demonstration as applicable.

B. Each training curriculum shall cover the differences between aircraft of the same type operated by the airline/operator to ensure that the cabin crew are adequately trained to perform their assigned duties on different aircraft being operated.

3.3. INITIAL TRAINING

A. Initial training is required for persons who have not previously operated as a cabin crew member. The goal of initial training is to ensure that each trainee acquires the competencies, knowledge and skills required to perform the duties and responsibilities related to the safety of passengers and flight during normal, abnormal and emergency situations. This is accomplished through classroom instruction and computer-based training (CBT) complemented by a series of hands-on and simulated exercises such as first aid and fire-fighting, online training is not accepted. Cabin crew trainees must complete initial training before they are assigned duties as cabin crew members.

B. Initial training includes:

1) Aviation indoctrination;
2) Cabin crew tasks;
3) Normal, abnormal and emergency procedures;
4) Aircraft type training;
5) Dangerous goods;
6) Human factor / Crew resource management;
7) Cabin health and First aid;
8) Aviation security;
9) Safety management system; and
10) Fatigue management.

C. The cabin crew member training programs shall be adequate to Appendix 1 to VAR 13.011

NOTE: - *The training syllabus for cabin crew refer to Appendix 1 to Section 3*

3.4. AIRCRAFT TYPE TRAINING

A. Aircraft type training is required to gain a qualification on the aircraft model that the cabin crew member will be assigned on (e.g. B787 or A350).

B. This training should include, but is not limited to, the following elements, if applicable to the particular aircraft:

1) Aircraft description;
2) Cabin configuration (number and distribution of cabin crew seats and number of passenger seats);
3) Cabin layout (interior design, stowage compartments such as overhead bins, and closets);
4) Galleys;
5) Lavatories;
6) Flight deck familiarization and egress;
7) Crew rest areas (normal and emergency egress) and other remote areas;
8) Exits (type, number, location and operation);
9) Assisting evacuation means (slide, slide-raft, life raft, rope, etc.);
10) Safety and emergency equipment, including location and operation;
11) Aircraft systems relevant to cabin crew duties:
    a) Air conditioning, ventilation, and pressurization systems;

b) Communication systems and associated signaling panels;
c) Control panels;
d) Electrical system (galley, lavatory, in-flight entertainment system, in-seat electrical system, circuit breaker panels, etc.);
e) Evacuation alarm system;
f) Fire prevention system;
g) Lighting system (interior, exterior and emergency lights);
h) Oxygen system (cabin and flight deck);
i) Smoke detection system and smoke removal; and
j) Water and waste systems;

12) Installed emergency locator transmitter;
13) Normal procedures and the related hands-on and/or simulated exercises;
14) Abnormal and emergency procedures and the related hands-on and/or simulated exercises;
15) Design-related elements that may impact on normal and/or emergency procedures (stairs, smoke curtain, social areas, non-forward facing passenger seats, cargo areas if accessible from the passenger compartment during flight, etc.).

C. This training and the associated checking should be accomplished through classroom instruction, CBT as well as hands-on and simulated exercises with a representative training device capable of reproducing the appropriate environment/equipment characteristics, or on an actual aircraft.

3.5. DIFFERENCES TRAINING

A. Differences training is required to gain competence before the cabin crew member is assigned to duty on an aircraft that has differences from the model or series that the crew member is previously qualified on. Examples of different models include an Airbus A320 vs. A330 or a Boeing B737 vs. B777. Examples of different series include a B777-200 vs. B777-300 or an A330-200 vs. A330-300.

B. The differences training from the model or series should include the following as a minimum, as applicable to the particular aircraft:

1) Exits (type, number, location and operation);
2) Assisting evacuation means (slide, slide-raft, life raft, rope, etc.);
3) Safety and emergency equipment, including location and operation;
4) Aircraft systems relevant to cabin crew duties (refer 3.4 (B)(11));
5) Normal procedures and the related hands-on and/or simulated exercises;
6) Abnormal and emergency procedures and the related hands-on and/or simulated exercises; and
7) Design-related elements that may impact on normal and/or emergency procedures (stairs, smoke curtain, social areas, non-forward facing passenger seats, cargo areas if accessible from the passenger compartment during flight, etc.).

C. The depth of this training may vary in accordance with training requirement instructions from the manufacturer (Example: Difference levels for training and checking from Airbus ODR – Operator Difference Requirement table)

D. This training and the associated checking should be accomplished through classroom instruction, CBT, as well as hands-on and simulated exercises with a representative training device capable of reproducing the appropriate environment/equipment characteristics, or on an actual aircraft.

3.6. AIRCRAFT VISIT

A. The purpose of an aircraft visit is to familiarize each cabin crew member with the aircraft environment and its equipment. Each cabin crew trainee having no previous comparable operating experience should participate in a visit to an aircraft prior to participating on a familiarisation flight (refer to 3.7). The visit is typically conducted on board a stationary aircraft. Aircraft visits should be conducted by suitably qualified persons and in accordance with a syllabus described in the operations manual. They should be conducted comply with VAR Part 14.

B. The aircraft visit should provide an overview of the aircraft's exterior, interior and systems including the following, applicable to the particular aircraft:

1) Cabin crew stations;
2) Cabin layout (interior design, stowage compartments such as overhead bins, and closets, etc.);
3) Galleys;
4) Lavatories;
5) Flight deck familiarisation and egress;
6) Crew rest areas and any other remote areas;
7) Safety and emergency equipment;
8) Exits (location and their environment);
9) Assisting evacuation means (location and stowage);
10) Aircraft systems relevant to cabin crew duties:
    a) Communication systems and associated signallingpanels;
    b) Control panels;
    c) Electrical system (galley, lavatory, in-flight entertainment system, in-seat electrical system, circuit breaker panels, etc.);
    d) Evacuation alarm system;
    e) Fire prevention system;
    f) Lighting system (interior, exterior and emergency lights):
    g) Oxygen system (cabin and flight deck);
    h) Smoke detection system;
    i) Water and waste systems; and
11) Cargo areas if accessible from the passenger compartment during flight.

3.7. FAMILIARIZATION FLIGHT

A. A familiarization flight is also referred to as "line indoctrination". Each cabin crew trainee having no previous comparable operating experience should participate in a familiarisation flight as described below. Familiarization flights should be conducted in accordance with

VAR 14.095.

B. The familiarization flight should be completed within a specified number of days of fulfilling the requirements of the ground-training portion of the operator's training program.

C. During the familiarization flight, the cabin crew trainee should be additional to the minimum number of operating cabin crew members required. The familiarization flight should be conducted under the supervision of Cabin crew check person or who is authorized by AOC. It should be structured and involve the cabin crew trainee in the participation of safety-related pre-flight, in-flight, pre-landing and post-flight duties. Familiarization flights should form part of the training record for each cabin crew member.

D. A familiarization flight should include the following, as a minimum:
   1) Cabin crew members' duties and responsibilities as determined by the operator including, but not limited to:
      a) Pre-flight and post-flight duties (e.g. participation in briefings, conducting pre-flight checks, reviewing documentation);
      b) A review of abnormal and emergency situations, associated procedures, and safety and emergency equipment; and
      c) Normal operations safety and security-related procedures;
   2) Cabin crew stations for take-off and landing (i.e. seating assignments) for persons conducting the familiarization flight and for the cabin crew trainees; and
   3) Crew communication procedures (including the use of interphone and public address system).

3.8. RECURRENT TRAINING

A. Recurrent training is conducted annually to ensure the maintenance of competencies, knowledge and skills through a series of hands-on exercises, simulated exercises, written exams, etc. for general training elements such as first-aid as well as for training elements relevant to each aircraft type on which the cabin crew member will be assigned duties. It may also be provided to familiarize crew members with new requirements, procedures and/or equipment introduced since their last training.

B. Recurrent training ensures that cabin crew members, by practicing most competencies and skills, maintain the level of performance required for their duties and responsibilities in each aircraft type cabin crew will be assigned.

C. CAAV requires cabin crew to undergo annual recurrent training. For recurrent training, the content may vary in regard to the tasks covered, the training media used, as well as the competencies that may be assessed, which may be covered in a 24-month cycle and defined by the operator (Refer to Appendix 1 to section 3 for more detail).

D. Recurrent training should include the following, as a minimum:
   1) Exits (type, number, location and operation);
   2) Assisting evacuation means (slide, slide-raft, life raft, rope, etc.);
   3) Safety and emergency equipment, including location and operation;
   4) Aircraft systems relevant to the cabin crew duties;
   5) Normal procedures and the related hands-on and/or simulated exercises;
   6) Abnormal and emergency procedures and the related hands-on and/or simulated exercises,

including:

a) Fire-fighting (including a live fire-fighting exercise, as required);
b) Smoke removal;
c) Decompression;
d) Evacuation on land and on water (including a wet drill, as required); and
e) Crew member incapacitation;

7) Crew resource management;
8) Passenger handling and crowd control;
9) Aviation security procedures;
10) First aid;
11) Safety management system;
12) Fatigue management;
13) Dangerous goods; and
14) Review of recent incidents and/or accidents pertinent to the operator.

E. This training and the associated checking should be accomplished through classroom instruction and/or CBT, and hands-on and simulated exercises with a representative training device capable of reproducing the appropriate environment/equipment characteristics, or on an actual aircraft.

NOTE: - *The training syllabus for cabin crew refer to Appendix 1 to Section 3*

3.9. REQUALIFICATION TRAINING

A. Requalification training should be defined for cabin crew members whose qualifications have expired on type of aircraft for any reason (e.g. prolonged absence from flying duties), as part of the process to regain qualification enabling the cabin crew member to perform the required duties and responsibilities. This is determined based on the applicable validity period(s), namely the time elapsed since the cabin crew member's last required training. The cabin crew member may need to follow a specific series of steps in order to regain qualification.

B. Requalification should be conducted in accordance with VAR 14.115. The operator should establish a process, based on the applicable validity periods of the required training, to monitor when a cabin crew member's qualification(s) expired. The cabin crew member should complete the training required for requalification prior to being assigned as part of the operating crew.

C. The requirements for requalification as a cabin crew are as follows:

1) Annual Training – The validity of the annual training expires on the first day of the thirteenth month following the month in which the training was completed.
2) Where the annual training has expired, the cabin crew shall re-qualify as follows:
   a) Before being returned to perform cabin crew functions, a cabin crew member whose current and qualified status has lapsed shall complete all applicable recurrent and recency requirements of VAR Part 14.
   b) In addition to the requirements of paragraph (a), the cabin crew member shall complete, if the period of absence from duty exceeded:
      - ✓ 6 consecutive months, requalification training of emergency procedures and drills;

- ✓ 12 consecutive months, all initial training and qualification requirements.

D. This training and the associated checking should be accomplished through classroom instruction, and/or CBT, as well as hands-on and simulated exercises with a representative training device capable of reproducing the appropriate environment and the equipment characteristics, or on an actual aircraft.

NOTE: - *The training syllabus for cabin crew refers to Appendix 1 to Section 3*

3.10. COMPETENCY CHECK FOR CABIN CREW

A. Since the beginning of the 12th calendar month before assigning duties, the cabin crew has passed the competency check prescribed in Appendix 1 to VAR 14.085 performing the emergency duties appropriate to that person's assignment.

B. The operator shall ensure that this check is adequate to determine that the cabin crew member is competent to execute those safety duties and functions which he/she is assigned to perform in the event of an emergency or in a situation requiring emergency evacuation.

(Refers to Appendix 2 to Section 3 for the example of annual competency check form)

SECTION 4 - COMPETENCY-BASED TRAINING AND ASSESSMENT (CBTA) FOR CABIN CREW

4.1. UNDERSTANDING CBTA PROGRAMS

A. The defined competency as a dimension of human performance that is used to reliably predict successful performance on the job.

B. Traditional aviation training and assessment programs are designed predominately for acquiring the standards established to meet the qualifications of a license, a rating or a privilege. They are embedded in the applicable national regulations. The standards are frequently expressed in quantitative terms that prescribe training program "inputs" (e.g. required hours of study, hours of practice), and the program design and content are further influenced by the Authority's testing criteria and methods.

C. Alternatively, CBTA is characterized by a set of principles:

1) Relevant competencies are clearly defined for a particular role within the group of aviation professionals (e.g. a cabin crew member);
2) There is an explicit link between competencies and training, required performance on the job, and assessment;
3) Competencies are formulated to ensure they can be trained for, observed and assessed consistently in a wide variety of work contexts for a given role;
4) A competency is manifested and observed through behaviors that mobilize the relevant knowledge, skills and attitudes to carry out tasks under specified conditions;
5) Trainees successfully demonstrate competency by meeting the associated competency standard;
6) Each stakeholder involved, including the trainee, instructor, training organization, operator and State, has a common understanding of the competency requirements;
7) Clear performance criteria are established for assessing competence;
8) Evidence of competent performance is valid and reliable;

9) Instructors' and evaluators' judgments are calibrated to achieve a high degree of inter-rater reliability Cabin Crew Safety Training Manual
10) The assessment of competencies is based on multiple observations across multiple contexts; and
11) To be considered competent, an individual demonstrates an integrated performance of all the required competencies to a specified standard.

4.2. GOAL AND BENEFITS OF CBTA

A. Developed guidance for CBTA of several groups of aviation professionals such as pilots, cabin crew members, aircraft maintenance personnel and air traffic controllers. The goal of CBTA is to ensure a competent cabin crew workforce for the provision of safe and efficient operations.

B. Using a CBTA produces several benefits including, but not limited, to the following:
   1) Specific relevance of training material to the job of a cabin crew member;
   2) Integration of knowledge, skills and attitudes needed to perform effectively;
   3) Ability to cope with predictable and unforeseen situations;
   4) Focus is on learning rather than passing a test;
   5) Uses all available training tools and methodologies;
   6) Establishes sufficient, well-trained and competent instructors and evaluators; and
   7) Supports continuous learning and performance improvement.

C. To gain the maximum value and achieve efficiencies, a CBTA should incorporate the following best practices:
   1) The operator should encourage and support learning in formal and informal settings at different stages of the cabin crew member's work life;
   2) The cabin crew training program should focus on the quality of cabin crew trainees' task completion and achievement rather than on the prescribed amount of training time;
   3) Training should focus on accommodating an individual trainee's needs and provide flexibility;
   4) The highest quality and level of consistent instruction should be provided; and
   5) Particular attention should be given to coaching, facilitation and mentoring cabin crew members.

4.3. COMPETENCY FRAMEWORK FOR CABIN CREW MEMBERS

A. Complying with VAR Part 14 paragraph 14.037 requires, that the operator must conduct the training of the competency framework for cabin crew members. In order to focus training and assessment on the expected on-the-job performance and competency of a cabin crew member, a description of this performance in the particular operational and environmental context is needed. The competency framework for cabin crew members is a generic model applicable to all cabin crew members and is presented in Appendix 3 to section 4 of this AC. The content is an internationally agreed upon baseline for competencies that all cabin crew should possess. Appendix 3 to section 4 provides examples of observable behaviors that may be used to assess cabin crew competency (i.e. an "effective" versus "poor" display of these competencies) in a training environment or during line checks.

B. Operators implementing CBTA should adapt the competency framework to reflect their specific local environment and requirements (e.g. single or multi-cabin crew operations). The adapted competency model, with its associated performance criteria, provides a means for the operator of assessing whether the cabin crew trainees achieve the desired performance.

4.4. THE RELATIONSHIP BETWEEN COMPETENCIES AND TASKS

A. Traditional training and assessment approaches involve breaking down jobs into tasks. Each task has a related objective, an assessment and associated elements in a training plan. This approach is limiting since each task must be taught and assessed. In complex scenarios, it may not be possible to teach and assess each task. Moreover, trainees may demonstrate their ability to perform isolated tasks without being competent in their jobs.

B. CBTA is based on the concept that competencies are transferable. In the design of such a program, a limited number of competencies are defined. Typically, activity tasks will involve several competencies which apply across a variety of tasks and contexts. For example, cabin crew will apply the competency of "communication" in different scenarios, such as firefighting, managing an unruly passenger or responding to a medical emergency. In the design of training and assessments, tasks and sub-tasks are used to facilitate, develop or assess a competency or set of competencies. For example, the cabin crew will practice the competency "workload management" in the context of performing the task of preparing the cabin for an anticipated emergency landing. A lack of specific competencies may be the root cause of the failed task. For example, cabin crew may fail to initiate a timely evacuation due to a lack of communication.

C. The different sections in this AC present task lists for cabin crew members during normal operations, abnormal and emergency situations, as well as for dangerous goods, cabin health and first aid, and unlawful interference. The task lists can be used in combination with the competency framework to train and assess cabin crew members through competency-based training. The following information is included for each task list, in each:

   1) Recommended knowledge that the trainees should possess to conduct a specific task;
   2) Reference material that is relevant during the training;
   3) Training media under which the training should be conducted (e.g. classroom training versus simulated exercises);
   4) Standards associated with the task to be performed. These are statements used to assess whether the required levels of performance have been achieved for a task; and
   5) Competencies needed to support the task.

D. This detailed information, presented in the section containing task lists, serves as guidance material to assist operators and, where applicable, training organizations approved to conduct cabin crew training, in developing CBTA programs. All other section in this AC is presented in a traditional form, with syllabuses, as they encompass predominantly knowledge-based items which do not call upon the use of cabin crew competencies.

4.5. COMPONENTS OF A CBTA PROGRAM

A. A CBTA program contains the following components:

   1) A training specification: This describes the purpose of training, the task list and the

requirements that must be fulfilled when designing the training program.

2) An adapted competency model: A group of competencies with their associated description and performance criteria adapted from the competency framework that an operator uses to develop CBTA for cabin crew members.

3) An assessment plan: This document provides the process and tools for gathering valid and reliable evidence at different stages during the training.

B. A training plan: This document describes the training required to achieve the competencies. It includes, but is not limited to, a syllabus (including knowledge, skills and attitudes, milestones, lesson plans and schedules). The training and assessment materials and resources: These include everything needed to implement the training and assessment plans (i.e. human, material, training environment and organizational resources). Table 4-1 illustrates the various components needed to build a competency-based training and assessment program.

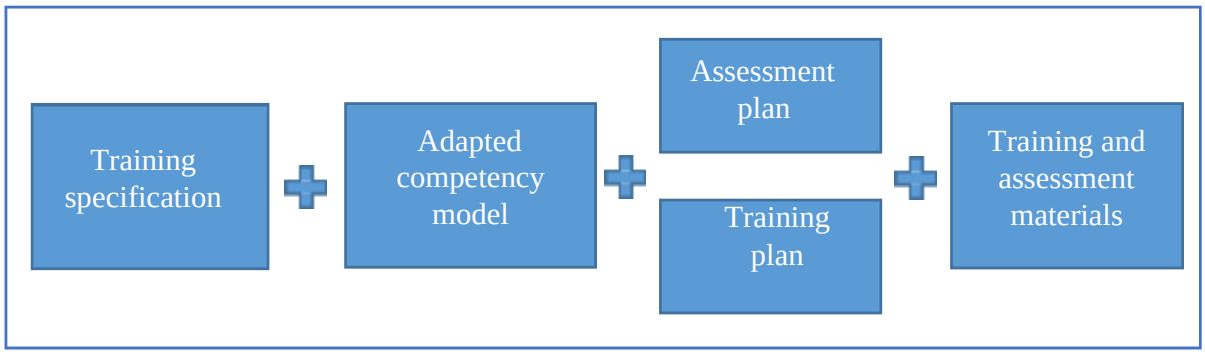

Table 4-1. Competency-based training and assessment programs components

4.6. TRANSITIONING FROM A TRADITIONAL TO A COMPETENCY-BASED TRAINING AND ASSESSMENT PROGRAM

A. Transitioning from a traditional program to one of competency-based training and assessment allows the operator to customize its training program to meet its specific needs and target operational issues. The CAAV and the operator should have on-going discussions and consultations regarding the transition and formally agree to a transition plan containing a series of steps to maintain regulatory compliance. Since the training programs are adapted to meet the operator's issues, a competency-based training and assessment program is not a "one size fits all" approach. Each operator should develop its own specific competency-based training and assessment program. The transition from traditional to competency-based training and assessment should be conducted with the approval of and in collaboration with the CAAV.

B. The operator should consider the development and implementation of a plan to manage the transition to competency-based training and assessment, including the availability and allocation of resources needed for the transition. The operator should apply an instructional system design (ISD) methodology to analyze, design, develop, implement and evaluate the training program. The operator should also address challenges associated with competency-based training and assessment, such as instructor/evaluator reliability and data collection and analysis.

4.7. SHIFT TO COMPETENCY-BASED ASSESSMENTS

A. The study of Human Factors shows that it is impossible to eliminate all human errors in the aviation system. Live performance is not always right or wrong. In real occurrences, cabin crew members may unintentionally deviate from procedures, fail to immediately recognize a problem, commit errors then self-correct, or be corrected by other crewmembers. In such situations, the overall management of the occurrence may result in a potentially catastrophic scenario being inconsequential. For example, an evacuation may not unfold in accordance with the operator's established procedures. This may be due in part to the fact that the cabin crew is faced with an unanticipated situation or one not addressed by the CCOM. However, their actions may result in the evacuation being completed without serious injuries or fatalities. The presence of errors does not mean the situation was not managed effectively.

B. Under a competency-based approach, the same concept is transferred into training and assessment. The operator needs to shift from the notion of errors (i.e. looking for perfect performance in the training environment) to the notion of error management (i.e. that errors occur and cabin crew members can demonstrate self-correction in the training environment). For the purpose of assessing crew performance, this means that the operator should shift from looking for perfection and aim for excellence, in the display of competencies and task execution.

C. Some items covered during training can be strictly pass or fail criteria. This is typically the case with knowledge-based items. For example, exits can be used in a ditching, specific to a particular aircraft make/model/series and configuration. The answer would be judged as right or wrong (i.e. for some aircraft, certain exits must not be used in a ditching). However, when assessing tasks and particularly competencies (e.g. how well the crew members perform as a team), there may not necessarily be a right or wrong answer. There's typically a range in the competencies displayed by the trainees. They may be considered "competent" or "not yet competent". The operator should follow two steps in order to assess competencies, specific to the operator itself:

   1) Establish a rating scale; and
   2) Establish success criteria.

4.7.1. HOW TO ESTABLISH A RATING SCALE

A. The operator needs to identify a rating methodology to grade crew member performance. Criteria should be defined in the adapted competency model to include performance criteria for cabin crew members, as well as the task list standards. When developing a rating scale, the operator should consider the following points:

   1) The criticality of cabin crew members' actions and inactions, including errors;
   2) The impact of the above on the safety of flight; and
   3) The final outcome(s) of the event.

B. For example, if a trainee does not use the exact wording of shouted commands during an evacuation simulation, this could be considered an instant failure in traditional training. However, in competency-based training, the evaluator should look at the criticality of the action (i.e. did the cabin crew manage to evacuate the aircraft? Did their error have a direct impact on the safety of occupants on board?). These aspects should be considered when assessing the trainee's performance.

C. Table 4-2 presents a sample rating scale. It presents a three-point scale where a score of "2" is considered a passing grade. However, the score of 2 requires that the trainee be debriefed by the instructor or evaluator to attain the expected standard. Scores of 1 is considered failures. Scores 3 is considered passing grades which do not require an individual debriefing to correct any issues. This example should not be taken as limiting possible intervals to a three-point scale. With appropriate scale construction and instructor and evaluator training, the operator may elect to define other scales that maximize the quality (sensitivity, reliability, validity) of the collected data.

Grade		Criteria
1.	Unsatisfactory (Not Competent)	Deviations from the prescribed qualification standards occur that are not recognized or corrected. Individual or crew performance could result in hull loss or loss of life or performance is safe but would be unsatisfactory if diminished by any amount. CRM skills are not effective.
2.	Standard with debriefing (Competent Need Improve)	Deviations occur from the prescribed qualification standards that are recognized and most corrected. Individual or crew performance meets expectations. CRM skills are effective.
3.	Standard (Competent)	Minor deviations occur from the prescribed qualification standards that are recognized and corrected in a timely manner or performance remains well within the prescribed qualificationstandards. Individual or crew performance meets expectations. CRM skills are clearly effective.

Table 4-2. Sample rating scale

D. As part of the assessment tools, the operator should define the terminology used in the criteria of the rating scale. For example, in the criteria associated with a grade of three (i.e., satisfactory), presented in Table 4-2, the operator should establish clear definitions for the following:

1) What is considered a "minor deviation"?
2) What is a "timely manner"?
3) How to observe that skills are "clearly effective"?

E. Clear guidance needs to be developed for instructors and evaluators when applying the rating scale for the consistency of assessments. The operator should also incorporate specific evidence (observable behaviors) on trainees' performance that the evaluator should be gathering as part of the assessment. This includes parameters within definitions, and examples specific to the scenario to be assessed (e.g. firefighting).

4.7.2. HOW TO ESTABLISH SUCCESS CRITERIA

A. In addition to the rating scale, the operator should establish specific success criteria forthe scenarios conducted during training. These should be based on:

1) The performance criteria, related to each specific competency being assessed; and
2) The tasks, which are part of the objectives of the exercise.

B. Evidence used to assess competencies and tasks may be gathered in separate forms or

combined under a single criterion (as in the example in Table 4-2).

4.8. THE ROLE OF INSTRUCTORS AND EVALUATORS

A. Competency-based training and assessment require an increased number of instructors and evaluators. As noted in Section 9, several aspects are required to execute a scenario (e.g. triggers, distracters, training aids, etc.). In scenario-based training, some instructors may play specific roles (e.g. "the captain"), while the evaluators may be in the cabin assessing trainees. As part of its training program, the operator should develop guidance for its instructors and evaluators. A competency-based approach requires extensive initial and recurrent training for instructors and evaluators, so that they may carry out their tasks. Guidance material developed by the operator should include instructions on how to facilitate scenarios, to obtain consistency across all the instructors/evaluators.

B. Training for instructors and evaluators should include, but not be limited to, the following:

1) Conducting briefings;
2) Executing scenarios *(see Section 9)*;
3) Conducting assessments;
4) Standardization and reliability; and
5) Conducting debriefings.

4.8.1. CONDUCTING BRIEFINGS

The instructor and evaluator should set up the scenario with a briefing. The briefing is needed to set the scene for the "flight" and to prepare the trainees portraying the role of distractor and trigger. It also provides the trainees with an opportunity to familiarize themselves with the training environment (e.g. walk around the cabin training device).

4.8.2. CONDUCTING ASSESSMENTS

A. Reliability is needed to ensure consistency in assessments conducted by evaluators. When evaluators use an assessment tool, a process should be in place to ensure the following:

1) *Intra-evaluator reliability* – consistency or stability of results given by a single evaluator to the same performances at different moments in time; and
2) *Inter-evaluator reliability* – consistency or stability of results between different evaluators.

NOTE: *Evaluators need to be calibrated on how they interpret criteria, to ensure consistency.*

B. When developing assessment tools, the operator should consider the following aspects, as a minimum:

1) How many instructors and evaluators are needed to brief and assess the scenario? This is related to the number of trainees active in the scenario.
2) What can the instructors and evaluators see? Is their view obstructed in the cabin training device (e.g. due to a monument)?
3) What can each instructor and evaluator assess (e.g. number of competencies to be assessed in a single scenario)?

C. When deciding whether to assess trainees as individuals or as a crew, the operator should consider the impact of the trainee's actions and inactions on the safety of the flight (e.g. did

the cabin crew act incorrectly as a crew? Was the issue related to a specific crew member?). The differing levels of participation expected during a scenario (i.e. some trainees may be very active while others do not participate significantly) should be considered. Guidance for instructors and evaluators should address the issue of individual versus team assessments and criteria used for decision-making on the matter.

D. While scenario-based training may be used to assess trainees as individuals or as a crew, it may not be possible for each trainee to execute all sub-tasks related to a task, or demonstrate all competencies during a single scenario. For example, in a firefighting scenario, such as the one presented in Appendix 9 to section 9, one trainee may act as the firefighter while two others take the roles of communicator and helper, respectively. Therefore, in order to determine whether or not the acceptable level of performance in the role of a firefighter has been achieved by all three trainees, for example, the operator may need to complement the scenario-based training with other modes of delivery (e.g. a standalone, hands-on exercise on extinguishing a fire). All trainees should demonstrate that they meet the established competency standards, regardless of individual or team exercises. The operator should use a combination of training media (classroom, digital learning, etc.) to

E. Generate evidence that an instructor or an evaluator can use to determine whether an individual trainee meets the requirements of each competency standard.

4.8.3. CONDUCTING DEBRIEFINGS

A. Regardless of the outcome of a scenario and the performance of the trainees who participated in it, the operator should require the instructor or evaluator to conduct a debriefing with all the participants. A debriefing allows participants to recognize and understand their performance and that of the other trainees acting as cabin crew members in the exercise. A debriefing provides the trainee with a self-assessment opportunity. It allows the trainee to learn from their own experience and recognize errors without the needfor the instructor or evaluator to point them out. A debriefing provides a forum for correcting minor deviations (e.g. a review of the firefighting technique by the instructor if it was an issue for some of the trainees during the exercise). In a dynamic environment, such as a simulated exercise, trainees may not know what others were doing at certain timesduring the scenario. For example, one or two trainees may be applying first aid while three others fight a fire. During the debriefing, all trainees can obtain the missing pieces, which they did not witness due to the division of tasks. The operator should include the followingpoints in each debriefing, as a minimum:

1) Summarize what occurred;
2) Discuss how the entire crew performed (including flight crew members, if it is a joint exercise):
    a) Including from a CRM perspective (the application of competencies); and
    b) Address both positive and negative aspects of performance;
3) Assessment participants as in a crew context versus individual trainees:
    a) Including the level of participation by individual trainees;
4) Allow participants the opportunity to discuss what they would have done differently if the scenario was to be repeated; and
5) Allow for questions from participants and facilitate a discussion on the issues raised.

B. An example of an assessment of a scenario is presented in *Appendix 10 to section 9*. The example is a continuation of the case study presented in *Appendix 9 to section 9*.

4.9. IMPLEMENTING REMEDIATION ACTIONS

A. As part of the assessment plan, the operator should establish a process to diagnose deficiencies and provide remediation to trainees, in a timely manner. This process shouldbe acceptable to CAAV. The plan for remediation is a key part of the process to obtain competent trainees.

B. In a competency-based training and assessment program, the instructor (or evaluator for final summative assessments) is responsible for making a determination of the actual standards attained by each trainee and any recommendation for immediate remediation, if necessary. As part of the transition to a competency-based training and assessment approach, the operator should verify that cabin crew instructors and evaluators are qualified, competent in executing scenarios, and possess the ability to make accurate assessments and recommendations for remediation, whenever necessary. The operator should verify that remediation actions are taken, if in-training or post-training evaluation indicates a need to do so.

C. An appropriate remediation action is one that addresses the cause of the trainee's failure to meet the competency standard (e.g. failure to communicate in a timely manner, incorrect application of knowledge related to a procedure or a piece of equipment). An appropriate remediation action should result in the trainee's achieving the desired level of performance, as defined by the operator. In order to achieve this result, the instructor or evaluator should use training media or strategy best suited to address the cause of the trainee's sub-standard performance (e.g. hands-on exercise, coaching).

4.10. COMPETENCY-BASED TRAINING AND PERFORMANCE-BASED REGULATIONS

A. The foundation of competency-based training and assessment is performance-based regulations, which differ from the traditional, prescriptive approach:

1) Prescriptive regulations establish "what" is to be achieved and "how" it must be achieved: Example - An operator shall not conduct fuelling procedures when passengers are embarking, on board or disembarking;

2) Performance-based regulations establish "what" is to be achieved, but provide flexibility on "how" it must be achieved: Example - An operator shall establish procedures for the protection against fire during fuelling operations.

B. Performance-based regulations establish what is to be achieved through the cabin crew training program and the competency-based approach provides flexibility for how the operator will achieve this. Following this same concept, the competency-based training and assessment approach can serve as a means to mitigate identified risks within the operation. Practically, this means that training moves from the concept of "teaching" (i.e. hours define the training) to the concept of "learning" (i.e. the competencies acquired). The operator's training program can then be designed taking into account planned hours (i.e. the amount of time which is needed for cabin crew to acquire the defined competencies) rather than being designed based on program hours (i.e. number of hours prescribed by the State for a specific topic).

4.11. LINK TO THE OPERATOR'S SAFETY MANAGEMENT SYSTEM

A. An operator considering transitioning to a competency-based training and assessment program should have a fully implemented safety management system (SMS). An SMS should be viewed as a prerequisite for competency-based training and assessment, because this approach is data-driven (e.g. data from operations, training, auditing, etc., all feed into the training program) and relies on data sources in order to design training that addresses operational

issues. It also relies on two of the main components of SMS: safety risk management and safety assurance.

B. The safety risk management process allows the operator to identify, analyze, assess and control the safety risks associated with identified hazards, as part of its SMS. The safety risk management process may result in the establishment of mitigation strategies. These strategies may involve the need for training or improvements in training to address specific issues identified by the safety risk management process. Consequently, the data collected provides valuable inputs into the safety risk management process and/or training design.

C. Once mitigation strategies have been approved and implemented (e.g. modifications to the content of the training program), any associated impact on safety performance should be directed to the operator's safety assurance process. If a safety issue was addressed by a training initiative, the safety assurance process should be used to determine whether or not such initiative has met its intended goal. For example, an operator experiences a significant amount of inadvertent slide deployments. An analysis of the occurrences highlights deficiencies in cabin crew training related to door operations. Therefore, a mitigation strategy is developed, which involves modifying door training. Once its cabin crew members have been trained based on the modified curriculum, the operator can monitor the effectiveness of its training intervention through its safety assurance process to determine if the number of inadvertent slide deployments decreases. Based on the outcome of this assessment, the operator may need to readjust training or address other issues, in the event that the number of occurrences does not decrease as expected.

D. The goal of competency-based training and assessment is continuous improvement: data from different sources should be utilized to enhance the training program and address any deficiencies. As part of the transition, the CAAV should require the operator to adequately document the training program in line with SMS requirements.

SECTION 5 NORMAL OPERATIONS TRAINING

5.1 DEFINITION AND GOAL OF NORMAL OPERATIONS TRAINING

A. Normal operations training is defined as training which addresses the operator's procedures related to cabin crew members' safety-related tasks during routine, day-to-day operations.

B. Training encompasses safety procedures established for normal operations by the operator in the CCOM.

C. The goal of normal operations training is to enable cabin crew members to competently carry out relevant tasks assigned to them during normal operations and actively contribute to a safe operation. The training includes the management of the cabin environment, the operation of equipment and aircraft systems relevant to cabin crew tasks, management of, and assistance to passengers, and coordination with flight crew, ground crew, and other cabin crewmembers.

D. Security procedures related to normal operations (e.g. pre-flight security checks) are included as part of this training. However, these may be covered during the approved aviation security training program, alongside procedures for managing acts of unlawful interference (e.g. hijacking).

E. Procedures related to the operation of aircraft systems relevant to cabin crew tasks and equipment are outlined in this chapter. These are typically addressed during aircraft type

training; hence they do not need to be repeated as part of normal operations training. However, they are included in the following sections to provide a comprehensive overview of all the tasks accomplished by cabin crew members during normal operations.

5.2 CONTENT OF NORMAL OPERATIONS TRAINING

A. Normal operations training should address cabin crew members' safety-related tasks, as applicable to the following phases of flight:

1) Ground and pre-flight operations;

2) Pushback and taxi;

3) Take-off;

4) Climb;

5) Cruise;

6) Descent and approach;

7) Landing; and

8) Post-landing and post-flight operations (including transit).

B. This section focuses on the development of initial training. For recurrent training, the content may vary with regard to the tasks covered, the training media used for training as well as the competencies that may be assessed.

5.3 HANDS-ON EXERCISES AND SIMULATED EXERCISES

Some of the elements addressed in normal operations training require that classroom instructions be reinforced with hands-on exercises and/or simulated exercises. When this is the case, training should be conducted using representative training devices capable of reproducing the appropriate environment/equipment characteristics (*refer to Section 8*).

5.4 TRAINING ON CABIN CREW TASKS FOR NORMAL OPERATIONS

The following sections provide detailed guidance for the development of training for cabin crew members to perform safety-related tasks during normal operations. These tasks are derived from the task list presented in the Appendix 4 to this AC, which presents cabin crew tasks during normal operations by phases of flight. Each task has a series of competencies associated to it. Cabin crew should demonstrate these competencies while performing the tasks, as part of scenario-based training (*refer to Section 9*).

NOTE: *-Some tasks, their associated sub-tasks and task list standards are repeated in different phases of flight throughout this chapter (e.g. task list standards for securing the cabin prior to pushback are the same as the ones for securing it prior to landing). This repetition is meant to illustrate the entire set of tasks to be performed by the cabin crew during a normal flight. However, it does not mean to imply that these tasks need to be covered multiple times during training. All the tasks should be covered a minimum of one time during training.*

- The cabin crew member tasks during normal operations refer Appendix 4 to Section 5)

5.5 PHASE OF FLIGHT 1 — GROUND AND PRE-FLIGHT OPERATIONS

The tasks described in this section relate to the period which commences when the cabin crew member reports for duty, prior to pushback or taxi, at the gate, ramp, or parking area, while the aircraft is stationary.

5.5.1 Planning tasks Task

Task 1.1: Perform planning tasks
Sub-tasks:
1.1.1 Report for duty
1.1.2 Obtain applicable information/documentation
1.1.3 Review documents required for the flight
1.1.4 Update documents required for the flight, if applicable
1.1.5 Check minimum cabin crew complement

Knowledge

a) System/method used to report for duty;

b) Regulatory requirements regarding specific items required for duty;

c) Use of substances in the aviation workplace, including the use of one or more psychoactive substances (e.g. alcohol, opioids, cannabinoids, sedatives and hypnotics, cocaine, other stimulants, hallucinogens, and volatile solvents) by aviation personnel in a way that constitutes a direct hazard to the user or endangers the lives, health, or welfare of others, and/or causes or worsens an occupational, social, mental, or physical problem or disorder.

***NOTE:** - Guidance on substance use is contained in the Manual on Prevention of Problematic Use of Substances in the Aviation Workplace (ICAO Doc 9654).*

d) Types of documents and information required, where/how to obtain them and how to complete and/or update them, including the use of a cabin electronic flight bag (C-EFB), where applicable; and

***NOTE:** - Guidance on the use of C-EFBs is contained in the Manual on the Implementation and Use of Cabin Electronic Flight Bags (ICAO Doc 10111).*

e) Minimum cabin crew complement for each aircraft type, in accordance with the applicable regulations.

***NOTE:** - Guidance on the minimum cabin crew complement is contained in the Manual on the Establishment of Minimum Cabin Crew Requirements (ICAO Doc 10072).*

Reference material

a) CCOM; and

b) Company policies and procedures.

Training media

a) Classroom and/or computer-based training.

Task list standards

a) As per operator procedures, report for duty using the applicable means (e.g. electronic reporting system) and with the required items (e.g. required identification);

b) Obtain applicable information and documentation for the flight. This may include, but is not limited to:
   1) Revisions to the operations manual;
   2) Safety bulletins;
   3) Destination- or sector-specific information;
   4) Emergency checklists; and
   5) Passenger information;
c) Review documents required for the flight, including cabin crew member qualification document(s), and update documents when required, as per operator procedures; and
d) Check the minimum required cabin crew complement is present for duty, as per operator procedures. This task is typically accomplished by the in-charge cabin crew member.

Competencies

a) Application of policies and procedures; and
b) Workload management.

5.5.2 Flight crew and cabin crew briefings

Task 1.2: Participate in flight crew and cabin crew briefings
Sub-tasks:
1.2.1 Obtain flight crew briefing
1.2.2 Conduct cabin crew briefing
1.2.3 Communicate all required information and other relevant matters to the cabin crew

Knowledge

a) Pre-flight briefing, including crew communication and coordination, establishing expectations, reviewing knowledge and procedures.

Reference

a) CCOM;
b) Documentation relating to destination information; and
c) Standard briefing form, if applicable.

Training media

a) Classroom and/or computer-based training; and
b) Simulated exercise on conducting a pre-flight briefing.

Task list standards

a) Participate in a joint briefing between the flight crew and cabin crew, when operations permit in accordance with operator's procedures. A briefing may be conducted between the flight crew and the in-charge cabin crew member who then transmits the information to the rest of the cabin crew;
b) Conduct a cabin crew briefing. This task is typically accomplished by the in-charge cabin crew member and may include, but is not limited to:
   1) The assignment of duties to individual cabin crew members, such as public

announcements, cabin crew stations, and special categories of passengers;

2) Review of safety, emergency, security and communication procedures and information;
3) Customized briefing for the aircraft type;
4) Route-specific information;
5) Meteorological information; and
6) Cabin defects; and

c) Communicate all required information and other relevant matters to the other cabin crew members, if additional information becomes available (e.g. changing meteorological information, short taxi time before take-off, etc.).

NOTE: *- Some of the items in the cabin crew briefing are obtained from the flight crew as part of a joint flight crew/cabin crew briefing or should be disseminated by the in-charge cabin crew member.*

Competencies

a) Communication;
b) Leadership and teamwork; and
c) Workload management.

5.5.3 Pre-flight checks

Task 1.3: Perform pre-flight checks
Sub-tasks:
1.3.1 Communicate with ground personnel
1.3.2 Check relevant documentation or systems for cabin defects
1.3.3 Check equipment and systems
1.3.4 Report missing or inoperative equipment/system
1.3.5 Perform security checks
1.3.6 Update cabin crew on any additional information, if applicable

Knowledge

a) Procedures for verifying the availability of all safety and emergency equipment required on board the aircraft, ascertaining the serviceability and proper stowage according to operator procedures;
b) Procedures for reporting inoperative equipment and any discrepancies related to safety and emergency equipment/aircraft systems;
c) Procedures for reporting security concerns; and
d) Conditions which may have airworthiness implications and which should be brought to the immediate attention of the pilot-in-command (e.g. cracked windows, damaged door components, obvious structural damage, leaks, etc.) and the related reporting procedures.

Reference material

CCOM.

Training media:

a) Classroom and/or computer-based training; and

b) Hands-on exercise on verifying operative equipment (e.g. gauges, brackets, etc.).

Task list standards

a) Communicate with ground personnel on issues such as: documentation relevant for the flight expected boarding times, special categories of passengers requiring assistance, and passenger handling (e.g. distribution of passengers, excess carry-on baggage that cannot be safely stowed in the cabin, medical events, disruptive behavior, etc.);

b) Obtain and check relevant documentation or systems for cabin defects (e.g. cabin defect log or C-EFB, if applicable) and communicate them to the other cabin crew members;

c) Check equipment and aircraft systems relevant to cabin crew tasks, as per operator procedures. This may include, but is not limited to:

1) Safety and emergency equipment on board the aircraft, such as: own seat and harness, fire extinguishers, seat belts, briefing cards, oxygen bottles, etc. These pieces of equipment should be available, accessible, functional, stowed and secured; and

2) Systems on board the aircraft, such as: checking lavatory smoke detection systems serviceability, fire prevention systems, communication and passenger address systems, evacuation alarm signaling system, emergency lighting, control panels, and in-flight entertainment system, if applicable;

d) Report missing or inoperative equipment/system, as per operator procedures;

e) Perform security checks as per operator procedures. This may include, but is not limited to:

1) Checking galleys, cabin, lavatories, remote areas, overhead bins and other compartments accessible to passengers and cargo compartment, when accessible from the cabin, for foreign objects, suspicious items or unauthorized persons;

2) Completing any required documentation; and

3) Communicating any observations to the in-charge cabin crew member or the flight crew members; and

f) Update the other cabin crew members on any additional information that is relevant to the flight, if applicable.

Competencies

a) Application of policies and procedures;

b) Communication;

c) Problem solving and decision making; and

d) Workload management.

5.5.4 Passenger boarding and pre-pushback tasks

Task 1.4: Perform passenger boarding and pre-pushback tasks
Sub-tasks:
1.4.1 Check minimum crew complement
1.4.2 Apply procedures for ramp safety
1.4.3 Manage passenger boarding process
1.4.4 Apply procedure for refueling with passengers on board, if applicable

1.4.5	Monitor cabin
1.4.6	Reconcile/count passengers, if applicable
1.4.7	Check safe stowage of carry-on baggage
1.4.8	Brief passengers
1.4.9	Check that emergency exits/aisles are not obstructed
1.4.10	Check condition of critical surfaces and report any contamination, if applicable
1.4.11	Secure galley
1.4.12	Secure cabin
1.4.13	Close aircraft door(s),
1.4.14	Check flight deck door is closed/secure.

Knowledge

a) Minimum crew complement for each aircraft type, in accordance with the applicable regulations;

b) Components of apron (ramp) safety, the responsibilities for passenger movement on airport aprons and procedures established to facilitate safe passenger movement on airport aprons, air bridges, boarding using stairs, etc.;

c) Policies and procedures related to the use of portable electronic device (PEDs);

NOTE: *- Guidance on the use of PEDs is contained in the Guidelines for the Expanded Use of Portable Electronic Devices (ICAO Cir 340).*

d) Pre-take-off passenger safety briefings, knowledge and understanding of the intent of mandatory announcements and when they must be performed;

NOTE: *- Guidance on the content of passenger safety briefings is contained in the Manual on Information and Instructions for Passenger Safety (ICAO Doc 10086).*

e) Knowledge and operation of equipment used in passenger safety briefings, including the use of interphone and public address system on the aircraft type that the cabin crew member operates;

f) Briefing requirements for special categories of passengers;

g) Procedures for handling special categories of passengers, including safety briefings, seating restrictions and stowage of mobility aids;

h) Procedures associated with the seating of passengers including seating restrictions, proper selection of passengers seated at emergency exit row seats/unstaffed exits, and relocation of passengers incompliance with seating procedures;

i) Acceptance and use of CRS;

NOTE: *- Guidance on CRS is contained in the Manual on the Approval and Use of Child Restraint Systems (ICAO Doc 10049).*

j) Cabin crew responsibilities for passenger supervision while the aircraft is on the ground;

k) The importance of gaining passenger attention for safety briefing;

l) The importance of managing safety when conducting service-related duties during boarding of passengers;

m) The importance of securing the cabin and galley and hazards associated with

unrestrained equipment/items and the risk of injuries to aircraft occupants;

n) Procedures associated with closing aircraft doors, including the importance of complying with the signal and authorization for door closing, ground communications, and the availability of ground equipment;

o) Procedures for passenger service (when circumstances warrant) on the ground; importance of crew communication and coordination whenever passenger service is being offered on the ground;

p) Procedures to ensure that cabin aisles and exit areas are not obstructed by use of service carts while aircraft is on the ground;

q) Policies and procedures relating to alcoholic beverages and handling passengers who appear to be intoxicated, including national regulations that may apply;

r) Prevention techniques for dealing with intoxicated passengers;

s) Procedures established regarding refueling of aircraft with passengers on board and identification of potential hazards to occupants associated with aircraft fuelling and proper steps to be taken should problems develop during refueling;

t) Procedures regarding acceptance and stowage of carry-on baggage, both crew and passenger bags, and any applicable restrictions including safety implications of improperly stowed carry-on baggage; identification of prohibited items which may be carried into the aircraft as carry-on baggage;

u) Enforcement of non-smoking regulations and procedures for handling non-compliance;

v) Knowledge of contamination of critical surfaces and the adverse effects on flight; the "clean aircraft" concept and the role of cabin crew in reporting any observations to the flight crew in a timely manner;

w) Procedures applied to complete cabin and passenger safety pre-flight, cruise and pre-landing checks and their impact on flight safety; review of emergency signals; and

x) Procedures applied to identify and respond to suspected cases of trafficking in persons.

NOTE: *- Guidance on identifying and responding to trafficked person is contained in Guidelines for Training Cabin Crew on Identifying and Responding to Trafficking in Persons.*

Reference

CCOM.

Training media

a) Classroom and/or computer-based training;

b) Hands-on exercise on securing galley equipment;

c) Hands-on exercise on closing aircraft door;

d) Simulated exercise on securing the cabin;

e) Simulated exercise on conducting announcements to passengers; and

f) Simulated exercise on conducting a passenger briefing (e.g. briefing a passenger seated at an emergency exit, if required).

Task list standards

a) Check the minimum cabin crew complement to verify that the required number of cabin crew members is present for duty, as per operator procedures. This task is typically accomplished by the in-charge cabin crew member;

b) Apply procedure for ramp safety. This may include, but is not limited to:
   1) Monitoring passengers on the apron to ensure safe movement;
   2) Verifying compliance with procedures related to ramp safety, such as not smoking, compliance with the operator's policy on the use and stowage of PEDs, earphones, headphones, etc.; and
   3) Monitoring for hazardous conditions, such as engines running, slippery surfaces, foreign objects, etc.;

c) Manage the passenger boarding process. This may include, but is not limited to:
   1) Verifying passengers' boarding passes, as per operator procedures;
   2) Monitoring carry-on baggage for compliance with operator allowance and remaining vigilant for suspicious items;
   3) Monitoring passengers who may display suspicious behavior and raise security concerns, maybe under the influence of psychoactive substances or display unruly behavior;
   4) Where an operator accepts the carriage of weapons removed from passengers, applying specific procedures;
   5) Monitoring for intoxicated passengers who should be denied boarding; monitoring for intoxicated passengers who should be denied boarding;
   6) Monitoring for passengers who may require specific assistance (e.g. special categories of passengers);
   7) Monitoring passengers with infants in rows to ensure sufficient oxygen masks are available;
   8) Monitoring passengers for possible cases of trafficking in persons;
   9) Making appropriate announcements regarding safety instructions;
   10) Checking that emergency exit rows are occupied by passengers that are able and willing to assist in case of an emergency, as per operator procedures; and
   11) Monitoring restricted seating at or adjacent to the emergency exit rows, as per operator procedures;

d) Apply operator procedures for refueling with passengers on board, if applicable. This may include, but is not limited to:
   1) Staffing cabin crew stations;
   2) Verifying that exits are clear of obstructions;
   3) Monitoring designated emergency exits;
   4) Monitoring for fuel spills or fumes in the cabin;
   5) Advising passengers to refrain from fastening seat belts, smoking, using PEDs, using lavatories, walking around the cabin or obstructing the aisles and cross-aisles due to refueling; and
   6) Checking that "fasten seat belt signs" are extinguished and that "no-smoking" / "no-PED" signs are illuminated;

e) Monitor cabin. This may include, but is not limited to, monitoring:
   1) Passenger compliance with carry-on baggage allowance and any suspicious items;
   2) Suspicious passenger behavior, such as being under the influence of psychoactive

substances, or possible unruly behavior; and

3) Restricted seating at emergency exits, as per operator procedures;

f) Reconcile/count passengers, if applicable, as per operator procedures;

g) Check safe stowage of carry-on baggage, as per operator procedures;

h) Brief passengers. This may include, but is not limited to:

1) Conducting a safety briefing demonstration appropriate to the aircraft type;

2) Conducting exit briefings (such as unstaffed exits or any other exits as per operator procedures); and

3) Briefing special categories of passengers;

i) Check that emergency exits/aisles are not obstructed and take necessary actions, such as displacing baggage;

j) Check condition of critical surfaces and report any contamination, if applicable. This may include, but is not limited to:

1) Looking for debris adhering to wings, fuselage, and windows, ice, frost, or snow build-up; and

2) Communicating any concerns from passengers to the flight crew members;

k) Secure galley. This may include, but is not limited to:

1) Applying brakes on service carts;

2) Latching equipment;

3) Turning off electrical appliances (e.g. ovens);

4) Securing curtains and interior doors/partitions to open position; and

5) Stowing all service items safely;

l) Secure cabin. This may include, but is not limited to:

1) Verifying that passengers fasten their seat belts including securing infants in compliance with the operator's policy;

2) Verifying that seat back and table trays are in the upright position;

3) Verifying that carry-on baggage is stowed;

4) Verifying that overhead bins are closed and latched;

5) Verifying compliance with the operator's policy on the use and stowage of PEDs;

6) Verifying compliance with the operator's policy on the use of earphones and headphones;

7) Verifying that passenger headrests, armrests and footrests are stowed;

8) Stowing/retracting monitors;

9) Verifying that aisles are clear and exits are not obstructed;

10) Verifying that seating restrictions at emergency exit rows are adhered to;

11) Verifying that window blinds are in a position to see outside; and

12) Verifying that animals in the cabin are secured, as per operator procedures;

m) Close aircraft door(s), if applicable, as per operator procedures; and

n) Check if flight deck door is closed/secure, as per operator procedures.

Competencies

a) Application of policies and procedures;

b) Communication;
c) Leadership and teamwork;
d) Passenger management;
e) Problem solving and decision making;
f) Situation awareness and management of information; and
g) Workload management.

5.5.5 Abnormal or emergency situations

Task 1.5: Manage abnormal or emergency situations
Sub-tasks:
1.5.1 Recognize the abnormal or emergency situation
1.5.2 Apply the procedure for the abnormal or emergency situation

Refer to Section 6 for detailed training on emergency procedures.

5.6 PHASE OF FLIGHT 2 — PUSHBACK AND TAXI

The tasks described below relate to the period which commences when the aircraft begins to move in the gate, ramp, or parking area, assisted by a tow vehicle, followed by the period when the aircraft moves on the aerodrome surface under its own power prior to take-off.

5.6.1 Pushback and taxi tasks

Task 2.1: Perform pushback and taxi tasks
Sub-tasks:
2.1.1 Arm aircraft door(s), if applicable
2.1.2 Check aircraft door(s) status,
2.1.3 Apply sterile flight deck procedure,
2.1.4 Check compliance with ordinance signs
2.1.5 Perform safety demonstration
2.1.6 Check cabin
2.1.7 Check galley
2.1.8 Check lavatory
2.1.9 Check crew rest area, if applicable
2.1.10 Check remote area, if applicable
2.1.11 Take assigned station/seat for take-off and remain secure in required position
2.1.12 Confirm "cabin readiness" for take-off to the flight crew
2.1.13 Comply with the pre-take-off signal
2.1.14 Take appropriate safety seating position for take-off (including brace, if appropriate)
2.1.15 Perform silent review

Knowledge

a) Procedures for arming doors and checking door status and door verification (cross check, as per operator procedures);

b) The sterile flight deck concept; when it comes into effect and when it ends; the importance of limiting communications with the flight crew to safety and security critical information once the sterile flight deck is in effect; when communications with the flight crew should take place even if the sterile flight deck is in effect (e.g. emergency situations) and when they should be restricted;

c) The importance of gaining passenger attention for safety demonstration and avoiding distractions related to the expanded use of PEDs, when permitted;

d) The appropriate positioning of cabin crew members in the cabin during the safety demonstration;

e) The impact of conducting non-safety-related duties while aircraft is taxiing for take-off;

f) The required elements to be covered during a safety demonstration;

g) The importance of checking that the cabin and galley are secure and hazards associated with unrestrained equipment/items and the risk of injuries to aircraft occupants;

h) Procedures applied to complete cabin and passenger safety pre-take-off checks and their impact on flight safety, including exit row seating restrictions;

i) The importance of cabin crew members being in the assigned position with restraints secure during taxi and critical phases of flight and consequences of non-compliance;

j) The importance of focusing on emergency procedures, of situation awareness and of limiting communications between cabin crew members to safety-related information during pushback and taxi;

k) Procedures to ensure cabin crew members are seated while aircraft is taxiing, if not performing safety related duties;

l) The identification of cabin crew stations and use of seat belts;

m) Correct method of sitting in assigned seat (e.g. forward/aft/side facing seats) and securing-self in cabin crew seats or non-cabin crew seats, as applicable;

n) Silent review of emergency procedures prior to take-off;

o) Abnormal and emergency procedures relating to take-off (e.g. runway excursion or inoperative exits in the event of an evacuation);

p) Procedures for notifying the flight crew when cabin is secure for take-off, or notification by cabin crew to flight crew if movement or take-off must be delayed; and

q) Safety procedures associated with aircraft movement on the ground.

Reference

CCOM.

Training media

a) Classroom and/or computer-based training;

b) Hands-on exercise on arming aircraft door, if applicable;

c) Hands-on exercise on the use of cabin crew seat belt and harness;

d) Hands-on exercise on securing galley equipment;

e) Simulated exercise of the correct safety seating position in cabin crew seat for take-off (e.g. brace position);

f) Simulated exercise on securing the cabin; and

g) Simulated exercise on conducting a safety demonstration.

Task list standards

a) Arm aircraft door(s) and check door status, if applicable, and carry out verification (e.g. cross check) as per operator procedures for the aircraft type;

b) As per the operator procedures, apply sterile flight deck.

c) Visually check for passenger compliance with ordinance signs (e.g. no smoking, fasten seat belts, no PEDs).

d) Perform a safety demonstration. This may include, but is not limited to:

1) The use of seat belts;
2) The location and presentation of the passenger safety briefing card and the need for passengers to review it prior to take-off;
3) The location of emergency exits;
4) Emergency lighting (emergency escape path lighting, exit signs);
5) Use of oxygen masks;
6) The location and use of life jackets or individual flotation devices;
7) Smoking restrictions;
8) Policy on the use and stowage of PEDs;
9) Compliance with illuminated ordinance signs, posted placards and crew members' instructions;
10) Cabin secured aspects (e.g. correct stowage of cabin baggage, caution when opening overhead bins, required position of: tray tables, seat backs, headrests, armrests, footrests and window blinds during critical phases of flight, etc.); and
11) Additional information relevant to evacuation (e.g. evacuation methods with infants and small children, brace positions, restrictions on evacuation movement on a multiple-deck aircraft, evacuation through exits with no assisting evacuation means, high-heel shoes/baggage to be left behind, etc.);

e) Check cabin. This may include, but is not limited to, verifying that:

1) Passengers fasten their seat belts
2) Seat back are in the upright position and trays table secured and latched;
3) Carry-on baggage is stowed;
4) Overhead bins are closed and latched;
5) Policy on the use and stowage of PEDs is followed;
6) Passenger compliance with the operator's policy on the use of earphones and headphones;
7) Passenger headrests and footrests are stowed;
8) Monitors are stowed and retracted;
9) Aisles are clear;
10) Exits are not obstructed;
11) Seating restrictions at emergency exit rows are adhered to; and
12) Window blinds are in position to see outside;

f) Check galley. This may include, but is not limited to, verifying that:

1) Brakes on service carts are applied;
2) Equipment is latched;

3) Electrical appliances are turned off (e.g. ovens);
4) Curtains and interior doors and partitions are secured to open position; and
5) All service items are safely stowed;

g) Check that lavatories are vacated for take-off;
h) Check crew rest area, and remote areas, if applicable, are vacated for take-off;
i) Take assigned station or seat for take-off, when safety-related duties are complete and remain secure in the required position;
j) As per operator procedure, confirm "cabin readiness" for take-off to the flight crew once the cabin is secure and the cabin crew are seated at their assigned stations;
k) Comply with the pre-take-off signal;
l) Adopt the position that the operator requires for take-off during normal operations (including the brace position, if appropriate) while waiting for the take-off roll to commence; and
m) Perform the silent review. This may include, but is not limited to, items such as:
1) Brace position;
2) Emergency notification procedures;
3) Location and operation of exits;
4) Location of safety and emergency equipment and removal of equipment designated to the cabin crew station;
5) Passenger management and the visual identification of potential able-bodied passengers who may be able to assist in an emergency, number of passengers on board the aircraft, and special categories of passengers;
6) Brace commands;
7) Interior and exterior evacuation conditions;
8) Protective position while commanding the evacuation; and
9) Evacuation commands.

Competencies

a) Application of policies and procedures;
b) Communication;
c) Leadership and teamwork;
d) Passenger management;
e) Problem solving and decision making;
f) Situation awareness and management of information; and
g) Workload management.

5.6.2 Abnormal or emergency situations

Task 2.2: Manage abnormal or emergency situations
Sub-tasks:
2.2.1 Recognize the abnormal or emergency situation
2.2.2 Apply the procedure for the abnormal or emergency situation

Refer to Section 6 for detailed training on emergency procedures.

5.7 PHASE OF FLIGHT 3 — TAKE-OFF

The tasks described below relate to the period which commences when the flight crew apply take-off power, through rotation and to an altitude of 35 feet above runway elevation.

5.7.1 Take-off tasks

Task 3.1: Perform take-off tasks
Sub-tasks:
.1 Apply sterile flight deck procedure
3.1.2 Remain in appropriate safety seating position for take-off (including brace, if appropriate)
3.1.3 Perform silent review

Knowledge

a) The sterile flight deck concept; when it comes into effect and when it ends; the importance of limiting communications with the flight crew to safety and security critical information once the sterile flight deck is in effect; when communications with the flight crew should take place even if the sterile flight deck is in effect (e.g. emergency situations) and when they should be restricted;

b) Correct method of sitting in assigned seat (e.g. forward/aft/side facing seats) and securing-self in cabin crew seats or non-cabin crew seats, as applicable;

c) The importance of focusing on emergency procedures, of situation awareness and of limiting communications between cabin crew members to safety-related information during take-off;

d) Silent review of emergency procedures prior to and during take-off; and

e) Emergency procedures relating to take-off (e.g. rejected take-off, runway excursion or inoperative exits in the event of an evacuation).

Reference

CCOM.

Training media

Classroom and/or computer-based training.

Task list standards

a) As per the operator procedures, apply sterile flight deck;

b) Remain in the position that the operator requires for take-off during normal operations (including the brace position, if appropriate) during the take-off roll;

c) Continue to perform the silent review. This may include, but is not limited to, items such as:

   1) Brace position;

   2) Emergency notification procedures;

   3) Location and operation of exits;

   4) Location of safety and emergency equipment and removal of equipment designated to the cabin crew station;

   5) Passenger management and the visual identification of potential able-bodied passengers who may be able to assist in an emergency, number of passengers on board the aircraft, and special categories of passengers;

6) Brace commands;
7) Interior and exterior evacuation conditions;
8) Protective position while commanding the evacuation; and
9) Evacuation commands.

Competencies

a) Application of policies and procedures;
b) Communication; and
c) Situation awareness and management of information.

5.7.2 Abnormal or emergency situations

Task 3.2: Manage abnormal or emergency situations
Sub-tasks:
3.2.1 Recognize the abnormal or emergency situation
3.2.2 Perform the procedure for the abnormal or emergency situation

Refer to Section 6 for detailed training on emergency procedures.

5.8 PHASE OF FLIGHT 4 — CLIMB

The tasks described below relate to the period which commences when the take-off phase ends through to arrival at the initial assigned cruise altitude.

5.8.1 Climb tasks

Task 4.1: Perform climb tasks
Sub-tasks:
4.1.1 Comply with ordinance signs and instructions from the flight crew
4.1.2 Check passenger compliance with ordinance signs and instructions
4.1.3 Monitor cabin

Knowledge

a) The importance of being alert for any possible situation affecting flight safety and the safety of passengers and crew. The responsibility and procedures to report any abnormality with the aircraft, its equipment or occupants to the pilot-in-command;
b) Procedures for relaying critical safety information to flight crew members and other cabin crewmembers;
c) The importance of listening to all announcements in the event that the announcement may contain emergency signals or information; and
d) The importance of monitoring operational aircraft systems relevant to cabin crew tasks for any abnormalities.

Reference

CCOM.

Training media

Classroom and/or computer-based training.

Task list standards

a) As per operator procedures, remain seated until the signal/communication from the flight crew has been given (e.g. announcement, flashing ordinance sign, etc.);

b) From seated/restrained position, visually check for passenger compliance with ordinance signs; and

c) From seated/restrained position, monitor for abnormalities (e.g. warnings, unusual sounds or smells).

Competencies

a) Communication;

b) Passenger management;

c) Problem solving and decision making; and

d) Situation awareness and management of information.

5.8.2 Abnormal or emergency situations

Task 4.3: Manage abnormal or emergency situations
Sub-tasks:
4.2.1 Recognize the abnormal or emergency situation
4.2.2 Apply the procedure for the abnormal or emergency situation

Refer to Section 6 for detailed training on emergency procedures.

5.9 PHASE OF FLIGHT 5 – CRUISE

The tasks described below relate to the period which commences at any level flight segment after arrival at initial cruise altitude until the start of descent to the destination.

5.9.1 Systems operations

Task 5.1: Perform systems operations
Sub-tasks:
5.1.1 Operate systems, as required
5.1.2 Monitor operation of systems

Knowledge

a) Operating aircraft systems relevant to the aircraft types on which cabin crew are assigned duties;

b) Recognition of systems abnormalities/failures and application of relevant procedures; and

c) Requirements to report and document system abnormalities/failures, as per operator procedures.

Reference

CCOM.

Training media

Classroom and/or computer-based training.

Task list standards

a) As per operator procedures, operate aircraft systems relevant to cabin crew tasks. These may include, but are not limited to:

1) Communication systems and associated signaling panels;

2) Control panels;

3) Electrical systems (galley, lavatory, in-flight entertainment system, in-seat

electrical system, circuit breaker panels, etc.);

4) Lighting system; and
5) Water and waste systems;

b) Monitor operation of aircraft systems relevant to cabin crew tasks for any abnormality and apply applicable procedure, as required. These may include, but are not limited to:
1) Communication systems and associated signaling panels;
2) Control panels;
3) Electrical systems (galley, lavatory, in-flight entertainment system, in-seat electrical system, circuit breaker panels, etc.);
4) Lighting system;
5) Water and waste systems;
6) Fire prevention systems;
7) Oxygen system;
8) Smoke detection system; and
9) Air conditioning, ventilation and pressurization systems.

Competencies

a) Application of policies and procedures;
b) Communication;
c) Problem solving and decision making;
d) Situation awareness and management of information; and
e) Workload management.

5.9.2 Cruise tasks

Task 5.2: Perform cruise tasks
Sub-tasks:
5.2.1 Apply procedures in the event of turbulence
5.2.2 Apply procedures for the safe use of service equipment
5.2.3 Check passenger compliance with ordinance signs and instructions
5.2.4 Monitor cabin
5.2.5 Monitor galley
5.2.6 Monitor lavatory
5.2.7 Monitor remote area, if applicable
5.2.8 Manage passengers

Knowledge

a) Levels of turbulence and their effects on persons and objects in the cabin;
b) Procedures for ensuring passenger and crew safety during periods of turbulence;
c) Understanding of seat belt regulations, compliance and enforcement techniques and responsibilities; policies regarding cabin crew safety;
d) Procedures to stow service equipment during periods of turbulence;
e) Policies regarding communication with flight crew during turbulence; importance of crew coordination and communication;

f) Importance of proper cabin crew positioning during turbulence and proper use of seat belt and harness;

g) Safe operation of service equipment during flight;

h) Importance of being alert for any possible situation affecting the safety or security of the aircraft, passengers and crew (e.g. suspicious items or behaviors, smoking on board, safe stowage of service carts, etc.) and procedures to report any abnormality with the aircraft, its equipment or occupants to the pilot-in-command;

i) Procedures for relaying critical safety information to flight crew members and other cabin crewmembers;

j) Policies and procedures for the restriction, use and stowage of PEDs on board aircraft; understanding the effects of the use of PEDs on aircraft avionics during all phases of flight;

k) Regulatory requirements and cabin crew responsibilities regarding passengers who appear to be impaired due to psychoactive substances; recognition and differentiation of symptoms related to the behavior of a person impaired by psychoactive substances;

l) Regulatory requirements and cabin crew responsibilities regarding passengers smoking on board and/or tampering with smoke detection systems;

m) Recognition of on-board medical events and associated procedures (refer to Chapter 9);

n) Regulatory requirements and cabin crew responsibilities related to passengers who appear to be intoxicated, or appear to have consumed alcohol from their own supply;

o) The effects of altitude on alcohol and drug consumption; and

p) Regulatory requirements and cabin crew responsibilities related to identifying and responding to suspected cases of trafficking in persons.

Reference

CCOM.

Training media

Classroom and/or computer-based training.

Task list standards

a) Apply procedures in the event of anticipated and unanticipated turbulence encounters (according to the level of severity):

1) These may include, but are not limited to:

- Complying with the advisory signal;
- Communicating with passengers;
- Securing the cabin/galley;
- Discontinuing serving hot liquids/service, if in progress;
- Taking assigned seat; and
- Securing self.

2) When conditions permit, securing the cabin may include, but is not limited to:

- Checking that passengers' seat belts are fastened;
- Checking that carry-on baggage is stowed (this items such as laptop computers);
- Checking that infants are removed from bassinettes and secured;

- Stowing on-board wheelchairs provided by the operator;
- Stowing equipment such as service carts; and
- Checking that lavatories are unoccupied;

3) When conditions permit, securing the galley may include, but is not limited to:
   - Stowing service items and equipment; and
   - Engaging restraining systems e.g. brakes and latches;
4) Comply with signal to resume service and duties;
5) Apply post-turbulence procedure. This may include, but is not limited to:
   - Contacting the flight crew;
   - Checking cabin and lavatories, cabin crew and passengers; and
   - Administering first aid, if required;

b) Apply procedures for the safe use of service equipment. This may include, but is not limited to:
   1) Stowing/latching equipment;
   2) Applying brakes on service carts;
   3) Securing hot beverages pots;
   4) Properly using heating units and other service equipment:
      - Checking that there are no foreign objects in heating units;
      - Checking for grease/contamination prior to using heating units;
      - Removing lids from food containers (if required) prior to placing them in the heating unit; and
      - Checking that food bags loaded in heating units are heat resistant, if applicable.

c) Visually check for passenger compliance with ordinance signs (e.g. no smoking, fasten seat belts);

d) Monitor cabin to identify safety hazards (e.g. any suspicious odors/fumes, unusual sounds such as hissing sounds from exits, strong vibrations in the cabin, etc.);

e) Monitor the galley to identify safety hazards (e.g. tripped circuit breakers, smoke emitting from electrical appliances, water leaks, etc.);

f) Monitor the lavatory to identify safety hazards (e.g. passengers smoking, tampering with smoke detection systems, water leaks, smoke emitting from waste bins, from behind panels, etc.);

g) Monitor remote areas, such as crew rest areas, cargo areas if accessible from the passenger compartment during flight, to identify safety hazards (e.g. smoke emitted from unit load devices); and

h) Manage passengers. This may include, but is not limited to, the management of:
   1) Use of PEDs, as applicable;
   2) Unruly behavior;
   3) Smoking;
   4) Alcohol consumption (including passengers drinking their own alcohol);
   5) Passengers under the effect of psychoactive substances;

6) Wellbeing of passengers;
7) Concentration and movement of passengers in specific areas of the aircraft (e.g. passengers congregating around lavatories, galleys, exits, etc.);
8) Passenger adherence to flight crew and cabin crew instructions; and
9) Passengers that may be victims of trafficking in persons.

Competencies

a) Application of policies and procedures;
b) Communication;
c) Leadership and teamwork;
d) Passenger management;
e) Problem solving and decision making;
f) Situation awareness and management of information; and
g) Workload management.

5.9.3 Security procedures

Task 5.3: Perform security procedures
Sub-tasks:
5.3.1 Apply flight deck access procedures
5.3.2 Monitor "clear zone" outside the flight deck
5.3.3 Monitor cabin for security-related issues

Knowledge

a) Procedures associated with entry to the flight deck; pilot-in-command authority to give permission for access to the flight deck;
b) Definition and safety implications of critical phases of flight and procedures associated with the concept of a sterile flight deck;
c) Security of the flight deck door (locking and unlocking procedures);
d) Recognition and management of the various security threats; and
e) Levels of threat associated with unruly behavior and procedures associated with each level.

Reference

CCOM.

Training media

a) Classroom and/or computer-based training; and
b) Simulated exercise of flight deck access procedures.

Task list standards

a) Apply flight deck access procedures. This may include, but is not limited to:
   1) Requesting access to the flight deck (e.g. via an interphone call to the flight crew or by using the flight deck door access control panel);
   2) Checking that there are no passengers present in the "clear zone";
   3) Admission to the flight deck; and
   4) Exit from the flight deck;
b) Monitor "clear zone" outside the flight deck, as per operator procedures; and

c) Monitor cabin, galley, lavatories, remote areas, crew rest areas and cargo areas, if accessible from the passenger compartment during flight for security-related issues. This may include observing passengers for suspicious behavior.

Competencies

a) Application of policies and procedures;
b) Communication;
c) Leadership and teamwork;
d) Problem solving and decision making; and
e) Situation awareness and management of information.

5.9.4 Abnormal or emergency situations

Task 5.4: Manage abnormal or emergency situations
Sub-tasks:
5.4.1 Recognize the abnormal or emergency situation
5.4.2Apply the procedure for the abnormal or emergency situation

Refer to Section 6 for detailed training on emergency procedures.

5.10 PHASE OF FLIGHT 6 — DESCENT AND APPROACH

The tasks described below relate to the period which commences when the aircraft leaves the level flight segment to start a controlled descent to the destination and ends with the beginning of the landing flare.

5.10.1 Prepare cabin for landing

Task 6.1: Prepare cabin for landing
Sub-tasks:
6.1.1 Check compliance with ordinance signs
6.1.2 Secure cabin
6.1.3 Secure galley
6.1.4 Check lavatory
6.1.5 Check crew rest area, if applicable
6.1.6 Check remote area, if applicable
6.1.7 Check that emergency exits/aisles are not obstructed
6.1.8 Comply with ordinance signs or instructions from the flight crew
6.1.9 Take assigned station/seat for landing and remain secure in required position
6.1.10 Confirm "cabin readiness" for landing to the flight crew
6.1.11 Apply sterile flight deck procedure
6.1.12 Comply with the pre-landing signal
6.1.13 Take appropriate safety seating position for landing (including brace, if appropriate)
6.1.14 Perform silent review

Knowledge

a) Importance of securing the cabin and galley, the hazards associated with unrestrained equipment or items and the risk of injuries to aircraft occupants;
b) Procedures applied to complete cabin and passenger safety pre-landing checks and their impact on flight safety, including verifying compliance with exit row seating restrictions and making safety announcements;
c) The sterile flight deck concept; when it comes into effect and when it ends; the importance of limiting communications with the flight crew to safety critical information once the sterile flight deck is in effect; when communications with the flight crew should not take place;
d) The importance of cabin crew members being in the assigned position with restraints secure during critical phases of flight and the consequences of non-compliance;
e) The identification of cabin crew members' stations and use of seat belts;
f) Correct method of sitting in assigned seat (e.g. forward/aft/side facing seats) and securing-self in cabin crew seats or non-cabin crew seat, as applicable;
g) Procedures for notifying the flight crew when cabin is secure for landing, or notification by cabin crew to flight crew if landing must be delayed;
h) The identification of pre-landing signal;
i) The importance of focusing on emergency procedures, of situation awareness and of limiting communications between cabin crew members to safety-related information during descent and approach;
j) Silent review of emergency procedures prior to landing; and
k) Emergency procedures related to landing (go-around: causes, effects on occupants and relevant procedures such as communication).

Reference

CCOM.

Training media

a) Classroom and/or computer-based training;
b) Hands-on exercise on securing galley equipment;
c) Hands-on exercise on the use of cabin crew seat belt and harness;
d) Simulated exercise on securing the cabin; and
e) Simulated exercise on the correct safety seating position in cabin crew seat for landing (e.g. brace position).

Task list standards

a) Visually check passenger compliance with ordinance signs (e.g. no smoking, seat belts...);
b) Secure cabin. This may include, but is not limited to:
    1) Making appropriate announcements regarding baggage stowage and safety instructions;
    2) Verifying that passengers fasten their seat belts including securing of infants in compliance with the operator's policy;
    3) Verifying that seat back and table trays are in the upright position;
    4) Verifying that carry-on baggage is stowed;
    5) Verifying that overhead bins are closed and latched;

6) Verifying compliance with the operator's policy on the use and stowage of PEDs;
7) Verifying compliance with the operator's policy on the use earphones and headphones;
8) Verifying that passenger headrests, armrests and footrests are stowed;
9) Stowing and retracting monitors;
10) Verifying those aisles are clear;
11) Verifying that exits are not obstructed;
12) Verifying that seating restrictions at emergency exit rows are adhered to;
13) Verifying that window blinds are in a position to see outside; and
14) Verifying that animals in the cabin are secured, as per operator procedures;

c) Secure galley. This may include, but is not limited to:
1) Applying brakes on service carts;
2) Latching equipment;
3) Turning off electrical appliances (e.g. ovens);
4) Securing curtains and interior doors/partitions to open position; and
5) Stowing all service items safely;

d) Check that lavatories are vacated for landing;

e) Check that crew rest area, and remote areas, if applicable, are vacated for landing;

f) Check that emergency exits/aisles are not obstructed and that exit rows are occupied by passengers who are able and willing to assist in case of an emergency, as per operator procedures. Take necessary actions such as displacing passengers and baggage;

g) Take assigned seat/station when the signal/communication from the flight crew has been given (e.g. announcement, chime, etc.) and remain secure in the required position;

h) As per operator procedure, confirm "cabin readiness" for landing to the flight crew once the cabin is secure and the cabin crew are seated at their assigned stations;

i) As per the operator procedures, apply sterile flight deck;

j) Comply with the pre-landing signal;

k) Adopt the position that the operator requires for landing during normal operations (including the brace position, if appropriate); and

l) Perform the silent review. This may include, but is not limited to, items such as:
1) Brace position;
2) Emergency notification procedures;
3) Location and operation of exits;
4) Location of safety and emergency equipment and removal of equipment designated to the cabin crew station;
5) Passenger management and the visual identification of potential able-bodied passengers who may be able to assist in an emergency, number of passengers on board the aircraft, and special categories of passengers;
6) Brace commands;
7) Interior and exterior evacuation conditions;
8) Protective position while commanding the evacuation; and

9) Evacuation commands.

Competencies

a) Application of policies and procedures;
b) Communication;
c) Leadership and teamwork;
d) Passenger management;
e) Problem solving and decision making;
f) Situation awareness and management of information; and
g) Workload management.

5.10.2 Abnormal or emergency situations

Task 6.2: Manage abnormal or emergency situations
Sub-tasks:
6.2.1 Recognize the abnormal situation
6.2.2 Perform the procedure for the abnormal or emergency situation

Refer to Section 6 for detailed training on emergency procedures.

5.11 PHASE OF FLIGHT 7 — LANDING

The tasks described below relate to the period which commences when the landing flare begins until aircraft exits the landing runway, comes to a stop on the runway, or when power is applied for take-off in the case of a touch-and-go landing.

5.11.1 Landing tasks

Task 7.1: Perform landing tasks
Sub-tasks:
7.1.1 Apply sterile flight deck procedure
7.1.2 Remain in appropriate safety seating position for landing (including brace, if appropriate)
7.1.3 Perform silent review

Knowledge

a) The sterile flight deck concept; when it comes into effect and when it ends; the importance of limiting communications with the flight crew to safety and security critical information once the sterile flight deck is in effect; when communications with the flight crew should take place even if the sterile flight deck is in effect (e.g. emergency situations) and when they should be restricted;
b) Correct method of sitting in assigned seat (e.g. forward/aft/side facing seats) and securing-self in cabin crew seats or non-cabin crew seats, as applicable;
c) Silent review of emergency procedures prior to and during landing;
d) The importance of focusing on emergency procedures, of situation awareness and of limiting communications between cabin crew members to safety-related information during landing; and
e) Emergency procedures related to landing (e.g. touch-and-go landing: causes, effects on

occupants and relevant procedures such as communication.

Reference

CCOM.

Training media

Classroom and/or computer-based training.

Task list standards

a) As per the operator procedures, apply sterile flight deck;

b) Remain in the position that the operator requires for landing during normal operations (including the brace position, during the landing roll; and

c) Continue to perform the silent review. This may include, but is not limited to, items such as:

1) Brace position;

2) Emergency notification procedures;

3) Location and operation of exits;

4) Location of safety and emergency equipment and removal of equipment designated to the cabin crew station;

5) Passenger management and the visual identification of potential able-bodied passengers who may be able to assist in an emergency, number of passengers on board the aircraft, and special categories of passengers;

6) Brace commands;

7) Interior and exterior evacuation conditions;

8) Protective position while commanding the evacuation; and

9) Evacuation commands.

Competencies

a) Application of policies and procedures;

b) Communication; and

c) Situation awareness and management of information.

5.11.2 Abnormal or emergency situations

Task 7.2: Manage abnormal or emergency situations
Sub-tasks:
7.2.1 Recognize the abnormal or emergency situation
7.2.2 Perform the procedure for the abnormal or emergency situation

Refer to Section 6 for detailed training on emergency procedures.

5.12 PHASE OF FLIGHT 8 — POST-LANDING AND POST-FLIGHT OPERATIONS

The tasks described below relate to the period which commences when the aircraft exits the landing runway, continues upon arrival at the gate, ramp, apron, or parking area, when the aircraft ceases to move under its own power and ends when the cabin crew member completes his/her duties assigned for the flight.

5.12.1 Post-landing and post-flight tasks

Task 8.1: Perform post-landing and post-flight tasks
Sub-tasks:
8.1.1 Remain in assigned station/seat and remain secure in required position
8.1.2 Comply with ordinance signs and instructions from the flight crew
8.1.3 Check passenger compliance with ordinance signs and instructions
8.1.4 Monitor cabin
8.1.5 Disarm aircraft door(s), if applicable
8.1.6 Check aircraft door(s) status, if applicable
8.1.7 Open aircraft door(s), if applicable
8.1.8 Manage passenger disembarkation process
8.1.9 Perform security checks, if applicable
8.1.10 Complete the applicable documentation

Knowledge

a) Correct method of sitting in assigned seat (e.g. forward/aft/side facing seats) and securing-self in cabin crew seats or non-cabin crew seats, as applicable;

b) The importance of being alert for any possible situation affecting the safety of passengers and crew; the responsibility and procedures to report any abnormality with the aircraft, its equipment or occupants to the pilot-in-command;

c) Procedures for relaying critical safety information to flight crew and other cabin crew members during all phases of flight;

d) The importance of listening to all announcements in the event that the announcement may contain emergency signals or information;

e) The importance of monitoring operational aircraft systems relevant to cabin crew tasks for any abnormalities;

f) Procedures for disarming doors, checking door status and door verification (cross check as per operator procedures), if applicable;

g) Procedures associated with opening aircraft doors, including the importance of complying with the signal and authorization for door opening, ground communications, and the availability of ground equipment;

h) Precautions when opening aircraft doors and monitoring open doors if ground equipment is not available;

i) The importance of remaining at the assigned cabin crew station in the event that the announcement may contain emergency signals or information;

j) Components of apron safety, the responsibilities and procedures established to facilitate passenger movement on airport aprons, air bridges, boarding using stairs, etc.;

k) The importance of ensuring all passengers have disembarked the aircraft at flight termination; and

   1) Applicable documentation. This may include, but is not limited to:

   2) Which documents to complete;

   3) How to complete and submit documents; and

   4) The importance of proper reporting.

Reference

CCOM.

Training media

a) Classroom and/or computer-based training;

b) Hands-on exercise on disarming aircraft door, if applicable; and

c) Hands-on exercise on opening aircraft door.

Task list standards

a) Remain in the appropriate safety seating position for landing during taxiing. Cabin crew should adopt the position that the operator requires for landing during normal operations (e.g. the brace position, if appropriate);

b) As per operator procedures, remain seated until the signal/communication has been given by the flight crew (e.g. announcement, extinguishing ordinance sign, etc.);

c) From seated/restrained position, visually check for passenger compliance with ordinance signs (e.g. passengers getting up to open overhead bins when the fasten seat belt sign is still illuminated);

d) From seated/restrained position, monitor for abnormalities (e.g. warnings, unusual sounds or smells);

e) Disarm aircraft door(s) and check door status, if applicable, and carry out verification (e.g. cross check) as per operator procedures for the aircraft type;

f) Manage passenger disembarkation process, while maintaining assigned position, as per operator procedures;

g) Perform security checks, as per operator procedures. This may include, but is not limited to:

h) Checking galleys, cabin, lavatories, remote areas, overhead bins and other compartments accessible to passengers, and cargo compartment, (when accessible from the cabin) for foreign objects, suspicious items, or unauthorized persons;

1) Completing any required documentation; and

2) Communicating any observations to the in-charge cabin crew member; and

i) Complete the applicable documentation such as incident reports.

Competencies

a) Application of policies and procedures;

b) Communication;

c) Passenger management;

d) Problem solving and decision making; and

e) Situation awareness and management of information.

5.12.2 Abnormal or emergency situations

Task 8.2: Manage abnormal or emergency situations
Sub-tasks:
8.2.1 Recognize the abnormal or emergency situation
8.2.2 Perform the procedure for the abnormal or emergency situation

Refer to Section 6 for detailed training on emergency procedures.

5.12.3 Transit tasks

Task 8.3: Perform transit tasks
Sub-tasks:
8.3.1 Manage passenger disembarkation process
8.3.2 Perform security checks
8.3.3 Obtain flight crew briefing, if applicable
8.3.4 Conduct cabin crew briefing, if applicable
8.3.5 Check minimum crew complement
8.3.6 Manage passenger boarding process

Knowledge

a) The importance of being alert for any possible situation affecting the safety of passengers and crew and procedures to report any abnormality with the aircraft, its equipment or occupants to the pilot-in command;

b) Procedures for relaying critical safety information to flight crew members and other cabin crewmembers;

c) The importance of listening to all announcements in the event that the announcement may contain emergency signals or information;

d) Pre-flight briefing including crew communication and coordination, establishing expectations and clarifying procedures;

e) Minimum cabin crew complement for each aircraft type in accordance with the applicable regulations;

f) Components of apron safety, the responsibilities for passenger movement on airport aprons and procedures established to facilitate passenger movement on airport aprons, air bridges, etc.;

g) Procedures associated with the seating of passengers. This may include, but is not limited to:

   1) Seating restrictions;

   2) Proper selection of passengers seated at emergency exit row seats, and relocation of passengers in compliance with seating procedures; and

   3) Acceptance and use of CRS;

h) Cabin crew responsibilities for passenger supervision while the aircraft is on the ground; and

i) Procedures related to transit stops, if applicable.

Reference

a) CCOM;

b) Documentation relating to destination information; and

c) Standard briefing form, if applicable.

Training media

a) Classroom and/or computer-based training; and

b) Simulated exercise on conducting a pre-flight briefing.

Task list standards

a) Manage passenger disembarkation process, while maintaining assigned position, as per

operator procedures, in case of emergency;

b) Perform security checks, as per operator procedures. This may include, but is not limited to:
   1) Checking galleys, cabin, lavatories, remote areas, overhead bins and other compartments accessible to passengers and cargo compartment, when accessible from the cabin for foreign objects, suspicious items or unauthorized persons;
   2) Completing any required documentation; and
   3) Communicating any observations to the in-charge cabin crew member and the flight crewmembers;

c) Participate in a joint briefing between the flight crew and cabin crew, when operations permit in accordance with operator's procedures. A briefing can be conducted between the flight crew and the in-charge cabin crew member who then transmits the information to the rest of the cabin crew.

   NOTE: *- This may be applicable e.g. if there has been a change in the crew members.*

d) Conduct a cabin crew briefing. This task is typically accomplished by the in-charge cabin crew member and may include, but is not limited to:
   1) Safety, emergency, security and communication procedures;
   2) The assignment of duties to individual cabin crew members, such as public announcements, cabin crew stations, and special categories of passengers;
   3) Review of safety and emergency procedures and information;
   4) Customized briefing for the aircraft type;
   5) Destination-specific information;
   6) Meteorological information;
   7) Cabin defects; and
   8) Some of these items are obtained from the flight crew as part of a joint flight crew/cabin crew briefing or should be disseminated by the in-charge cabin crew member;

e) Check the minimum cabin crew complement is present for duty, as per operator procedures. This task is typically accomplished by the in-charge cabin crew member; and

f) Manage the passenger boarding process. This may include, but is not limited to:
   1) Verifying passengers' boarding passes, as per operator procedures;
   2) Monitoring carry-on baggage for compliance with operator allowance and remaining vigilant for suspicious items;
   3) Monitoring passengers who may display suspicious behavior or raise security concerns may be under the influence of psychoactive substances or display unruly behavior;
   4) Monitoring for intoxicated passengers who should be denied boarding;
   5) Monitoring for passengers who may require specific assistance (e.g. special categories of passengers);
   6) Monitoring passengers with infants in rows to ensure sufficient oxygen masks are available;
   7) Making appropriate announcements regarding safety instructions;

8) Checking that emergency exit rows are occupied by passengers who are able and willing to assist in case of an emergency, as per operator procedures;
9) Monitoring restricted seating at/or adjacent to the emergency exit rows, as per operator procedures; and
10) Applying procedures related to transit stops, if applicable (e.g. in case of a crew change, communication between the incoming and outgoing crew regarding passenger needs, cabin defects, etc.).

Competencies

a) Application of policies and procedures;
b) Communication;
c) Leadership and teamwork;
d) Passenger management;
e) Problem solving and decision making;
f) Situation awareness and management of information; and
g) Workload management.

SECTION 6 - ABNORMAL AND EMERGENCY SITUATIONS TRAINING

6.1. DEFINITION AND GOAL OF ABNORMAL AND EMERGENCY SITUATIONS TRAINING

A. Abnormal and emergency situations training is defined as training which addresses the operator's emergency procedures and focuses on the cabin crew members' tasks during these types of situations.

B. "Emergency procedures" means all procedures established by the operator in the operations manual for abnormal and emergency situations. For this purpose, "abnormal" refers to a situation that is not typical or usual, deviates from normal operation and may result in an emergency.

C. The goal of this training is to enable cabin crew members to immediately recognize an abnormal or emergency situation, rapidly gain awareness of situational dynamics, as required initiate communication with the flight crew and/or take necessary measures to deal with the situation. The training should also enable cabin crew members to anticipate additional risks that may result from the actions they choose to take and mitigate them, if required.

6.2. CONTENT OF ABNORMAL AND EMERGENCY SITUATIONS TRAINING

A. Abnormal and emergency situations training should include, but not limited to the following topics:

1) Firefighting;
2) Fume events;
3) Cabin pressurization problems and decompression;
4) Anticipated and unanticipated emergency landing/ditching;
5) Evacuation;
6) Flight and cabin crew member incapacitation; and

7) Rapid disembarkation.

B. Training related to the transport of dangerous goods by air, aviation security and the management of on-board medical events are not addressed in this AC. However, these subjects can also form part of the abnormal and emergency situations training.

C. The content of this section focuses on the development of initial training. For recurrent training, the content may vary in regard to the tasks covered, the training media used, as well as the competencies that may be assessed.

6.3. HANDS-ON EXERCISES AND SIMULATED EXERCISES

A. Training relating to abnormal and emergency situations may be more effective if classroom instructions are concurrently augmented by hands-on exercises and simulated exercises. It is essential that cabin crew members are given the opportunity to participate in simulated exercises and practice competencies during training, i.e. the execution of emergency procedures, such as those required to prepare an aircraft for an evacuation or ditching, extinguish an inflight fire, supervise the cabin following a decompression, manage passengers during an emergency evacuation, etc. Hands-on exercises and simulated exercises offer an acceptable level of practical experience close to what can be expected in actual occurrences. Therefore, hands-on exercises and simulated exercises should be integrated into the cabin crew safety training program. In the absence of representative training devices, the operator should conduct hands-on and simulated exercises on an actual aircraft. All exercises should be carried out giving special regard to the standard operating procedures laid down in the CCOM.

B. It is recommended that the operator hold joint flight crew/cabin crew abnormal/emergency training exercises at least once during initial training and during recurrent training. These exercises can help to reflect the operational environment and instill a one-crew concept among all crew members. Joint simulations promote coordination of cabin and flight crew procedures, give flight crew and cabin crew members a greater insight into their respective tasks and enable them to work as a synchronized team with a sound appreciation of each other’s contribution toward successful management of an abnormal or emergency situation.

C. Simulated exercises should involve scenarios in which the cabin crew member finds him/herself acting alone (simulating incapacitation of other cabin crew members). The “solo” exercise demonstrates the ability of the cabin crew member to take command of a situation, measures knowledge and the ability to use available safety and emergency equipment and the capacity to respond to emergency situations, appropriately, without the assistance of fellow crew members.

D. It is also recommended that cabin crew trainees and employees act the role of passengers in simulated exercises, such as: firefighting, cabin pressurization problems and decompression, anticipated and unanticipated emergency landing/ditching, evacuation as well as flight and cabin crew member incapacitation. Such simulated exercises enable trainees to experience the flow-rate and the time element involved. They allow the instructor to assess whether the prescribed standard has been achieved. The operator should use a checklist to ensure that each cabin crew trainee participates as a crew member in the different simulations described in this section.

6.4. TRAINING ON CABIN CREW TASKS FOR ABNORMAL AND EMERGENCY SITUATIONS

The following sections provide detailed guidance for the development of training for cabin crew members to perform tasks during an abnormal or emergency situation. These tasks are derived from the task list presented in the *Appendix 5 to section 6*, which presents cabin crew tasks during abnormal and emergency situations. Each task has a series of competencies associated to it. The full list of cabin crew competencies is presented in the *Appendix 3 to section 4*. Cabin crew should demonstrate these competencies while performing the tasks, as part of scenario-based training (*refer to Section 9*).

6.5. CABIN CREW MEMBER'S TASKS DURING ABNORMAL OR EMERGENCY SITUATIONS

The tasks described in this section relate to abnormal or emergency situations which may occur during any phase of flight. Unlike training for normal operations, cabin crew tasks are not presented by phase of flight.

6.5.1. FIREFIGHTING

Task 1.1: Apply firefighting procedure
Sub-tasks:
1.1.1 Detect and eliminate fire hazards
1.1.2 Locate source of smoke/fire
1.1.3 Identify the type of fire
1.1.4 Apply communication procedures
1.1.5 Use appropriate firefighting equipment and protective equipment, as required
1.1.6 Fight fire
1.1.7 Manage passengers and cabin, as required
1.1.8 Apply post-firefighting procedure
1.1.9 Complete the applicable documentation

Knowledge

a) Identification of the different types of fires, means of fire detection, firefighting systems and established firefighting procedures;

b) Location, pre-flight check and use of firefighting and protective equipment on board the aircraft type. This may include, but is not limited to:

1) Smoke detectors;
2) Portable extinguishers;
3) Installed automatic extinguishers (e.g. in lavatory);
4) Crowbar;
5) Axe;
6) Protective breathing equipment (PBE);
7) Protective gloves; and
8) Equipment specific to accessible cargo compartments/combi aircraft;

c) Understanding of fire prevention techniques. This may include, but is not limited to:
   1) Monitoring smoking in the cabin and lavatories;
   2) Inspecting the integrity of automatic lavatory extinguisher;
   3) Checking that the lavatory waste bin cover flap is closed at all times;
   4) Preventing ignited materials from being discarded in trash carts; and
   5) Identifying and eliminating hazardous flammable materials;

d) Techniques and procedures for fighting fires. This may include, but is not limited to:
   1) Immediate and aggressive approach to finding the source of the fire;
   2) Fighting the fire aggressively and effectively;
   3) Type of extinguisher to use based on the type of fire;
   4) Additional firefighting equipment needed such as protective breathing equipment (PBE);
   5) Techniques for using extinguishers; and
   6) Communicating while using PBE;

e) Firefighting procedures for specific types/locations of fires. This may include, but is not limited to:
   1) Galleys;
   2) Lavatories;
   3) Overhead bins;
   4) Electrical systems;
   5) Ovens;
   6) Flammable liquids;
   7) Metal fires;
   8) Lithium battery fires;
   9) Upholstery;
   10) Remote locations (e.g. crew rest or lower lobe galleys);
   11) Hidden fires; and
   12) Assisting with flight deck fires, if the flight crew requires assistance;

f) Specific crew member responsibilities for firefighting and the importance of being prepared to apply appropriate firefighting procedures;

g) Importance of crew communication and coordination in fighting a fire and providing the flight crew with accurate updates on:
   1) Fire source/location;
   2) Extent/severity of smoke/fire;
   3) Actions taken, including relocation of passengers;
   4) Notification of any injuries to passengers and/or crew members;
   5) Types and the number of firefighting equipment used; and
   6) Current status of smoke/fire (as the situation progresses);

h) Obstructions to firefighting on board aircraft. This may include, but is not limited to:
   1) Limited visibility due to smoke or fumes;

2) Firefighting in confined spaces;
3) Difficulty in locating/accessing the source of the fire (e.g. hidden fires); and
4) Resources to fight the fire (e.g. limited number of portable extinguishers);

i) Hazards associated with on-board fires. This may include, but is not limited to:
1) Toxicity of smoke and fumes;
2) Flammability of cabin materials; and
3) Variety of combustible materials and volatility;

j) External fires (e.g. engine fires, tailpipe fires, fuel spill/apron fires, fires on loading bridges, service vehicle fires, etc.) and procedures established for such fire situations including recognition, communication and coordination; and

k) Procedures for completing the applicable documentation, such as an incident report form.

Reference

CCOM.

Training media

a) Classroom and/or computer-based training;

b) Hands-on exercise on retrieving and operating firefighting and protective equipment;

c) Simulated firefighting exercise in a representative training device capable of reproducing the appropriate environment/equipment characteristics (e.g. cabin, flight deck, accessible cargo compartment, crew rest area, etc.), or on an actual aircraft, where cabin crew apply the operator's procedures and associated crew responsibilities for dealing with the situation; and

Note: *Protective breathing equipment (PBE) should be used and operated in a simulated firefighting exercise within a smoke filled environment.*

d) Live firefighting exercise using firefighting equipment (e.g. extinguisher, PBE, gloves, axe, etc.).

Task list standards

a) Conduct cabin surveillance to monitor for/identify potential sources of fire. This may include, but is not limited to:
1) Debris in ovens (e.g. oil spills, papers, inserts);
2) Electrical malfunctions (e.g. tripped circuit breakers, overheating in-flight entertainment (IFE));
3) Lavatories (e.g. waste bins, panels);
4) PEDs;
5) Investigating abnormal smells; and
6) Detecting Smoke (e.g. coming from panels, due to electrical systems, etc.);

b) Use visual, audio and physical clues when locating the source of smoke or fire. This may include, but not limited to:
1) Using hands to feel if panels are hot;
2) Noticing tripped circuit breaker;
3) noticing unusual odors; and
4) Listening for crackling sound;

c) As per operator procedures, extinguish fire whilst using firefighting and protective equipment appropriate for the type of fire;

d) Apply communication procedures. This may include, but is not limited to:
   1) Back-up duties;
   2) Crew coordination; and
   3) Informing cabin crew members, the flight crew and passengers about the situation;

e) Manage passengers and cabin, as required. This may include, but is not limited to:
   1) Relocating passengers;
   2) Reassuring passengers;
   3) Instructing passengers to breathe into a cloth (cover nose and mouth); and
   4) Relocating equipment such as oxygen bottles, if required;

f) Apply post-firefighting procedure. This may include, but is not limited to:
   1) Monitoring area for re-ignition;
   2) Continued communication with flight crew, other cabin crew and passengers; and
   3) Administering first aid, if required.

Competencies

a) Application of policies and procedures;
b) Communication;
c) Leadership and teamwork;
d) Passenger management;
e) Problem solving and decision making;
f) Situation awareness and management of information; and
g) Workload management.

6.5.2. Procedure for fume events

Task 1.2: Apply procedure for fume events
Sub-tasks:
1.2.1 Identify and locate the source of the fumes
1.2.2 Identify the type and intensity of the fumes
1.2.3 Apply communication procedures
1.2.4 Manage passengers and cabin, as required
1.2.5 Apply post-event procedures
1.2.6 Complete the applicable documentation

Knowledge

a) Sources and types of on-board fumes;
b) Odor descriptors to recognize the presence of oil and hydraulic fluid fumes;
c) Potential for crew member impairment (including a list potential acute symptoms that may be experienced as a result of exposure to oil or hydraulic fluid fumes) and its impact on flight safety;
d) Procedures to apply in fume events; and

e) Procedures for completing the applicable documentation, such as an incident report form.

Note: *Guidance on cabin crew training related to fume events is contained in the Guidelines on Education, Training and Reporting Practices related to Fume Events (ICAO Cir 344).*

Training media

Classroom and/or computer-based training.

Reference

CCOM.

Task list standards

Provide a verbal or written description of the applicable procedure. This may include, but is not limited to:

a) Cabin surveillance to identify and monitor potential sources of fumes. This may include, but is not limited to:
   1) De-icing and/or anti-icing fluid;
   2) Exhaust (aircraft or ground vehicles);
   3) Fuel;
   4) Disinsectants; and
   5) Food items;

b) Identify the location or source, type and intensity of fumes (i.e. air supply system or cabin equipment/item) and attempt to identify the type of odor (e.g. dirty socks, musty or moldy, acrid) and intensity (e.g. mild, moderate or strong) of the fumes;

c) Apply communication procedures. This may include providing information on:
   1) Nature of the fumes;
   2) Intensity of the fumes;
   3) Any visible signs (e.g. haze or mist);
   4) Apparent source and, for suspected air supply system fumes, confirmation that cabin sources have been ruled out, to the extent possible;
   5) Location within the cabin;
   6) Phase of flight when the odor was first noticed, as well as subsequent times when it was noticed;
   7) Action(s) already taken (if any) and coordination with flight crew members on actions to be taken; and
   8) Presence of any affected passengers and/or crew members, including the type of symptoms and the administration of first aid, if applicable;

d) Manage passengers and cabin, as required. This may include, but is not limited to:
   1) Relocating passengers, if required;
   2) Informing passengers and reassuring them; and
   3) Administering first aid to passengers and/or crew members; and

e) Apply post-event procedures for the remainder of the flight. These may include, but are not limited to:
   1) Monitoring the area;

2) Continued communication with the flight crew and other cabin crew members; and

3) Applying crew member incapacitation procedures, if applicable.

Competencies

a) Application of policies and procedures;

b) Communication;

c) Leadership and teamwork;

d) Passenger management;

e) Problem solving and decision making;

f) Situation awareness and management of information; and

g) Workload management.

NOTE: *The competencies listed above are relevant only if an operator chooses to conduct simulated exercise for this task.*

6.5.3. Cabin pressurization problem/decompression

Task 1.3: Manage cabin pressurization problem/decompression
Sub-tasks:
1.3.1 Recognize signs and symptoms of cabin pressurization problem / decompression
1.3.2 Don nearest oxygen mask, if installed
1.3.3 Secure self and occupy nearest seat, if available
1.3.4 Apply communication procedures
1.3.5 Apply post-decompression procedure
1.3.6 Complete the applicable documentation

Knowledge

a) Hypoxia: elementary physiology of oxygen intake and utilization;

b) General effects of hypoxia: recognition and dangers associated with hypoxia's euphoric effect; aggravation by exertion; individual susceptibility in healthy persons; increased susceptibility in some medical conditions; altitude/time-of-useful-consciousness relationships (duration of consciousness without supplemental oxygen);

c) Body gas volume changes: abdominal pain on cabin altitude ascent; "blocked ears" on emergency descent of aircraft;

d) Effects on the human body of reduced atmospheric pressure;

e) Effects of rapid decompression on any unsecured objects or persons;

f) Recognition of conditions in the cabin and the potential threat to flight safety caused by rapid and slow decompressions;

g) Concept of cabin altitude profiles during rapid decompressions and cabin pressurization problems; potential causes of rapid decompression (e.g. fuselage failure, window/door blowout, air pack failure, etc.) and cabin pressurization problems (e.g. door seal leaks, cracked windows, system malfunctions, etc.);

h) Location, pre-flight check and use of portable oxygen devices;

i) Immediate actions required to be taken in the case of rapid decompression or cabin

pressure leaks;

j) Operation of passenger oxygen systems and the use of oxygen masks;

k) Procedures for crew communication and coordination; For passenger communications during a rapid decompression and cabin pressurization problems; Identification of specific information to be relayed to the flight crew and back-up means of communication should normal systems be rendered inoperative (e.g. structural damage);

l) Knowledge of anticipated flight crew response (e.g. emergency descent) and its effect on the cabin and its occupants;

m) Need of cabin crew members to obtain oxygen first before attending to passengers' needs;

n) Post-decompression procedures; and

o) Procedures for completing the applicable documentation, such as an incident report form.

Reference

CCOM.

Training media

a) Classroom and/or computer-based training;

b) Hands-on exercise on portable oxygen devices; and

c) Simulated decompression exercise in a representative training device capable of reproducing the appropriate environment/equipment characteristics or on an actual aircraft where cabin crew apply the operator's procedures and associated crew responsibilities for dealing with the situation.

Task list standards

a) Use visual, audio or physical clues to recognize signs and symptoms of cabin pressurization problems/decompression. This may include, but is not limited to:

   1) Mist in the cabin;
   2) Hissing sound;
   3) Euphoria;
   4) Dizziness;
   5) Cold temperature; and
   6) Ear pain;

b) Don nearest oxygen mask (if installed), secure self and occupy nearest seat (if available), or at a safe location;

c) Apply communication procedures. This may include contacting the flight crew in case of a slow decompression to ascertain their knowledge of situation and verify that they have donned their oxygen masks, especially when an emergency descent has not started or in the absence of any information from the flight crew; and

d) Apply post-decompression procedure. This may include, but is not limited to:

   1) Contacting the flight crew;
   2) Checking cabin and lavatories, cabin crew and passengers; and
   3) Administering first aid, if required.

Competencies

a) Application of policies and procedures;
b) Communication;
c) Leadership and teamwork;
d) Passenger management;
e) Problem solving and decision making; and
f) Situation awareness and management of information.

6.5.4. Anticipated emergency landing or ditching

Task 1.4: Apply procedures for an anticipated emergency landing or ditching

Sub-tasks:

1.4.1 Recognize emergency signal from the flight crew
1.4.2 Obtain briefing from the flight crew on the situation
1.4.3 Stow service-related items and stand-by for further instructions
1.4.4 Brief cabin crew on the situation
1.4.5 Brief passengers
1.4.6 Don life jacket, in case of ditching
1.4.7 Assign, relocate and brief able-bodied passengers, as required
1.4.8 Secure cabin
1.4.9 Check galley
1.4.10 Check cabin
1.4.11 Check lavatory
1.4.12 Check crew rest area, if applicable
1.4.13 Check remote area, if applicable
1.4.14 Confirm "cabin readiness" to the flight crew
1.4.15 Comply with signal from the flight crew
1.4.16 Take assigned station/seat
1.4.17 Check door status, if applicable
1.4.18 Perform silent review
1.4.19 Comply with flight crew emergency communication
1.4.20 Take brace position
1.4.21 Shout brace commands
1.4.22 Complete the applicable documentation

Knowledge

a) Identification of verbal/non-verbal signals and/or commands signaling an emergency situation;
b) Importance of gathering information from flight crew briefing and what it should include (e.g. time available, special instructions, etc.) and communicating it to the other cabin crew members;

c) Importance of applying the appropriate procedures and checklist during an anticipated emergency landing in a sequence to ensure that priority items are identified and accomplished first;

d) Preparation for emergency evacuation on land and on water. This may include, but is not limited to:
   1) Cabin crew tasks;
   2) Brace position;
   3) Appropriate commands;
   4) Precautions and adaptations for passenger management;
   5) Time element and time management;
   6) Donning of life jackets; and
   7) Various possible aircraft attitudes, and associated evacuation procedures;

e) Importance of assigning, relocating and briefing able-bodied passengers, as required, as well as the items to cover in the briefing;

f) Brace position and appropriate brace commands; and

g) Procedures for completing the applicable documentation, such as an incident report form.

Reference

CCOM.

Training media

a) Classroom and/or computer-based training;

b) Hands-on exercise on the applicable equipment used during the cabin preparation for an emergency landing (e.g. donning life jacket); and

c) Simulated exercise of an anticipated emergency landing and ditching in a representative training device capable of reproducing the appropriate environment/equipment, or on an actual aircraft, where cabin crew apply the operator's procedures and associated crew responsibilities for dealing with the situation.

Task list standards

a) Recognize in-flight emergency signal from the flight crew, such as a chime, public address announcement, or call and respond as per operator procedures;

b) Gather information from the flight crew briefing on the type and the nature of emergency, time remaining, etc. Repeat, clarify and acknowledge the information from the flight crew;

c) Stow service-related items and stand-by for further instructions;

d) Brief cabin crew members on the situation, as per flight crew briefing. Cabin crew members should repeat, clarify and acknowledge the information from the in-charge cabin crew member, if time permits;

e) Brief passengers, as per operator procedures. Items covered during this briefing may include, but are not limited to instructing passengers:
   1) Not to take any carry-on baggage;
   2) Brace position;
   3) Nearest and alternate exits;

4) If/when to remove high-heeled shoes;
5) Not to inflate life jackets inside the aircraft; and
6) Any items specific to briefing special categories of passengers;

f) Distribute infant life jackets/infant survival cots, if applicable, as per operator's procedures (or verify that they have been distributed if the operator provides them ahead of time);

g) Don life jacket, in case of ditching;

h) Assign, relocate and brief able-bodied passengers, as required. Items covered during the briefing may include tasks such as:
1) Assessment of internal/external conditions;
2) Opening exits;
3) Crowd control during evacuation;
4) Bringing safety and emergency equipment;
5) Assisting other passengers, including special categories of passengers, if possible; and
6) Asking able-bodied passengers to repeat, clarify and acknowledge the information provided by cabin crew members;

i) Secure cabin as per operator procedures. This may include, but is not limited to, verifying that:
1) Carry-on baggage is stowed;
2) Seat belts are fastened and infants are secured in compliance with the operator's policy;
3) Headrests, armrests and footrests are stowed;
4) Seatbacks are in the upright position;
5) Tray tables are stowed;
6) Life jackets are donned;
7) The IFE is switched off;
8) In-seat monitors are stowed;
9) Overhead monitors are retracted, if applicable;
10) PEDs are not used;
11) Bassinets are stowed; and
12) Animals in the cabin are secured, as per operator procedures;

j) Check galley as per operator procedures. This may include, but is not limited to, verification of stowage latches, trolley brakes, and securing or removing curtains;

k) Conduct a final check of the cabin, lavatory, crew rest area, and remote area, if applicable;

l) Confirm "cabin readiness" to the flight crew, as per operator procedures;

m) Receive and adhere to advisory to occupy station/seat;

n) Check door status, if applicable, as per operator procedures;

o) Perform silent review. This may include, but is not limited to, items such as:
1) Brace position;

2) Emergency notification procedures;
3) Location and operation of exits;
4) Location of safety and emergency equipment and removal of equipment designated to the cabin crew station;
5) Passenger management and the visual identification of potential able-bodied passengers who may be able to assist in an emergency, number of passengers on board the aircraft, and special categories of passengers;
6) Brace commands;
7) Interior and exterior evacuation conditions;
8) Protective position while commanding the evacuation; and
9) Evacuation commands; and

p) Brace and shout brace commands (with appropriate tone, pitch, volume and pace) once the flight crew signal is received. This may include the use of the commands for the appropriate scenario (landing vs. ditching) as per the phraseology defined in the operations manual.

Competencies

a) Application of policies and procedures;
b) Communication;
c) Leadership and teamwork;
d) Passenger management;
e) Problem solving and decision making;
f) Situation awareness and management of information; and
g) Workload management.

6.5.5. Unanticipated emergency landing or ditching

Task 1.5: Apply procedures for an unanticipated emergency landing or ditching

Sub-tasks:

1.5.1 Recognize emergency signal from the flight crew
1.5.2 Take assigned station/seat
1.5.3 Check door status, if applicable
1.5.4 Perform silent review
1.5.5 Comply with flight crew emergency communication
1.5.6 Take brace position
1.5.7 Shout brace commands
1.5.8 Complete the applicable documentation

Knowledge

a) Identification of verbal/non-verbal signals and/or commands signaling an emergency situation;
b) Brace position and appropriate brace commands; and
c) Procedures for completing the applicable documentation, such as an incident report form.

Reference

CCOM.

Training media

a) Classroom and/or computer-based training; and

b) Simulated exercise of an unanticipated emergency landing and ditching in a representative training device capable of reproducing the appropriate environment/equipment, or on an actual aircraft, where cabin crew apply the operator's procedures and associated crew responsibilities for dealing with the situation.

Task list standards

a) Recognize in-flight emergency signal from the flight crew, such as a chime, public address announcement, or call and respond as per operator procedures;

b) Take assigned cabin crew station/seat. If the cabin crew member is unable to do so, he/she should secure him/herself in the nearest available seat, and/or remain secured at the assigned station/seat;

c) Check door status, if applicable, as per operator procedures;

d) Perform silent review. This may include, but is not limited to, items such as:

   1) Brace position;

   2) Emergency notification procedures;

   3) Location and operation of exits;

   4) Location of safety and emergency equipment and removal of equipment designated to the cabin crew station;

   5) Passenger management and the visual identification of potential able-bodied passengers who may be able to assist in an emergency, number of passengers on board the aircraft, and special categories of passengers;

   6) Brace commands;

   7) Interior and exterior evacuation conditions;

   8) Protective position while commanding the evacuation; and

   9) Evacuation commands; and

e) Brace and shout brace commands (with appropriate tone, pitch, volume and pace) once the flight crew signal is received. This may include the use of the commands for the appropriate scenario (landing vs. ditching) as per the phraseology defined in the operations manual.

Competencies

a) Application of policies and procedures;

b) Communication;

c) Problem solving and decision making; and

d) Situation awareness and management of information.

6.5.6. Evacuation

Task 1.6: Evacuate aircraft

Sub-tasks:

1.6.1 Obtain evacuation order or initiate evacuation, as applicable
1.6.2 Shout evacuation commands
1.6.3 Operate emergency lighting systems, if applicable
1.6.4 Don life jacket, in case of unanticipated ditching
1.6.5 Assess inside and outside conditions prior to opening exit
1.6.6 Open exit
1.6.7 Hold on to fixed part of the aircraft to prevent fall
1.6.8 Control crowd/manage cabin
1.6.9 Conduct cabin search
1.6.10 Take survival equipment prior to exiting the aircraft, if applicable
1.6.11 Evacuate the aircraft
1.6.12 Operate life raft or slide-raft, in case of ditching
1.6.13 Gather passengers away from the aircraft
1.6.14 Perform post-evacuation duties
1.6.15 Apply survival procedures
1.6.16 Complete the applicable documentation

Knowledge

a) Identification of verbal/non-verbal signals and/or commands to initiate an evacuation and crew coordination;
b) Scenarios when cabin crew members may initiate an evacuation;
c) The importance of checking exit status and assessing exits before opening;
d) Recognition of internal/external hazards;
e) Identification of alternate exits and the importance of using all available exits;
f) Emergency evacuation of passengers: crew duties, evacuation on land, on water and the applicable escape routes;
g) Passenger problems in an evacuation. These may include, but are not limited to:
    1) Recognizing and managing the different types of passenger behaviour (e.g. passive, aggressive, hysterical, etc.);
    2) Redirecting passengers, as necessary;
    3) Avoiding panic;
    4) Imparting confidence; and
    5) Using verbal and non-verbal commands adapting accordingly to the situation;
h) Time management in an evacuation and factors affecting survivability. These may include, but are not limited to:
    1) Fire, smoke or fumes;
    2) Water;
    3) Human behaviour;

4) Fuselage damage; and
5) Any other danger;

i) Ability to respond in a hostile environment (smoke, darkness, fire, etc.);

j) Responsibility of crew members to assist passengers and incapacitated fellow crew members in an evacuation and conditions when crew members should evacuate themselves in life-threatening situations;

k) Importance of situation awareness, as well as awareness of the cabin crewmember's own duties, the duties of other crew members and the need to take over duties of fellow crew members when required;

l) Crew members' responsibility after an evacuation (e.g. grouping passengers, assisting with first aid, etc.); including liaison with the airport emergency services and cooperating with local authorities;

m) Uncommanded evacuation; causes and management;

n) Post-evacuation procedures to increase survivability under all conditions including sea, jungle, desert, as well as polar and mountainous areas;

o) Slide/slide-raft and life raft operation, if applicable. This may include, but is not limited to:

1) Activation and deployment of slides/slide rafts;
2) Aircraft-specific knowledge of exits that cannot be used in certain scenarios (e.g. gear-up landing or ditching);
3) Exit status appropriate to the evacuation;
4) Methods for automatic and manual activation of exits;
5) Slide-raft: operation, boarding, supplementary survival kits, canopy installation, disconnection, time management, and seaworthiness;
6) Removal of life rafts from stowage points and positioning at exits, time management, harness attachment, attachment of static lines, raft buoyancy, raft release mechanism, danger of premature inflation of the life raft, distribution of supplementary survival kits, ejection of life rafts, inflation, boarding, and seaworthiness; and
7) Transfer of slide-raft from unusable exit to usable exit;

p) Procedures to be applied with regards to special categories of passengers and injured occupants during an evacuation;

q) Emergency signaling devices. These may include, but are not limited to:

1) Emergency locator transmitter;
2) Radio locator beacon; and
3) Signaling equipment;

r) Aquatic survival techniques and physiological limitations in water;

s) Survival techniques for other environments (e.g. polar, jungle), if applicable;

t) Transmitting signals at time of sunrise/sunset or moonrise/moonset, as aid in Establishing position; and

u) Procedures for completing the applicable documentation, such as an incident report form.

Reference

CCOM.

Training media

a) Classroom and/or computer-based training;

b) Hands-on exercise on survival equipment;

c) Hands-on exercise on assisting evacuation means (e.g. slide, slide-raft, life raft, etc.), if applicable;

d) Simulated exercise of an aircraft evacuation in a representative training device capable of reproducing the appropriate environment/equipment, or on an actual aircraft, where cabin crew apply the operator's procedures and associated crew responsibilities for dealing with the situation; and

e) Descend a slide, if the cabin crew member will operate on aircraft equipped with slides.

Task list standards

a) Recognize in-flight emergency signal from the flight crew, such as a chime, public address announcement, or call and respond as per operator procedures. If applicable, initiate evacuation, without signal from the flight crew under scenarios such as: life-threatening situation, smoke or fire, catastrophic break-up of the fuselage, etc. or if the evacuation has already been initiated at other exits;

b) Shout appropriate commands (with appropriate tone, pitch, volume and pace). This may include the use of the commands for the appropriate scenario (land vs. water evacuation) as per the phraseology defined in the operations manual;

c) As per operator procedures, operate emergency lighting systems, if applicable;

d) In case of unanticipated ditching, assess inside and outside conditions and don life jacket;

e) Assess inside and outside conditions prior to opening the exit. The assessment of conditions may include:

   1) Passengers rushing to exits (crowd control);

   2) Water level inside/outside the cabin (ditching);

   3) Aircraft attitude;

   4) Debris/obstacle outside the exit; and

   5) Smoke/fire;

f) Check the door status and open the exit (or block it based on the situation). Perform crowd control and verify that the slide is fully inflated before egress, if applicable. Continue assessing conditions and block the exit while redirecting passengers when the exit does not open or the slide malfunctions/deflates. Exit malfunctions may include but are not limited to: door jam, handle jam, power assist failure, slide inflation failure;

g) Hold on to fixed part of the aircraft, such as door assist handle, to prevent fall when opening the exit. The cabin crew member should remain away from the flow of traffic so as to not block the exit, for example by standing in the dedicated crew assist space;

h) Control the crowd and manage the situation in the cabin. This may include, but is not limited to:

   1) Giving appropriate instructions;

   2) Preventing passengers (as much as possible) from going down the slide in high-heeled shoes, and/or with carry-on baggage;

3) Dealing with hesitating/panicked passengers in an assertive manner;
4) Redirecting passengers as necessary;
5) Using a flashlight in a smoke filled environment or in darkness to indicate the location of the exit(s) to passengers; and
6) Instructing passengers to move away from the aircraft;

i) Conduct a cabin search, if time/conditions permit. This may include but is not limited to:
1) The cabin crew member using their voice to call passengers towards them;
2) Verifying rows and floor in case passengers are unconscious;
3) Using a flashlight in a smoke filled environment or in darkness; and
4) Verifying that lavatories, flight deck and crew rest area are vacated, if conditions permit;

j) Apply procedures related to special categories of passengers and injured occupants during an evacuation;

k) Take survival equipment prior to exiting the aircraft, if applicable. This may include, but is not limited to:
1) First-aid kit;
2) Radio beacon/emergency locator transmitter;
3) Axe;
4) Additional survival kits;
5) Flashlight; and
6) Megaphone;

l) Evacuate (self) using appropriate technique;

m) As per operator procedure, operate life raft or slide-raft, in case of ditching. This may include, but is not limited to:
1) Directing passengers to remove life rafts from stowage areas and position them at the exit(s), if applicable;
2) Instructing passengers to board the raft on alternating sides; and
3) If possible, preventing passengers from jumping directly into the water;

n) Perform post-evacuation duties. These may include but are not limited to:
1) Administering first aid while waiting for medical assistance;
2) Crowd control; and
3) Liaising with the airport emergency services and cooperating with local authorities; and

o) As per operator procedure, apply survival procedures. These may include: survival procedures for the sea, jungle, and desert, as well as polar and mountainous regions. For survival at sea, procedures may include, but are not limited to:
1) Putting the canopy on the life raft/slide-raft;
2) Aquatic survival techniques; and
3) Distress signaling.

Competencies

a) Application of policies and procedures;

b) Communication;
c) Leadership and teamwork;
d) Passenger management;
e) Problem solving and decision making;
f) Situation awareness and management of information; and
g) Workload management.

6.5.7. Flight crew incapacitation

Task 1.7: Apply flight crew member incapacitation procedures
Sub-tasks
1.7.1 Respond to call from the flight crew
1.7.2 Move the incapacitated flight crew member away from the controls
1.7.3 Secure the incapacitated flight crew member
1.7.4 Administer first aid
1.7.5 Assist the remaining flight crew member (pilot-in-command), as instructed
1.7.6 Complete the applicable documentation

Knowledge

a) Operation of the flight deck seat, harness and oxygen system;
b) Procedures associated with flight crew member incapacitation;
c) First-aid procedures; and
d) Procedures for completing the applicable documentation, such as an incident report form.

Reference

CCOM.

Training media

a) Classroom and/or computer-based training;
b) Hands-on exercise on the operation of the flight deck seat, harness and flight deck oxygen system with a representative training device, if practicable; and
c) Hands-on exercise on administering first aid.

NOTE: This exercise may be covered under cabin health and first-aid training.

Task list standards

a) React to signal from the flight crew, such as a chime, public address announcement, or call;
b) Use the flight deck seat mechanism to move the incapacitated flight crew member fully back, away from the controls;
c) Use the harness to secure the incapacitated flight crew member;
d) Administer flight deck oxygen to incapacitated flight crew member and perform related first-aid procedures; and
e) Follow instructions from the remaining flight crew member (pilot-in-command).

Competencies

a) Application of policies and procedures;
b) Communication;
c) Leadership and teamwork;
d) Problem solving and decision making;
e) Situation awareness and management of information; and
f) Workload management.

6.5.8. Cabin crew incapacitation

Task 1.8: Apply cabin crew member incapacitation procedures
Sub-tasks:
1.8.1 Administer first aid
1.8.2 Secure the incapacitated cabin crew member
1.8.3 Inform the flight crew
1.8.4 Reassign required cabin crew stations, if applicable
1.8.5 Complete the applicable documentation

Knowledge

a) Procedures associated with cabin crew member incapacitation;
b) Assuming the role of the in-charge cabin crew member, if required;
c) First-aid procedures;
d) Re-distribution of cabin crew members' duties; and
e) Procedures for completing the applicable documentation, such as an incident report form.

Reference

CCOM.

Training media

a) Classroom and/or computer-based training;
b) Simulated exercise of an incapacitated cabin crew member (such as crew restraint/harness) in a representative training device, if practicable, where cabin crew apply the operator's procedures and associated crew responsibilities for dealing with the situation; and
c) Hands-on exercise on administering first aid.

NOTE: This exercise may be covered under cabin health and first-aid training.

Task list standards

a) Administer first aid, as per operator procedures;
b) Communicate with flight crew and with other crewmembers to inform them of the situation;
c) Secure the incapacitated cabin crew member; and
d) Re-distribute the cabin crew members' tasks, including the role of the in-charge cabin Crew member.

Competencies

a) Application of policies and procedures;
b) Communication;
c) Leadership and teamwork;
d) Problem solving and decision making;
e) Situation awareness and management of information; and
f) Workload management.

6.5.9. Single cabin crew member incapacitation

Task 1.9: Apply single cabin crew member incapacitation procedures
Sub-tasks:
1.9.1 Notify the flight crew immediately
1.9.2 Secure the incapacitated cabin crew member
1.9.3 Administer first aid
1.9.4 Assign an able-bodied passenger to assist the cabin crew member
1.9.5 Complete the applicable documentation

Knowledge

a) Preventive measures in case of any doubt of own fitness to perform tasks, informing flight crew, selecting an able-bodied passenger and providing necessary briefing, etc.;
b) Procedures associated with single cabin crew member incapacitation;
c) Administering first aid on oneself (e.g. self-Heimlich maneuver); and
d) Procedures for completing the applicable documentation, such as an incident report form.

Reference

CCOM.

Training media

a) Classroom and/or computer-based training; and
b) Simulated exercise of an incapacitated cabin crew member in a representative training device, if practicable, where cabin crew apply the operator's procedures and associated crew responsibilities for dealing with the situation and interacting with the passenger.

List task standards

Provide a verbal or written description of the applicable procedure.

Competencies

a) Application of policies and procedures;
b) Communication;
c) Leadership and teamwork;
d) Problem solving and decision making;
e) Situation awareness and management of information; and
f) Workload management.

NOTE: This task and its associated sub-tasks may be carried out by someone other than the

operating cabin crew member, if they are unconscious. However, if the incapacitated cabin crew member is conscious, they may provide instructions to the person acting on their behalf (e.g. an able-bodied passenger). Cabin crew training should highlight that the cabin crew member should make every effort to advise the pilot-in-command of advancing illness or incapacitation. Where this cannot be accomplished, it should be assumed that passengers will take the initiative.

6.5.10. Rapid disembarkation

Task 1.10: Conduct a rapid disembarkation
Sub-tasks:
1.10.1 Recognize signal from flight crew or cabin crew for a rapid disembarkation
1.10.2 Apply procedure for a rapid disembarkation using the applicable door(s)
1.10.3 Apply communication procedures
1.10.4 Control crowd/manage cabin
1.10.5 Exit the aircraft
1.10.6 Move away from the aircraft and manage crowd
1.10.7 Complete the applicable documentation

Knowledge

a) Definition of a rapid disembarkation;

b) Scenarios when a rapid disembarkation can be used, versus an evacuation, as per operator procedures;

c) Safety considerations when a rapid disembarkation is carried out on the apron;

d) Cooperating with the local authorities (e.g., airport emergency services, and airport security); and

e) Procedures for completing the applicable documentation, such as an incident report form.

Reference

CCOM.

Training media

Classroom and/or computer-based training.

Task list standards

Provide a verbal or written description of the applicable procedure.

Competencies

a) Application of policies and procedures;

b) Communication;

c) Leadership and teamwork;

d) Passenger management;

e) Problem solving and decision making;

f) Situation awareness and management of information; and

g) Workload management.

NOTE: The competencies listed above are relevant only if an operator chooses to conduct simulated exercise for this task.

SECTION 7 - UPGRADE TRAINING

7.1 IN-CHARGE CABIN CREW (PURSER/CABIN MANAGER)

A. The In-charge cabin crew member (also referred to as cabin leader, lead cabin crew member, onboard leader, senior cabin crew member, etc.) is a cabin crew leader who has overall responsibility for the conduct and coordination of cabin procedures applicable during normal operations and during abnormal and emergency situations for flights operated with more than one cabin crewmember.

B. In multi-cabin crew operations, an In-charge cabin crew member should be designated by the operator. The In-charge cabin crew member has the responsibility to the flight crew for coordination of normal, abnormal and emergency procedures specified in the operations manual and for managing situations with the other cabin crew members, and with other personnel

C. Prior to being designated as an In-charge cabin crew member, the following criteria should be met:

1) Minimum experience 3 years of uninterrupted serve as Cabin Crew Member and

2) Successful completion of the operator's in-charge cabin crew member training.

NOTE: - *Start-up operators should establish alternative minimum experience requirements acceptable to the CAAV.*

D. Completion of the operator's cabin crew training program provides specialized competencies and skills relevant to becoming a qualified cabin crew member. In-charge cabin crew training is usually additional or enhanced training which is specific to the duties and responsibilities of a cabin crew member leader and provides him/her with the competencies and skills required to assume that role.

E. The training encompasses specific aspects of the operator's standard operating procedures, which are relevant to the in-charge cabin crew member. Since the scope of this manual is limited to safety training, aspects of service training are excluded from this section.

F. The goal of this training is to enable the in-charge cabin crew member to carry out all the specific tasks that are assigned to him/her during day-to-day operations and normal, abnormal and emergency situations in order to participate in the safe operation of aircraft. This training includes the interactions with the flight and cabin crew, the management of the cabin environment and interfacing with other personnel, such as ground staff, law enforcement officers, airport security, medical personnel, etc. It also includes the completion of administrative tasks related to the cabin operations.

G. In-charge cabin crew members should receive in-depth training to reinforce their competencies as onboard leaders. Amongst all cabin crew competencies, special attention should be placed on the following competencies: leadership and teamwork; problem-solving and decision-making; and workload management.

7.2 IN-CHARGE CABIN CREW TRAINING

A. Operators should develop a specific training program for in-charge cabin crew members. The content of this training program should be in accordance with regulations. The operators

should make this training mandatory for any cabin crew member designated as In-charge cabin crewmember.

B. In-charge cabin crew member training should be conducted in accordance with VAR 14.057, and cover the following topics, to address the competencies specified in the competency frameworks:

1) Briefings (in normal, abnormal and emergency situations) taking due account of special circumstances of flights (e.g. weather forecast conditions, political turmoil at the destination, special categories of passengers, etc.);
2) Communication, cooperation and coordination with the crew and with other personnel;
3) Operator's procedures and legal requirements;
4) Administrative tasks required by the operator;
5) Human performance;
6) Reporting systems and requirements;
7) Fatigue management; and
8) Leadership skills.

Refer to Appendix 6 to section 7 - Training syllabus for in-charge cabin crew

7.3 CABIN CREW INSTRUCTOR FUNCTIONAL AND REQUIREMENT

A. CAAV shall not require the operator to qualify and assign different individuals to fulfill the distinct roles of cabin crew instructor and check person. Both the roles of cabin crew instructor and check person may be assigned to the same individual. If the cabin crew instructor also performs the role of a check person for trainees that they instructed, they should remain impartial during the assessment.

B. An operator is responsible to establish the process of selection, training, qualify and assign cabin crew instructors and check person to fulfill operator 's cabin crew training programme; as specified in operations manual which approved by CAAV.

C. Prior to the issue of a cabin crew instructor qualification (e.g. certificate or appointment), all candidates should hold a cabin crew qualification, for which the privilege to instruct is being sought. Privilege and entitlement of cabin crew training:

1) The cabin crew training shall be instructed by an approved cabin crew instructor. This includes Safety and emergency procedures (SEP), Human factors/Crew resource management (HF/CRM). Human factors/Crew resource management (HF/CRM) conducted by cabin crew instructors or may who have cabin crew experience.
2) Modules and topics concerning aircraft technical shall be conducted by approved ground instructors.
3) Fatigue management (FM), Dangerous good regulations (DGR), Aviation Security (SEC), First Aids (FA). Topics concerning legislation, Safety management system (SMS) may be conducted by subject matter experts (SMEs) who shall be qualified by the post-holder training and authorized by an AOC.
4) Familiarization flight may be conducted under an approved In-charge cabin crew authorized by the post-holder training of an AOC holder.

B. Cabin crew instructor candidates should have the minimum experience required:

1) Work experience: Shall have at least 5 years of uninterrupted and active in-flight experience as a cabin crew member. Out of which 2 years of experience as an In-charge

cabin crew will be required for conducting training on aircraft operating with more than one cabin crew.

2) Fleet experience (type rating) of each aircraft or successfully complete an approved type of course of each aircraft type for which the instructional privilege is sought.

C. Cabin crew instructor must include all functions: Safety & emergency equipment, normal procedures, emergency procedures, aircraft specific, role and responsibility.

D. The cabin crew instructor qualifications shall comply with VAR 14.133(c) and be qualified by the post-holder training of an AOC holder.

E. Prior to the issuance of an instructor or check person qualification, all candidates should successfully complete a formal competency assessment in the role whilst conducting the training. The final assessment of instructor or check person competence should be made against the cabin crew instructor and check person competency framework.

F. Prior to an organization authorizing the provision of instruction within competency-based training environments, instructors should undergo a selection process designed to assess that the individual's knowledge, capability and competency are suitable for the instructor's role and to determine the person's motivation. In addition, selection of an instructor should be based on criteria intended to define a proven capability in the subject for which he/she expects to instruct.

7.4 . CABIN CREW INSTRUCTOR TRAINING

A. An operator shall establish the training programs for the cabin crew instructor in accordance with Appendix 1 to 14.037(e) & Appendix 1 to 14.130(d).

B. Training programs for the instructor or evaluator role should focus on development of the competencies listed in *Appendix 7 to section 7* of this AC. Sample content for an initial training program for cabin crew instructors and evaluators is presented in *Appendix 8 to section 7* of this AC.

C. All instructors should receive recurrent training implemented by the operator or training organization, and satisfactorily demonstrate the ability to conduct training instructions to CAAV at least once every 24 calendar months from the date of being announced as approved cabin crew instructor (Refer to Appendix 1 to VAR 14.133: Periodic assessment requirements for cabin crew instructors).

7.5 CABIN CREW CHECK PERSON REQUIREMENT (CCCP)

A. Cabin crew has to undergo a competency check of cabin crew safety function before being qualified to act as a cabin crew member. This check shall be carried out periodically, in accordance with VAR 14.085, in order to ensure that the cabin crew retains required level of knowledge and competencies at all times. This competency check shall be performed by CCCP.

B. Prior to an operator 's appointment as CCCP, all candidates should undergo a selection process designed to assess that the individual's knowledge, capability and competence are suitable for the cabin crew check person's role and to determine the person's motivation. In addition, CCCP candidates should hold a Cabin crew instructor qualification, function as SEP instructor and have a minimum experience of 24 consecutive months.

C. The cabin crew check person qualifications should be in accordance with VAR14.140(c).

7.6. CABIN CREW CHECK PERSON TRAINING (CCCP)

A. An operator shall establish the training programs for the CCCP in accordance with VAR 14.137 & Appendix 1 to VAR 14.137(b).

B. Prior to the issue of a Cabin crew check person qualification, all CCCPs should successfully complete a formal competency assessment in the role, during the conduct of practical training. The final assessment of CCCP competence should be made against the competency framework contained in *Appendix 7 to Section 7* of this AC.

C. The names of qualified cabin crew instructors and cabin crew check persons of an operator shall be listed in operation manual which approved by CAAV.

SECTION 8 -TRAINING FACILITIES AND DEVICES

8.1. FACILITIES AND EQUIPMENT FOR CLASSROOM-BASED TRAINING

8.1.1 General space requirements:

A. In planning for space requirements, consideration should be given to the following:

1) The trainee workstations;
2) The area required for hands-one exercises;
3) The instructor work stations; and
4) The storage area.

8.1.2 Classroom facilities:

A. The size of classrooms is dependent on the following:

5) Number of trainees in a class;
6) Trainee work station size;
7) Class configuration;
8) Size of aisles;
9) Use of media (in particular projected media); and
10) Hands-on exercises (if applicable).

B. The range of recommended space for each adult in a classroom varies from 1.4 m2 to 6.7 m2. The wide range in recommended figures is due to the different classroom environments envisioned by designers, or the variance in allocation for certain spaces within the classroom, such as aisles and front setback.

C. Each trainee's workstation space includes the space required to house the trainee's work surface, any additional equipment, the chair, the space for chair pushback and maneuverability. The concept of work station space is important when sizing rooms for classes containing different numbers of trainees. The total area allowed in a classroom for each trainee varies with the size of the class. An adequate work surface within the workspace is very important. Cabin crew trainees may use a large amount of reference materials during training.

D. The uses of media and hands-on exercises are important factors when determining the amount of common space required in a classroom. The most commonly used visual media are chalk/marker boards, projectors, PowerPoint presentations, video monitors and easels. The use of media (slides, TV, virtual simulations, etc.) should be taken into consideration when selecting a learning environment.

8.1.3 The learning environment:

A. The key to a good learning environment is the elimination of discomforts and other undesirable characteristics. A good learning environment includes the following:
   1) The temperature should be comfortable;
   2) Ventilation should be adequate;
   3) Lighting should be of adequate level for work or viewing;
   4) Distracting sound should be kept to a minimum;
   5) Work areas should be aesthetically pleasing;
   6) Workstations, including chairs, should be comfortable;
   7) Work space should be adequate;
   8) Work area should be clean;
   9) Training equipment should be adequate;
   10) Visual media should be visible from all angles and seats; and
   11) Audio media should be audible to all present.

B. If any of these factors are unsatisfactory, trainees may be distracted from the task at hand, by the efforts required to adapt to a poor environment.

8.2. USE OF INSTRUCTIONAL AIDS

A. Instructional aids include the use of computer-based training (CBT). For the purposes of this manual, CBT encompasses the use of a data storage medium as well as web-based training (commonly referred to as e-learning), distance learning and digital learning (such as virtual learning and gamification).

B. Digital learning is any mode of delivery that effectively uses technology, such as virtual and augmented reality, or gamification, to strengthen the trainee's knowledge and skills. It emphasizes instruction and provides access to content and feedback through formative assessments. Digital learning should support classroom training and hands-on exercises with new technologies. Digital learning is not meant to replace classroom training, hands- on exercises, or traditional simulated exercises in their entirety. Based on the technological methods used, digital learning can recreate a realistic environment that best simulates real line operations. This level of realism in training reinforces the development and application of competencies alternatively trained in a classroom setting or through hands-on exercises. Digital learning should be selected as a training media when it is deemed suitable to attain the learning outcomes and its use results in an equivalent or increased level of competence for the trainee.

C. According to the type of training media and instructional aids used, the trainee should have access to an instructor to resolve questions throughout the training program. Therefore, the operator should consider the availability of instructors when evaluating the competence acquired by the trainee through digital learning. This provides trainees with the opportunity to resolve questions that may arise as a result of the digital learning material. The operator should consider instructor follow-up with trainees after the completion of the digital learning portion of the training. This may be accomplished when the trainee arrives at a centralized training location and prior to hands-on and simulated exercises (e.g. scenario-based training such as an aircraft evacuation).

8.3. TRAINEE TO INSTRUCTOR RATIO

A. In order to assess and evaluate a trainee's competency, there should be limits on the ratio of

trainees per instructor. The different training environments and delivery methods, such as classroom, computer-based training, and hands-on instruction will require different numbers of instructors. The operator has to determine a ratio of trainees per instructor, which is satisfactory to CAAV.

B. In order to provide for sufficient supervision and control, a maximum of twenty trainees per instructor in a classroom environment. An evaluation should be conducted and consideration should be given to subject matter, type of training (such as initial/recurrent), instructor's workload management, feedback/evaluations and size of facilities, which may prompt an adjustment of the proposed trainee to instructor ratio for classroom-based training.

C. When facilitating computer-based training, the trainee-to-instructor ratio may be more flexible. A maximum of thirty trainees per instructor is recommended, assuming that the presence of the instructor is limited to providing support.

D. When conducting practical instruction and competency check, the trainee-to-instructor/CCCP ratio should be more restricted to allow for better supervision. A maximum of ten trainees per instructor/CCE. However, consideration should be given to the type of hands-on exercise being performed. Individual hands-on exercises on safety and emergency equipment versus group simulated exercises may prompt an adjustment of the proposed trainee to instructor ratio.

E. When conducting a familiarization flight, a maximum 02 trainees to the person who conducts the familiarization flight.

8.4. REPRESENTATIVE TRAINING DEVICES

A. As an alternative to the use of actual aircraft and safety and emergency equipment, the operator may use representative training devices for the purpose of training cabin crew. The use of such devices should be approved by CAAV. The following sections provide guidance on representative training devices and what they should include in order to be considered for approval by CAAV.

B. Representative training devices include:

1) Safety and emergency equipment;
2) Cabin emergency evacuation trainer;
3) Emergency exit trainers;
4) Training devices used for firefighting; and
5) Training devices used for water survival.

8.5. SAFETY AND EMERGENCY EQUIPMENT

A. Safety and emergency equipment used on the operator's aircraft should be available during training, according to the applicable training session.

B. The following definitions apply for the purpose of training programs, syllabi and the conduct of training and checking on equipment:

1) ***Safety equipment:*** equipment carried to be used during day-to-day normal operations for the safe conduct of the flight and protection of occupants; and
2) ***Emergency equipment:*** equipment carried to be used in case of abnormal or emergency situations that demand immediate action for the safe conduct of the flight and protection of its occupants, including life preservation. Some of this equipment may also be referred to as "survival equipment".

C. Training for each piece of equipment should be based on the following, if applicable:

1) General description;
2) Use;
3) Location(s);
4) Pre-flight service ability check(s);
5) Removal from stowage;
6) Operation;
7) Conditions for operation;
8) Operational limitations and duration of use;
9) Operation under adverse conditions;
10) Precautions for use; and
11) Post-use procedures (including relocation of equipment, if applicable).

D. Safety and emergency equipment may include, but is not limited to:

1) Portable fire extinguishers;
2) Axe;
3) Protective gloves;
4) Smoke goggles;
5) Protective breathing equipment (PBE);
6) Portable oxygen equipment (bottles, passenger mask, full face mask, flight deck oxygen mask);
7) Emergency flashlight;
8) Megaphone;
9) Adult/child and infant life jackets, or other individual flotation device;
10) Baby survival cots;
11) Life raft;
12) Survival kit;
13) Installed/portable emergency signaling system (e.g. beacon, emergency locator transmitter, radio locator beacon);
14) Child restraint systems;
15) Extension seat belt;
16) Restraining device;
17) First-aid kit, universal precaution kit, and medical kit;
18) Automated external defibrillator and associated equipment (CPR masks, shields, resuscitator bags, etc.); and
19) Any other equipment (including any additional equipment suited to the likely environment (e.g. arctic gear).

E. Equipment that is removed from operation, or other representative training equipment considered acceptable by CAAV, can be used for training purposes.

8.6. CABIN EMERGENCY EVACUATION TRAINER

A. Cabin Emergency Evacuation Trainer (CEET) which is capable of recreating realistic situations can be used to provide effective training on safety and abnormal/emergency

procedures. When applicable, a mock-up or simulator should be used to enable a realistic simulation of cabin crew's duties without the continuous need for the use of actual aircraft.

B. CEET should include parts of the cabin containing lavatories, galleys, a type of emergency exit used in an aircraft, some seat rows, cabin crew seats, attendant panels and overhead bins. It should be noted that not all of the components presented in this section may be needed in a single, stand-alone CEET. These may be found in separate devices. Components included in a CEET depend on the types of hands-on exercises that are carried out on a particular device (e.g. fire-fighting simulated exercise). For the purposes of emergency procedures training, CEET should be able to create an environment that may not be created in a classroom (e.g. filling the cabin with smoke).

C. The following components/items should be representative of those found on an aircraft:
   1) Dials, handles, switches, restraint brackets, and mounting devices to be operated and the force required for their operation;
   2) The weight of emergency exit hatches;
   3) The direction of movement, associated forces and travel of all controls for all equipment, including the weight of emergency exits when operated without power assistance, where applicable; and
   4) Stowage location of safety and emergency equipment, secured with representative brackets or mounting devices.

D. If CEET are not available or do not meet the criteria specified in [C], training may be covered through other means acceptable to CAAV.

E. A CEET used for cabin crew training should include the following features, according to the applicable scenario:
   1) Relevant safety and emergency equipment currently required on an aircraft in locations and the restraint brackets representative of those installed on an aircraft;
   2) Aircraft systems relevant to cabin crew duties representative of those installed on an aircraft, including but not limited to:
      a) Operational cabin call chimes (aural and visual indicators);
      b) Cabin crew communications equipment and associated control panels, including an operational public address/intercom system and appropriate attendant panel(s) at the cabin crew station;
      c) Normal and emergency cabin lighting, including fail features; and
      d) Deployable oxygen masks for passenger and cabin crew;
   3) Internal cabin markings, such as placards and exit markings;
   4) Emergency exit(s) and slide;
   5) A flight deck door and related-security features;
   6) Operational ordinance signs are visible from each passenger seat and cabin crew station/seat;
   7) Seat dimensions and seat pitch;
   8) Simulated cabin windows and features necessary to darken the cabin;
   9) Facilities and sufficient speakers to simulate sound effects/crash noises audible throughout the cabin; and
   10) Smoke simulation capabilities.

F. A CEET used for emergency evacuation training should include the following features,

according to the applicable scenario:

1) Dimensions and layout of the cabin that are representative of an aircraft in relation to emergency exits, galley areas and safety and emergency equipment stowage;
2) Cabin crew and passenger seat positioning that is representative of that of an aircraft,with particular accuracy for seats immediately adjacent to exits;
3) Capability to operate exits in normal and emergency modes – particularly in relationto method of operation and forces required to operate them;
4) Width, height and angle of inflated evacuation slides;
5) A minimum of two operational emergency exits (one door and one alternate exit or two doors, as applicable) – plus one operational window exit (where applicable). CEET may be equipped with exits representative of more than one aircraft type. However, where possible, consideration should be given to ensure the same exit device is opposite e.g. two B747 doors opposite each other as opposed to one B747 and one A330 door;
6) At least one cabin crew station located at an operational exit, and additional cabincrew stations depending on the grouping of exits contained in the trainer;
7) Cabin crew stations and the associated attendant panel(s) that are representative of anaircraft;
8) Simulation of an unserviceable exit(s); and
9) Simulation of hazards at emergency exits (e.g. obstacle, fire, water).

8.7. EMERGENCY EXIT TRAINER

A. The operator may provide training to cabin crew members on an emergency exit trainer instead of on an actual aircraft.

B. The emergency exit trainer should:

1) Replicate the size, weight and operating characteristics of the exit of the aircraft type on which the cabin crew member will operate; (e.g. direction of movement of handles); and
2) Be designed so that the representative exit can be operated in normal and emergency modes, particularly in relation to method of operation and forces required to operate them.

C. Differences in exit operating characteristics between actual aircraft exits and the emergency exit trainer can be of critical importance during an emergency evacuation, especially as this may lead the cabin crew members to an incorrect assessment of the serviceability of the exit and/or to incorrectly operate that exit. When a representative training device does not replicate the actual aircraft exit operating characteristics, any differences between the operating characteristics of the actual aircraft exits and those of the emergency exit trainer should be highlighted during training.

8.8. TRAINING DEVICES USED FOR FIREFIGHTING

A. A simulated fire-fighting exercise should be conducted in a confined area, to simulate cabin fire, and under the supervision of an instructor. The device used for a simulated fire-fighting exercise should include aircraft furnishings as found on board an aircraft, such as seats, galley units, lavatories, panels, overhead bins and waste bins. Fire-fighting equipment and the restraints used should be representative of those installed on an aircraft with respect to weight, dimensions, controls, types and operations.

B. Fire extinguishers used for live fire-fighting should be charged with the appropriate agent or

with an environmentally friendly agent.

8.9. TRAINING DEVICES USED FOR WATER SURVIVAL

A. When the operator is required by the CAAV to conduct wet drills, these should be carried out by a body in a pool of sufficient depth to realistically perform the simulated exercise.

B. A life raft exercise should be conducted using life-saving equipment that is representative of that installed on the aircraft with respect to weight, dimensions, appearance, features and operation. The rafts may be substituted if the equipment used is similar with respect to weight, dimensions, appearance, and features. In such cases, training must address any differences in the operation of the raft.

8.10. USE OF OTHER OPERATOR OR ATO TRAINING DEVICES

A. Where an operator arranges to use training devices owned by another operator, or by an approved training organization (ATO), the training must comply with the approved training program and operating procedures of the operator whose crew are being trained.

B. If significant differences exist in terms of cabin layout and equipment, such training should be restricted accordingly.

SECTION 9 SCENARIO-BASED TRAINING

9.1. GENERAL

A. Human error does not happen in isolation; scenario-based training allows the operator to simulate realistic cabin conditions where errors may occur. Investigations have shown that accidents are rarely the result of a single point of failure in the system which results from a chain of events. Scenario-based training allows trainees the opportunity to look at specific situations under certain factors and aims to recreate, to the extent possible, those conditions and situations that cabin crew members could encounter on the line. This allows them to apply knowledge and skills in the context of performing their actual tasks.

B. Scenario-based training also allows the operator to integrate competency development and assessment into the exercise. A scenario also allows the operator to assess how crew members perform as a team versus individuals. For example, a firefighting simulation can be used to assess a cabin crew member’s performance in the use of firefighting equipment but it can also serve as a means to evaluate how they communicate and work as part of a team (i.e. a specific competency). Providing realistic training builds cabin crew members’ confidence and better prepares them for the challenges they will face on the line.

C. The operator should utilize its own occurrences to build scenarios, if possible, and have an SMS in place to identify hazards to support a data-driven approach to the development of training. In the event that no significant events have taken place in recent years, the operator should look to occurrences from other operators, as an alternative. Consideration shouldbe given to the following:

1) Operators that have the same or similar aircraft types in their fleets;
2) The location of the occurrence (i.e. did the incident occur on a route/at a destinationthat the operator also operates?);
3) The type of operation (e.g. charter flights, aeromedical flights, etc.); and
4) Significance of the event.

D. As part of the scenario development, the operator should define key elements:
   1) The objectives of the exercise;
   2) The location of the training;
   3) All the training aids required during the scenario;
   4) Conditions of the scenario which will be communicated to trainees;
   5) Participation in the scenario;
   6) Trigger(s) of the scenario; and
   7) Distracter(s) which will be included in the scenario to increase its complexity.

E. Sections 9.2 to 9.7 present detailed guidance on the points noted above.

F. The operator should incorporate cabin crew competencies, which will be practiced or assessed, in order to address CRM as part of the exercise. These should not be assessed as standalone items in training but rather embedded in the scenario. Trainees will apply concepts learned in CRM training, in the context of performing their assigned tasks. As part of the scenario, the operator should capture different roles (e.g. flight crew members, persons acting as passengers).

G. The training program content should include clear guidance for instructors and/or evaluators taking part in the scenario. The operator should also trial the scenario prior to implementing it.

9.2. DEFINING THE OBJECTIVES

A. The objective(s) encompass what will be trained or assessed during the scenario.Objectives include, but are not limited to:
   1) Applying the operator's procedures;
   2) Operating specific pieces of equipment or systems;
   3) Applying specific competencies (e.g. communication, teamwork, etc.); and
   4) Demonstrating an understanding of the operations manual (e.g. use of emergency checklists in preparing the cabin for an emergency landing).

B. If all of the above are selected, the operator's scenario should be developed in a manner that results in all of these points occurring during the exercise. Cabin crew members (trainees) taking part in the scenario would then need to:
   1) Apply specific procedures;
   2) Operate certain pieces of equipment;
   3) Use certain checklists; and
   4) Apply specific competencies.

C. This enables the instructors and evaluators to assess if the cabin crew members meet the pre-defined objectives and the associated performance criteria.

D. A single scenario can be developed to evaluate multiple items (e.g. firefighting and injury treatment), to a certain extent. The operator should avoid overloading the scenario with too many objectives, as they may render the exercise difficult to execute and assess.

9.3. DEFINING THE LOCATION

A. Once the objectives of the scenario have been defined, the operator needs to decide wherethe

exercise will take place.

- Can the scenario be executed in a classroom?
- Does it involve hands-on exercise?
- Will it be a simulated exercise in a cabin training device?
- Will it take place on board an actual aircraft?

B. The operator should select the preferred training media to execute the scenario. The operator's facilities should be considered to ensure an equivalent standard of delivery in any simulated environment, including:

1) Training aids; and
2) Training devices.

C. In addition, the operator should establish contingency plan(s), in case cabin training devices become inoperative, to prevent rescheduling training sessions.

NOTE: *Further information regarding representative training devices can be found in Section 8*

9.4. USE OF TRAINING AIDS

A. The operator should create lists of all the training aids required for the exercise. Training aids include, but are not limited to:

1) Safety and emergency equipment;
2) Props (e.g. portable smoke simulator, infant dolls);
3) Briefing cards; and
4) Service equipment.

B. Training aids need to be consistent and reliable. The operator can only build scenarios based on available training aids.

C. The operator should ensure that all the necessary training aids are available and functional prior to commencing the exercise. For example, instructors should distribute samples of emergency checklists to participants if the scenario involves an anticipated emergency landing event where the cabin crew will need to use the checklists. A lack of training aids during the exercise can result in trainee confusion, and have a negative effect on the training. (e.g. is equipment that should be in cabin training device purposely missing?). Instructors and evaluators should reset the equipment and systems after the exercise to ensure they remain available for subsequent exercise

9.5. DEFINING CONDITIONS OF THE SCENARIO

A. The operator should define applicable conditions for the scenario and produce an outlineof conditions including:

1) The aircraft type in which the scenario is taking place;
2) Route (departure and destination cities);
3) Assigned crew positions; and
4) Phase of flight at the time of the simulation begins.

B. A description of the flight should be provided to the trainees prior to commencing the exercise, in order to set the scene (e.g. this scenario is on wide-body aircraft flying from A to B, three hours into the flight, cabin crew are in aisle picking up after a meal service when the exercise begins).

C. Training devices and aids should support conditions to provide a realistic environment for trainees. This attention to detail provides context so that the scenario makes sense (e.g. if the occurrence is during the cruise, aircraft doors are closed and armed).

D. The conditions at the beginning of the scenario are the only information that should be shared with the trainees. They should not be informed of the rest of the scenario (e.g. the instructor should not start the scenario by telling the trainees that there will be a decompression or a lavatory fire during the exercise).

E. The element of surprise is meant to create a realistic scenario; in normal line operations, crew members will be confronted with unexpected situations and will need to react accordingly.

9.6. DETERMINING PARTICIPATION

A. **When designing the scenario, the** operator should decide how many trainees can actively participate in the exercise. Active participants are trainees who act as operating cabin crew members in the scenario. Passive participants may act as passengers or observers of the exercise.

B. Active participants should have clear tasks to accomplish (e.g. one cabin crew member fight the fire, another communicates with the flight crew members, and the third provides additional fire extinguishers and manages the passengers.). There should be a comparable amount of activity for each trainee to create a fair amount of work for each active participant and avoid overloading some participants.

C. Class size should be considered when developing a scenario. Scenarios should match the typical minimum crew requirements for the aircraft in its fleet and consider how many people are needed to support the scenario (e.g. if the operator's firefighting procedure requires three cabin crew members, a firefighting scenario should involve a minimum of three active participants).

9.7. DEFINING TRIGGERS AND DISTRACTERS

A. A trigger is the method by which the scenario begins (e.g. a "passenger" alerts the cabin crew of another passenger being ill).

B. A distracter is a role assumed by a "passenger" in the scenario. Their role is to distract the trainees acting as cabin crew members from performing specific tasks (e.g. a passenger is concerned over missing connection due to medical diversion and becomes unruly). The operator should not incorporate excessive or multiple related variables distracters in order to create realistic training scenarios without overloading the trainee.

C. Distracters can allow for increased workload and a better distribution of tasks among trainees. Distracters allow the operator to combine occurrences (e.g. in-flight smoke and anxious "passengers" due to it). They also allow for additional tasks: a set of trainees fight fire, while another manages anxious passengers. Therefore, the operator can cover more than one topic in exercise.

D. Consistency is needed for both triggers and distracters. The instructor or trainee selected to act in the scenario should know what to do and when to do it. Triggers should be very specific as they define what happens and when. For example, if a trainee playing the passenger is expected to shout "fire" at a specific moment in the scenario, the operator should ensure that each of the trainees playing that role, across the multiple times the scenario will be executed, do it at approximately the same moment. Triggers should require cabin crew members to take specific actions (e.g. smoke coming from the lavatory should prompt the trainees to begin

firefighting procedures). Consistency of triggers is important to prompt same response when the scenario is repeated with different participants.

E. If the scenario involves a medical situation, for example, and the trainee acting as the ill passenger needs to describe symptoms to the cabin crew members, the same symptoms should be described every time the scenario is executed. Therefore, clear instructions should be provided for each participant playing a role. The operator may use cue cards with information (e.g. list the symptoms that must be described to the crew member) or conduct side briefings prior to each exercise to ensure the participants understand their role. Such standardization is needed to ensure consistency for scenarios that are carried out multiple times, with different groups of trainees, so that every trainee's performance can be observed and assessed under the same conditions.

9.8. TRIALLING A SCENARIO

To find and avoid potential problems, the operator should trial the scenario, prior to implementing it into the training program. The scenario may be too complex or participants may have difficulty understanding triggers or distracters. For the trial, the operator should obtain cabin crew volunteers to run through scenario. Trials allow the operator to determine potential improvements or modifications that should be made to the scenario before it is implemented into the training program.

9.9. LENGTH OF A SCENARIO

A. The time dedicated to a scenario is dependent on the time needed by the cabin crew members to carry out the specific tasks which are being trained or assessed. A scenario may from 2 to 15 minutes, some scenarios may require more time, based on the activities that should be carried out by the crew members (e.g. preparing the cabin for a ditching). In addition to the time allocated for the scenario itself, sufficient time should be allocated for setting up the scenario. During this time, participants should be given an opportunity to conduct a walk around in the cabin training device or aircraft to familiarize themselves with the environment. Sufficient time should also be allocated for debriefing the scenario.

B. An example of a scenario is presented in the *Appendix 9 to Section 9*. The appendix includes a case study of a fictitious operator that is introducing scenario-based training for its cabin crewmembers.

List of Appendices

Appendix 1 to section 3

TRAINING SYLLABUS FOR CABIN CREW

Initial, Annual, Requalification and Aircraft Type Training (A/C Type) shall follow the scope as published for Initial.

	INITIAL	ANNUAL	RE-QUALIFICATION	A/C TYPE
PART ONE - AVIATION INDOCTRINATION				
APPLICABLE REGULATIONS				
International regulations	X			
Vietnam regulations	X			
Company-specific regulations	X	X	X	
AVIATION TERMINOLOGY				
Terminology	X			
Terms of reference	X			
THEORY OF FLIGHT				
General aircraft description	X			
Aerodynamics of flight	X			
Air traffic control	X			
Meteorology	X			
PHYSIOLOGY OF FLIGHT				
General	X	X	X	
Effects of altitude	X	X	X	
Minimum Duration (h)	**25**	**1.5**	**1.5**	
PART TWO - ROLES AND RESPONSIBILITIES				
AIR OPERATOR				
Operating requirements	X		X	

	Operations manual / Cabin crew manual	X		X	
	CREW MEMBER				
	General	X	X	X	
	CAA VIETNAM – AVIATION/ CABIN SAFETY INSPECTORS				
	General	X			
Minimum Durations (h)		**08**	**0.5**	**0.5**	
PART THREE - SAFETY PROCEDURES					
	CREW COORDINATION				
	General	X		X	
	Crew coordination	X	X	X	
	COMMUNICATION				
	General	X	X	X	
	Communication	X	X	X	
	Passenger announcements	X			
	SURFACE CONTAMINATION				
	General	X	X	X	
	Crew member responsibilities	X	X	X	
	De-icing/Anti-icing	X	X	X	
	BRIEFINGS				
	Crew briefings	X	X	X	
	Passenger briefings	X	X	X	
	SAFETY CHECKS				
	Policies and procedures	X	X	X	
	PASSENGER HANDLING				
	Policies and procedures	X	X	X	

	Passenger boarding	X	X	X	
	PASSENGER AND CREW MEMBER SEATS AND RESTRAINTS				
	Passenger seating	X	X	X	X
	Crew seating	X	X	X	X
	CARRY-ON BAGGAGE				
	Passenger carry-on baggage	X	X	X	X
	Crew carry-on baggage	X	X	X	X
	ELECTRONIC DEVICES				
	Policies and procedures	X	X	X	
	SERVICE TO PASSENGERS ON THE GROUND				
	General	X		X	
	Crew member responsibilities	X	X	X	
	FUELLING WITH PASSENGERS ONBOARD				
	Policies and procedures	X	X	X	
	Crew member responsibilities	X	X	X	
	PRE-TAKE-OFF AND PRE-LANDING				
	Cabin preparation	X		X	
	Crew member responsibilities	X	X	X	
	Abnormal situations	X	X	X	
	PROPELLER ABNORMALITIES				
	General	X	X	X	
	APRON SAFETY				
	Hazards on aprons	X	X	X	
	Crew member responsibilities	X	X	X	
	Helicopter operators	X	X	X	

	TURBULENCE				
	Policies and procedures	X	X	X	
	Crew member responsibilities	X	X	X	
	FLIGHT DECK ACCESS				
	Policies and procedures	X		X	X
	FUEL DUMPING				
	General	X		X	
	POST-FLIGHT DUTIES				
	Documentation	X	X	X	
	Communication	X	X	X	
Minimum Duration (h)		**16**	**02**	**04**	
PART FOUR - EMERGENCY PROCEDURES					
	CABIN FIRES				
	General	X	X	X	
	Crew member responsibilities	X	X	X	X
	Procedures	X	X	X	
	SMOKE/FUMES IN THE CABIN				
	General	X	X	X	
	Crew member responsibilities	X	X	X	X
	RAPID DECOMPRESSIONS AND CABIN PRESSURIZATION PROBLEMS				
	General	X	X	X	
	Crew member responsibilities	X	X	X	X
	Procedures	X	X	X	
	ANTICIPATED EMERGENCY LANDING OR DITCHING				
	General	X	X	X	

	Communication	X	X	X	
	Crew member responsibilities	X	X	X	X
	Evacuation responsibilities	X	X	X	X
	Preparation for evacuation	X	X	X	
	Evacuation procedures	X	X	X	
	Post-evacuation	X	X	X	
	Accident/Incident review	X	X	X	
	UNANTICIPATED EMERGENCY LANDING OR DITCHING				
	General	X	X	X	
	Communication	X	X	X	
	Evacuation responsibilities	X	X	X	X
	Evacuation procedures	X	X	X	
	RAPID DISEMBARKATION				
	General	X	X	X	
	Crew responsibilities	X	X	X	
	CREW MEMBER INCAPACITATION				
	Policies and procedures	X	X	X	
	Pilot incapacitation	X	X	X	X
	Cabin crew incapacitation	X	X	X	
	CARGO FIRE ***(When accessible from the cabin)***				
	General	X	X	X	X
	Crew responsibilities	X	X	X	X
	Procedures	X	X	X	X
Minimum Duration (h)		**16**	**02**	**04**	
PART FIVE - SAFETY & EMERGENCY EQUIPMENT					

	EQUIPMENT				
	Equipment criteria	X		X	X
	Equipment preflight check	X	X	X	X
	Equipment operation	X	X	X	X
	Accident/Incident, new equipment and new procedures review		X		X
Minimum Duration (h)		**08**	**02**	**04**	
PART SIX - AIRCRAFT SPECIFIC					
	Aircraft description	X			X
	Cabin configuration	X			X
	Cabin layout	X			X
	Galleys	X			X
	Lavatories	X			X
	Flight deck familiarization and egress	X			X
	Crew rest areas	X			X
	Exits	X	X	X	X
	Assisting evacuation means	X	X	X	X
	Air conditioning, ventilation, and pressurization systems	X			X
	Communication systems and associated signaling panels	X	X	X	X
	Control panels	X	X	X	X
	Electrical system	X			X
	Evacuation alarm system	X	X	X	X
	Fire prevention system	X	X	X	X
	Lighting system	X			X

	Oxygen system	X	X	X	X
	Smoke detection system and smoke removal	X	X	X	X
	Water and waste systems	X			X
	Unique features	X			X
	Safety and emergency equipment (Location)	X	X	X	X
	Normal procedures		X	X	X
	Abnormal and emergency procedures		X	X	X
Minimum Duration (h)		**12**	**02**	**04**	
PART SEVEN - DRILLS					
	Public address system and interphone system drills	X		X	
	Passenger briefing drills	X		X	
	AIRCRAFT EXIT OPERATION DRILLS – EACH AIRCRAFT TYPE				
	Normal door operation performance criteria	X	X	X	X
	Emergency door operation performance criteria	X	X	X	X
	Cabin window exit operation	X	X	X	X
	EVACUATION DRILLS				
	General	X	X	X	X
	Simulation scenarios (External factors)	X	X	X	X
	Anticipated emergency landing or ditching evacuation drill performance criteria	X	X	X	X
	Unanticipated emergency landing or ditching evacuation drill performance criteria	X	X	X	X

	RAFT DRILL				
	Performance criteria	X	X	X	
	LIFE PRESERVER DRILL				
	Performance criteria	X	X	X	
	AIRCRAFT SLIDE DRILL				
	Performance criteria	X	X	X	X
	EMERGENCY EQUIPMENT				
	Equipment practice	X	X	X	
	FIRE FIGHTING DRILLS				
	Live fire fighting	X	X	X	
	Firefighting/ cabin performance criteria	X	X	X	
	Fires/Class B main deck cargo compartment	X	X	X	X
	OXYGEN ADMINISTRATION DRILL				
	Portable oxygen bottle performance criteria	X		X	
	Fixed first aid oxygen performance criteria	X		X	X
Durations (h)		**As Appropriate**			
PART EIGHT - OTHER TRAINING					
	CABIN HEALTH AND FIRST AID TRAINING				
	Introduction	X			
	Management of on- board medical events	X	X	X	
	Food Safety	X	X	X	
	Minimum Duration (h)	**12**	**04**	**04**	

	DANGEROUS GOODS TRAINING				
	General philosophy	X	X	X	
	Limitations	X	X	X	
	Labeling and marking	X	X	X	
	Recognition of undeclared dangerous goods	X	X	X	
	Provisions for passengers and crew; and	X	X	X	
	Emergency procedures	X	X	X	
	Minimum Duration (h)	**24**	**04**	**04**	
	HUMAN FACTOR / CREW RESOURCE MANAGEMENT				
	Human factors in aviation	X		X	
	Human error	X	X	X	
	Cabin crew skills	X	X	X	
	Crew resource management (may be covered separately)	X	X	X	
	Threat and error management (tailored to cabin operations)	X	X	X	
	Case studies (e.g. accidents/ incidents)	X	X	X	
	Minimum Duration (h)	**16**	**04**	**04**	
	AVIATION SECURITY				
	General knowledge about aviation security	X		X	
	Aviation security program of an airlines	X	X	X	
	Security assurance for passengers, baggage, cargoes, postal matters and parcels and in-flight catering stores; protection of aircraft and other security assurance measures	X	X	X	

	Dangerous items	X	X	X	
	Flight security procedures	X		X	
	Aircraft security checks and searches	X	X	X	
	Handling of incidents and violations against aviation security regulations	X	X	X	
	Dealing with acts of unlawful interference in civil aviation activities	X	X	X	
	Self-defense skills	X	X	X	
	Duration (h)	***As require in Circular 34/2022/TT-BGTVT***			
	SAFETY MANAGEMENT SYSTEM (SMS)				
	SMS fundamentals and overview of the operator's SMS	X		X	
	The operator's safety policy	X	X	X	
	Hazard identification and reporting; and	X	X	X	
	Safety communication	X	X	X	
	Minimum Duration (h)	**08**	**04**	**04**	
	FATIGUE MANAGEMENT				
	VAR Part 15 and applicable regulatory requirements for flight, duty and rest	X	X	X	
	The basics of fatigue including sleep fundamentals and the effects of disturbing the circadian rhythms;	X		X	
	The causes of fatigue, including medical conditions that may lead to fatigue	X	X	X	
	The effect of fatigue on performance	X		X	
	Fatigue countermeasures	X		X	
	The influence of lifestyle, including nutrition, exercise, and family life, on	X		X	

	fatigue				
	Familiarity with sleep disorders and their possible treatments	X		X	
	Where applicable, the effects of long range operations and heavy short range schedules on individuals	X	X	X	
	The effect of operating through and within multiple time zones; and	X		X	
	The crew member responsibility for ensuring adequate rest and fitness for flight duty	X	X	X	
	Minimum Duration (h)	**16**	**02**	**02**	
TOTAL DURATION (h)		**161***	**28***	**37***	

NOTE:

- ** Training duration are not included Aviation Security training and drills;*
- *Duration time of recurrence training shall be completed in consecutive twelve months;*
- *The content of recurrent training for Part 7 – Drills may cover in 24-month cycle.*

Appendix 2 to section 3

EXAMPLE OF ANNUAL COMPETENCY CHECK FORM

Name of Participant: ……..... **ID Number:** ……..

Rank: □ In-charge cabin crew member □ Cabin crew member

Aircraft qualified: ……

Date: ……. **Course:** …….

CCCP: ……

Note: *CCCP mark the result to the corresponding column:*

- ***"C"****: Competent (Pass)*
- ***"CNI"****: Competent Need Improve (Pass)*
- ***"NC"****: Not Competent (Fail)*

CABIN CREW TASKS DURING ABNORMAL AND EMERGENCY SITUATION								
Phase of flight: 1. Applicable to any phase of flight								
The tasks described below relate to abnormal or emergency situations which may occur during any phase of flight								
CABIN CREW COMPETENCY		**1. Application of policies and procedures**	**2. Communication**	**3. Leadership and teamwork**	**4. Passenger management**	**5. Problem solving and decision making**	**6. Situation awareness and management of information**	**7. Workload management**
Task	**Reference**							
1.6. Evacuate aircraft 1.6.1. Obtain evacuation order or initiate evacuation, as applicable 1.6.2. Shout evacuation commands 1.6.3. Operate emergency lighting systems, if applicable	*CCOM* *Appendix1*							

1.6.4. Don life jacket, in case of unanticipated ditching 1.6.5. Assess inside and outside conditions prior to opening exit 1.6.6. Open exit 1.6.7. Hold on to fixed part of the aircraft to prevent fall 1.6.8. Control crowd/manage cabin	*to VAR 14.085 (a) & (b)*							
Remarks:								

OVERAL GRADING: **CCCP SIGNATURE**

Competent	Not Competent

Note: *The content of this example of annual competency check form is minimum requirement of annual competency check from Appendix 1 to VAR 14.085. Operators may develop their own annual competency check form when implementing competency-based training and assessment.*

Appendix 3 to section 4

COMPETENCY FRAMEWORK FOR CABIN CREW MEMBERS

NOTE 1.—*The competencies and observable behaviours in the table below are not listed according to any pre-defined priority. Observable behaviours may include, but are not limited to, the observable behaviours listed in the table.*

NOTE 2.— *Observable behaviours are performed to a criterion, e.g. accurately or correctly, generally not stated.*

Competency	***Description***	***Observable Behaviours (OB)***
Application of policies and procedures	Identifies and applies appropriate policies and procedures in accordance with published operating instructions and applicable regulations.	OB 1.1 Identifies where to find policies and procedures OB 1.1 Applies relevant policies and procedures OB 1.1 Applies procedures or adapts them to ensure safety OB 1.1 Operates cabin systems and equipment OB 1.1 Complies with applicable policies and procedures
Communication	Communicates through appropriate means in the operational environment, in both normal, abnormal and emergency situations	OB 2.1 Determines that the recipient is ready and able to receive information OB 2.2 Selects appropriately what, when, how and with whom to communicate OB 2.3 Conveys messages clearly, using designated common language (e.g. multilingual flight/cabin crew) OB 2.4 Confirms that the recipient demonstrates an understanding of important information OB 2.5 Listens actively and demonstrates understanding when receiving information OB 2.6 Asks relevant and effective questions OB 2.7 Uses appropriate escalation in communication to resolve identified deviations OB 2.8 Uses and interprets non-verbal communication in a manner

			appropriate to the organizational and social culture
		OB 2.9	Adheres to standard operator phraseology and procedures
Leadership and teamwork	Influences others to contribute to a shared purpose. Collaborates to accomplish the goals of the team.	OB 3.1	Encourages crew participation and open communication
		OB 3.2	Demonstrates initiative and provides direction when required
		OB 3.3	Engages others in planning
		OB 3.4	Considers inputs from others
		OB 3.5	Gives and receives feedback constructively
		OB 3.6	Addresses and resolves conflicts and disagreements in a constructive manner
		OB 3.7	Exercises decisive leadership when required
		OB 3.8	Accepts responsibility for decisions and actions
		OB 3.9	Carries out instructions when directed
		OB 3.10	Identifies deviations and safety hazards and applies effective intervention strategies
		OB 3.11	Manages cultural and language challenges
Passenger management	Demonstrates effective passenger management techniques	OB 4.1	Exhibits assertive behaviour, when applicable, e.g. during an evacuation or ditching
		OB 4.2	Identifies and manages conflict and disagreements between passengers
		OB 4.3	Demonstrates conflict resolution techniques
		OB 4.4	Informs and monitors passengers for compliance with operator policies, procedures and regulations
		OB 4.5	Uses effective communication and tone of voice appropriate to the circumstances
Problem solving and decision	Identifies precursors, mitigates problems; and	OB 5.1	Identifies, assesses and manages threats and errors in a timely manner

making	makes decisions	OB 5.2	Seeks accurate and adequate information from appropriate sources
		OB 5.3	Identifies and verifies what and why things have gone wrong, if appropriate
		OB 5.4	Perseveres in working through problems while prioritizing safety
		OB 5.5	Identifies and considers appropriate options
		OB 5.6	Applies appropriate and timely decision-making techniques
		OB 5.7	Monitors, reviews and adapts decisions as required
		OB 5.8	Adapts when faced with situations where no guidance or procedure exists
		OB 5.9	Demonstrates resilience when encountering an unexpected event
Situation awareness and management of information	Perceives, comprehends and manages information and anticipates its effect on the operation.	OB 6.1	Monitors and assesses passenger and crew behaviour
		OB 6.2	Monitors and assesses the general environment, state of the aircraft, cabin systems as it may affect the operation
		OB 6.3	Validates the accuracy of information and checks for errors
		OB 6.4	Maintains awareness of the people involved in or affected by the operation and their capacity to perform as expected
		OB 6.5	Develops effective contingency plans based upon risks associated with threats and errors
		OB 6.6	Responds to indications of reduced personal situation awareness
Workload management	Maintains available workload capacity by prioritizing and distributing tasks using appropriate resources	OB 7.1	Plans, prioritizes and monitors tasks through the utilization of all available resources
		OB 7.2	Manages time efficiently when carrying out tasks
		OB 7.3	Offers and gives assistance

		OB 7.4	Delegates tasks
		OB 7.5	Seeks and accepts assistance, when appropriate
		OB 7.6	Monitors, reviews and cross-checks actions
		OB 7.7	Verifies that tasks are completed to the expected outcome
		OB 7.8	Manages and recovers from interruptions, distractions, variations and failures effectively while performing tasks

Appendix 4 to section 5

CABIN CREW MEMBER TASKS DURING NORMAL OPERATIONS

CABIN CREW TASKS DURING NORMAL OPERATIONS			
Phase of flight: 1. Ground and pre-flight operations			
The tasks described below relate to the period which commences when the cabin crew member reports for duty, prior to pushback or taxi, at the gate, ramp, or parking area, while the aircraft is stationary.			
Task	***Sub-task***	***I/C Duty***	***Reference***
1.1. Perform planning task	1.1.1. Report for duty 1.1.2. Obtain applicable information/documentation 1.1.3. Review documents required for the flight 1.1.4. Update documents required for the flight, if applicable 1.1.5. Check the minimum cabin crew complement	 X	*CCOM* *Company policies and procedures*
1.2. Participate in flight crew and cabin crew briefings	1.2.1. Obtain flight crew briefing 1.2.2. Conduct cabin crew briefing 1.2.3. Communicate all required information and other relevant matters to the cabin crew	X X	*CCOM* *Documentation relating to destination information* *Standard briefing form (if applicable)*
1.3. Perform pre-flight check	1.3.1. Communicate with ground personnel 1.3.2. Check relevant documentation or system for cabin defects 1.3.3. Check equipment and systems 1.3.4. Report missing or inoperative equipment/system 1.3.5. Perform security checks 1.3.6. Update cabin crew on any additional information, if applicable	X X X	*CCOM*

1.4. Perform passenger boarding and pre-pushback tasks	1.4.1. Check minimum crew complement 1.4.2. Apply procedure for ramp safety 1.4.3. Manage passenger boarding process 1.4.4. Apply procedure for refueling with passengers on board, if applicable 1.4.5. Monitor cabin 1.4.6. Reconcile/count passengers, if applicable 1.4.7. Check safe stowage of carry-on baggage 1.4.8. Brief passengers 1.4.9. Check that emergency exits/aisles are not obstructed 1.4.10. Check condition of critical surfaces and report any contamination, if applicable 1.4.11. Secure galley 1.4.12. Secure cabin 1.4.13. Close aircraft door(s), if applicable 1.4.14. Check flight deck door is closed/secure, if applicable	X	*CCOM*
1.5. Manage abnormal or emergency situations	1.5.1. Recognize the abnormal or emergency situation 1.5.2. Apply the procedure for the abnormal or emergency situation		*CCOM*

Phase of flight: 2. Pushback and taxi

The tasks described below relate to the period which commences when the aircraft begins to move in the gate, ramp, or parking area, assisted by a tow vehicle, followed by the period when the aircraft moves on the aerodrome surface under its own power prior to take-off.

Task	***Sub-task***	***I/C Duty***	***Reference***
2.1. Perform pushback and taxi duties and checks	2.1.1. Arm aircraft door(s), if applicable 2.1.2. Check aircraft door(s) status, if applicable 2.1.3. Apply sterile flight deck procedure, if applicable 2.1.4. Check compliance with ordinance signs		*CCOM*

	2.1.5. Perform safety demonstration 2.1.6. Check cabin 2.1.7. Check galley 2.1.8. Check lavatory 2.1.9. Check crew rest area, if applicable 2.1.10. Check remote area, if applicable 2.1.11. Take assigned station/seat for take-off and remain secure in required position 2.1.12. Confirm "cabin readiness" for take-off to the flight crew 2.1.13. Comply with the pre-take-off signal 2.1.14. Take appropriate safety seating position for take-off (including brace, if applicable) 2.1.15. Perform silent review	X	
2.2. Manage abnormal or emergency situations	2.2.1. Recognize the abnormal or emergency situation 2.2.2. Apply the procedure for the abnormal or emergency situation		*CCOM*
Phase of flight: 3. Take-off			
The tasks described below relate to the period which commences when the flight crew apply take-off power, through rotation and to an altitude of 35 feet above runway elevation or until gear-up selection, whichever comes first.			
Task	***Sub-task***	***I/C Duty***	***Reference***
3.1. Perform take-off tasks	3.1.1. Apply sterile flight deck procedure 3.1.2. Remain in appropriate safety seating position for take-off (including brace position, if applicable) 3.1.3. Perform silent review		*CCOM*
3.2. Manage abnormal or emergency situations	3.2.1. Recognize the abnormal or emergency situation 3.2.2. Apply the procedure for the abnormal or emergency situation		*CCOM*
Phase of flight: 4. Climb			

The tasks described below relate to the period which commences when the take-off phase ends through to arrival at the initial assigned cruise altitude.			
Task	***Sub-task***	***I/C Duty***	***Reference***
4.1. Perform climb tasks	4.1.1. Comply with ordinance signs and instructions from the flight crew 4.1.2. Check passenger compliance with ordinance signs and instructions 4.1.3. Monitor cabin		*CCOM*
4.2. Manage abnormal or emergency situations	4.2.1. Recognize the abnormal or emergency situation 4.2.2. Apply the procedure for the abnormal or emergency situation		*CCOM*
Phase of flight: 5. Cruise			
The tasks described below relate to the period which commences at any level flight segment after arrival at initial cruise altitude until the start of descent to the destination.			
Task	***Sub-task***	***I/C Duty***	***Reference***
5.1. Perform systems operations	5.1.1. Operate systems, as required 5.1.2. Monitor operation of systems		*CCOM*
5.2. Perform cruise tasks	5.2.1. Apply procedures in the event of turbulence 5.2.2. Apply procedures for the safe use of service equipment 5.2.3. Check passenger compliance with ordinance signs and instructions 5.2.4. Monitor cabin 5.2.5. Monitor galley 5.2.6. Monitor lavatory 5.2.7. Monitor remote area, if applicable 5.2.8. Manage passengers		*CCOM*
5.3. Perform security procedures	5.3.1. Apply flight deck access procedures 5.3.2. Monitor “clear zone” outside the flight deck 5.3.3. Monitor cabin for security-related issues		*CCOM*

5.4. Manage abnormal or emergency situations	5.4.1. Recognize the abnormal or emergency situation 5.4.2. Apply the procedure for the abnormal or emergency situation		*CCOM*
Phase of flight: 6. Descent and approach			
The tasks described below relate to the period which commences when the aircraft leaves the level flight segment to start a controlled descent to the destination and ends with the beginning of the landing flare.			
Task	***Sub-task***	***I/C Duty***	***Reference***
6.1. Prepare cabin for landing	6.1.1. Check compliance with ordinance signs 6.1.2. Secure cabin 6.1.3. Secure galley 6.1.4. Check lavatory 6.1.5. Check crew rest area, if applicable 6.1.6. Check remote area, if applicable 6.1.7. Check that emergency exits/aisles are not obstructed 6.1.8. Comply with ordinance signs or instructions from the flight crew 6.1.9. Take assigned station/seat for landing and remain secure in required position 6.1.10. Confirm "cabin readiness" for landing to the flight crew 6.1.11. Apply sterile flight deck procedure 6.1.12. Comply with the pre-landing signal 6.1.13. Take appropriate safety seating position for landing (including brace, if applicable) 6.1.14. Perform silent review	X	*CCOM*
6.2. Manage abnormal or emergency situations	6.2.1. Recognize the abnormal situation 6.2.2. Apply the procedure for the abnormal or emergency situation		*CCOM*
Phase of flight: 7. Landing			

The tasks described below relate to the period which commences when the landing flare begins until aircraft exits the landing runway, comes to a stop on the runway, or when power is applied for take-off in the case of a touch-and-go landing.

Task	*Sub-task*	*I/C Duty*	*Reference*
7.1. Perform landing tasks	7.1.1. Apply sterile flight deck procedure 7.1.2. Remain in appropriate safety seating position for landing (including brace, if applicable) 7.1.3. Perform silent review		*CCOM*
7.2. Manage abnormal or emergency situations	7.2.1. Recognize the abnormal or emergency situation 7.2.2. Apply the procedure for the abnormal or emergency situation		*CCOM*
Phase of flight: 8. Post flight operations			
The tasks described below relate to the period which commences when the aircraft exits the landing runway, continues upon arrival at the gate, ramp, apron, or parking area, when the aircraft ceases to move under its own power and ends when the cabin crew member completes his/her duties assigned for the flight.			
Task	*Sub-task*	*I/C Duty*	*Reference*
8.1. Perform post-landing and post-flight tasks	8.1.1. Remain in assigned station/seat and remain secure in required position 8.1.2. Comply with ordinance signs and instructions from the flight crew 8.1.3. Check passenger compliance with ordinance signs and instructions 8.1.4. Monitor cabin 8.1.5. Disarm aircraft door(s), if applicable 8.1.6. Check aircraft door(s) status, if applicable 8.1.7. Open aircraft door(s), if applicable 8.1.8. Manage passenger disembarkation process 8.1.9. Perform security checks, if applicable 8.1.10. Complete the applicable documentation		*CCOM*

8.2. Manage abnormal or emergency situations	8.2.1. Recognize the abnormal or emergency situation 8.2.2. Apply the procedure for the abnormal or emergency situation		*CCOM*
8.3. Perform transit tasks	8.3.1. Manage passenger disembarkation process 8.3.2. Perform security checks 8.3.3. Obtain flight crew briefing, if applicable 8.3.4. Conduct cabin crew briefing, if applicable 8.3.5. Check minimum crew complement 8.3.6. Manage passenger boarding process	 X X	*CCOM* *Documentation relating to destination information* *Standard briefing form (if applicable)*

Appendix 5 to section 6

CABIN CREW MEMBER TASKS DURING ABNORMAL AND EMERGENCY SITUATIONS

CABIN CREW TASKS DURING ABNORMAL AND EMERGENCY SITUATION			
Phase of flight: 1. Applicable to any phase of flight			
The tasks described below relate to abnormal or emergency situations which may occur during any phase of flight			
Task	***Sub-task***	***I/C Duty***	***Reference***
1.1. Apply fire-fighting procedure	1.1.1. Detect and eliminate fire hazards 1.1.2. Locate source of smoke/fire 1.1.3. Identify the type of fire 1.1.4. Apply communication procedures 1.1.5. Use appropriate firefighting equipment and protective equipment, as required 1.1.6. Fight fire 1.1.7. Manage passengers and cabin, as required 1.1.8. Apply post-firefighting procedure 1.1.9. Complete the applicable documentation	X	*CCOM*
1.2. Apply procedure for fume events	1.2.1. Identify and locate the source of the fumes 1.2.2. Identify the type and intensity of the fumes 1.2.3. Apply communication procedures 1.2.4. Manage passengers and cabin, as required 1.2.5. Apply post-event procedures 1.2.6. Complete the applicable documentation	X	*CCOM*

1.3. Manage cabin pressurization problem / decompression	1.3.1. Recognize signs and symptoms of cabin pressurization problem/decompression 1.3.2. Don nearest oxygen mask, if installed 1.3.3. Secure self and occupy nearest seat, if available 1.3.4. Apply communication procedures 1.3.5. Apply post-decompression procedure 1.3.6. Complete the applicable documentation	 X	*CCOM*
1.4. Apply procedures for an anticipated emergency landing or ditching	1.4.1. Recognize emergency signal from the flight crew 1.4.2. Obtain briefing from the flight crew on the situation 1.4.3. Stow service-related items and stand-by for further instructions 1.4.4. Brief cabin crew on the situation 1.4.5. Brief passengers 1.4.6. Don life jacket, in case of ditching 1.4.7. Assign, relocate and brief able-bodied passengers, as required 1.4.8. Secure cabin (galley, lavatories, remote areas) 1.4.9. Check galley 1.4.10. Check cabin 1.4.11. Check lavatory 1.4.12. Check crew rest area, if applicable 1.4.13. Check remote area, if applicable 1.4.14. Confirm "cabin readiness" to the flight crew 1.4.15. Comply with signal from the flight crew 1.4.16. Take assigned station/seat 1.4.17. Check aircraft door status, if applicable 1.4.18. Perform silent review	 X X X 	*CCOM*

	1.4.19. Comply with flight crew emergency communication 1.4.20. Take brace position 1.4.21. Shout brace commands 1.4.22. Complete the applicable documentation	X	
1.5. Apply procedures for an unanticipated emergency landing or ditching	1.5.1. Recognize emergency signal from the flight crew 1.5.2. Take assigned station/seat 1.5.3. Check aircraft door status, if applicable 1.5.4. Perform silent review 1.5.5. Comply with flight crew emergency communication 1.5.6. Take brace position 1.5.7. Shout brace commands 1.5.8. Complete the applicable documentation	X	*CCOM*
1.6. Evacuate aircraft	1.6.1. Obtain evacuation order or initiate evacuation, as applicable 1.6.2. Shout evacuation commands 1.6.3. Operate emergency lighting systems, if applicable 1.6.4. Don life jacket, in case of unanticipated ditching 1.6.5. Assess inside and outside conditions prior to opening exit 1.6.6. Open exit 1.6.7. Hold on to fixed part of the aircraft to prevent fall 1.6.8. Control crowd/manage cabin 1.6.9. Conduct cabin search 1.6.10. Take survival equipment prior to exiting the aircraft, if applicable 1.6.11. Evacuate the aircraft 1.6.12. Operate life raft or slide-raft, in case of ditching		*CCOM*

	1.6.13. Gather passengers away from the aircraft 1.6.14. Perform post-evacuation duties 1.6.15. Apply survival procedures 1.6.16. Complete the applicable documentation	 X	
1.7. Apply flight crew member incapacitation procedures	1.7.1. Respond to call from the flight crew 1.7.2. Move the incapacitated flight crew member away from the controls 1.7.3. Secure the incapacitated flight crew member 1.7.4. Administer first aid 1.7.5. Assist the remaining flight crew member (pilot-in-command), as instructed 1.7.6. Complete the applicable documentation	 X X	*CCOM*
1.8. Apply cabin crew member incapacitation procedures	1.8.1. Administer first aid 1.8.2. Secure the incapacitated cabin crew member 1.8.3. Inform the flight crew 1.8.4. Reassign required cabin crew stations, if applicable 1.8.5. Complete the applicable documentation	 X X	*CCOM*
1.9. Apply single cabin crew member incapacitation procedures	1.9.1. Notify the flight crew immediately 1.9.2. Secure the incapacitated cabin crew member 1.9.3. Administer first aid 1.9.4. Assign an able-bodied passenger to assist the cabin crew member 1.9.5. Complete the applicable documentation		*CCOM*
1.10. Conduct a rapid disembarkation	1.10.1. Recognize signal from flight crew or cabin crew for a rapid disembarkation		*CCOM*

	1.10.2. Apply procedure for a rapid disembarkation using applicable door(s) 1.10.3. Apply communication procedures 1.10.4. Control crowd/manage cabin 1.10.5. Exit the aircraft 1.10.6. Move away from the aircraft and manage crowd 1.10.7. Complete the applicable documentation	X	

Appendix 6 to section 7

TRAINING SYLLABUS FOR IN-CHARGE CABIN CREW MEMBER

THEORETICAL TRAINING SUBJECT	MINIMUM DURATION
Briefing (in normal, abnormal and emergency situations)	**02h**
a) Conduct cabin crew briefing	
b) Obtain flight crew briefing	
c) Brief cabin crew on the situation of anticipated emergency landing or ditching	
Cooperation and coordination with the crew	**04h**
a) The concept of the crew member's role and responsibilities and the chain of command on board the aircraft	
b) The importance of crew coordination, cooperation and communication	
c) Awareness of multi-cultural and multi-national crews	
d) Modification of crew roles and responsibilities in the event of cabin crew and flight crew member incapacitation	
Operator's procedures and requirements	**04h**
a) Minimum equipment list	
b) Tasks related to operator's standard operating procedures, as required by the position	
c) Tasks related to operator's emergency procedures, as required by the position	
d) Tasks related to cabin health and first aid, as required by the position	
e) Tasks related to dangerous goods, as required by the position	
Accident and incident reporting	**01h**
a) Participation in the operator's reporting program (hazards, incidents, accidents and both voluntary and mandatory occurrence	

	reporting)	
	b) Tasks specific to the in-charge cabin crew, including documentation	
Human performance / Crew resource management		**02h**
	a) Review of human performance aspects (e.g. Human Factors, CRM, TEM), as they relate to the role of the in-charge cabin crew member	
	b) Review of competencies important to in-charge cabin crew member: leadership and teamwork, problem solving and decision making, workload management	
	c) Operator's safety culture	
	d) Stress management	
Requirement of flight time, flight duty period and rest period for cabin crew		**01h**
	a) Application of flight and duty time limitations	
	b) Rest requirements (i.e. in-flight and ground rest)	
Leadership		**02h**
	a) Leadership function	
	b) Effective and ineffective leadership styles	
	c) Recognition and appropriate application of different leadership styles for different situations	
	d) Assertiveness	
	e) Identification of different personality styles within the work place	
	f) Team forming and coaching, including tools that can be used to encourage cooperation, motivation and transparency from other crew members	
	g) Support, motivation and respect, including sensitivity towards different cultural beliefs, values and practices	
	h) Appropriate delegation of tasks	
	i) Providing feedback	
	j) Conflict management, problem solving and mediation	

	k) Effective management of time, people and resources	
Aviation security		**06h**
	a) In-charge cabin crew duties & responsibilities for aviation security assurance for the flight	
	b) Procedure for implementation some specific tasks of In-charge cabin crew member	
PRACTICAL TRAINING SUBJECT		**MINIMUM DURATION**
Drills		**As Appropriate**
	a) Firefighting drills	
	b) Aircraft slide drill	
	c) Raft drill	
	d) Wet drill	
Scenario-based training		**As Appropriate**
	a) Safety and security procedures	
	b) Emergency procedures	
	c) First aid related situation	
	d) Dangerous good related situation	

Appendix 7 to section 7

COMPETENCY FRAMEWORK FOR CABIN CREW INSTRUCTORS AND CHECK PERSONS

NOTE 1.—*The competencies and observable behaviours in the table below are not listed according to any pre-defined priority. Observable behaviours may include, but are not limited to, the observable behaviours listed in the table below.*

NOTE 2.— *Observable behaviours are performed to a criterion, e.g. accurately or correctly, generally not stated.*

Competency	***Description***	***Observable behaviours (OB)***
Management of the learning environment	Ensures that the instruction and assessment are conducted in a suitable and safe environment.	OB 1.1 Ensures that equipment meets safety requirements OB 1.2 Communicates evacuation and occupational, health and safety procedures of the training facility OB 1.3 Creates a safe learning environment (e.g. facilities, training devices, cabin simulator, firefighting facilities, etc.) OB 1.4 Identifies and manages hazards (e.g. slippery floor) OB 1.5 Prioritizes safety above instructing the trainee OB 1.6 Ensures the facilities are scheduled and adequate to meet the learning outcomes objectives OB 1.7 Ensures that the physical environment is suitable for learning OB 1.8 Ensures environment and conditions exist for the training objectives OB 1.9 Ensures that the training equipment is available, accessible and functional OB 1.10 Follows approved training syllabus or checklists
Mentoring and coaching	Supports trainee integration into the professional environment by mentoring, advising, guiding and creating a	OB 2.1 Identifies and demonstrates awareness of trainee characteristics (experience, language, culture)

	positive learning experience.	OB 2.2	Develops a rapport with the trainee and provides encouragement and support
		OB 2.3	Promotes positive working relationships
		OB 2.4	Encourages a positive approach to learning
		OB 2.5	Demonstrates empathy and understanding, recognizing situations when extra support is required
		OB 2.6	Encourages trainee to self-reflect to identify strengths and weaknesses and areas for improvement
		OB 2.7	Encourages trainee to look for positive learning experiences from each training session, even those that did not go well
		OB 2.8	Encourages trainee to extract maximum training value from any feedback, including negative points
		OB 2.9	Encourages trainee to ask questions as part of the overall learning experience
		OB 2.10	Helps trainee to build and maintain confidence through encouragement and motivation
		OB 2.11	Ensures sufficient repetition of learning activities
		OB 2.12	Ensures opportunities for increasing complexity
		OB 2.13	Helps trainee to develop strategies to improve any gaps in competencies
Instruction	Provides instruction and facilitates learning in the training environment.	OB 3.1	Demonstrates exemplary role model behaviour (meaning the behaviours expected in the technical role being trained, according to the competencies and related knowledge and skills)
		OB 3.2	Demonstrates respect for organizational goals and requirements (SOPs, dress code,

			appearance, acceptable personal conduct, etc.)
		OB 3.3	Sets the objectives for the session and explains clearly to the trainee the required competency standards
		OB 3.4	Ensures the trainee understands the situation prior to beginning a simulated exercise
		OB 3.5	Uses targeted training techniques to enable learning (e.g. talk aloud problem solving techniques, demonstration, immediate skill correction, trainee involvement, questioning techniques)
		OB 3.6	Adapts training techniques and style to meet the needs of the trainee
		OB 3.7	Ensures appropriate timing of teaching opportunities
		OB 3.8	Recognizes and responds appropriately to the trainee's behaviour (e.g. stress, under confidence, overconfidence)
		OB 3.9	Allows the trainee to make decisions appropriate to their level of competence and experience
		OB 3.10	Confirms understanding of the trainee's intended actions and plans (e.g. using questioning techniques) and, when appropriate, trusts the trainee to try their own plans
		OB 3.11	Remains calm when having to intervene
		OB 3.12	Provides constructive and balanced feedback in a timely and appropriate manner
		OB 3.13	Debriefs the trainee after the training session to review the performance emphasizing positive actions, areas to work on and strategies for improvement
		OB 3.14	Allocates time appropriately on activities

		OB 3.15	Adjusts time spent on activities to ensure that objectives are met
		OB 3.16	Implements contingency plans for situations in which activities must be eliminated, reduced or replaced
		OB 3.17	Clarifies any inadequate knowledge and/or misinterpretation of SOPs
Communication	Communicates effectively with the trainee in verbal, non-verbal and written form.	OB 4.1	Listens actively
		OB 4.2	Encourages constructive discussion about the trainee's performance
		OB 4.3	Speaks clearly, accurately and in a calm and measured manner
		OB 4.4	Adjusts speech techniques to suit the instructional situation (e.g. conveying sense of urgency, speaks calmly)
		OB 4.5	Adapts content of communication to the needs of the trainee (e.g. does not overload with too much information)
		OB 4.6	Explains complex situations clearly (e.g. application of procedures, management of emergencies)
		OB 4.7	Explains cognitive strategies clearly (e.g. how to analyze situations, prioritize, select a course of action, distribute attention)
		OB 4.8	Delivers difficult messages with tact and sensitivity
		OB 4.9	Writes objective and comprehensive reports on the trainee's performance
Assessment	Evaluates the performance of the trainee for the purposes of enabling learning, monitoring progress and/or determining if competence has been achieved.	OB 5.1	Gathers factual evidence of the trainee's performance against the objectives
		OB 5.2	Gathers factual evidence for all the required competencies
		OB 5.3	Evaluates the trainee's performance in relation to the competencies, objectives and standards
		OB 5.4	Analyses poor performance to determine root causes, when appropriate

		OB 5.5	Determines remedial actions required to address deficiencies in performance, when appropriate
		OB 5.6	Determines if the evidence gathered, supports a decision that the trainee is competent
		OB 5.7	Provides clear and concise feedback to the trainee
		OB 5.8	Applies consistent standards when assessing performance
		OB 5.9	Identifies systemic safety issues, unexpected outcomes, barriers to the transfer of learning and strengths and/or weaknesses of the training content
		OB 5.10	Makes recommendations to the course developer for improvements relating to course design, course documentation, training media and training facilities
Collaboration	Collaborates with relevant parties to facilitate a robust training experience for the trainee.	OB 6.1	Gathers relevant information in advance for the purpose of tailoring the training approach and to maximize productivity of the training session (e.g. from the training organization, human resources department, previous training reports)
		OB 6.2	Engages with the trainee, other instructors and the cabin crew training manager(s) for the purposes of adapting the training approach
		OB 6.3	Requests supplementary resources to help the trainee, when required (e.g. learning support specialist, counseling, additional practice on a simulator)
		OB 6.4	Contributes information on the trainee's progress to the training team
Self-assessment	Improves teaching, instructional and	OB 7.1	Remains open to feedback
		OB 7.2	Improves performance based on accurate and balanced feedback

	coaching capabilities through self-assessment.	OB 7.3	Maintains self-control in challenging training situations
		OB 7.4	Responds as needed to deal with the demands of challenging training situations
Ethics and integrity	Demonstrates openness, respect and fairness towards the trainee and considers the consequences when making a decision or taking action.	OB 8.1	Treats the trainee respectfully, fairly and objectively regardless of differences
		OB 8.2	Answers questions truthfully without embellishment
		OB 8.3	Maintains privacy and confidentiality when appropriate
		OB 8.4	Manages professional relationships with appropriate role boundaries
		OB 8.5	Acts with integrity
		OB 8.6	Remains objective and starts each training session without prejudice or bias

Appendix 8 to section 7

INITIAL TRAINING PROGRAM FOR CABIN CREW INSTRUCTORS AND CHECK PERSONS

Unit	*Description*	*Detailed content*
Knowledge	This unit outlines the operator's procedures which is the fundamental knowledge required to deliver the training program under a competency-based approach.	• Understanding of the operator's SOPs • Understanding of an SMS • Aircraft-specific knowledge, if applicable • Building scenarios as part of competency-based training and assessment • Coaching, mentoring and guiding trainees • National regulations applicable to training and operations
Facilitation / instruction style and skills	This unit provides tools and techniques to ensure that an audience is engaged throughout the delivery of a presentation and to optimize the trainee experience.	• Group facilitation skills • Understanding non-verbal cues (e.g. body language) • Verbal skills — tone, pitch, clarity, speed, language • Observation skills used to monitor individual and group progress • Objective feedback delivery • Mentoring trainees to foster the development of competencies • Supporting trainees in their various learning styles
Course management and documentation / administrative tasks	This unit outlines duties related to the management of the course as well as those related to documentation and administrative tasks of the instructor/evaluator	• Understanding lesson plans and timetables • Time management • Remedial training • Management of situations that might disrupt a planned sequence of events (e.g. inoperative cabin training device) • Recording of assessments • Relevant administrative functions

		• Production of reports using appropriate forms and media
Operation of training aids, devices and equipment	This unit outlines the operation of all training aids, devices and equipment used by the instructor / evaluator during training and assessments, and considerations for a safe training environment	• Use of presentation equipment and training devices • Use of presentation equipment and devices within occupational health and safety guidelines • Instruction and assessments conducted in a suitable and safe environment
Assessments	This unit provides an understanding of the competencies of the trainee and decisions in assessments based on the outcome of the summative information	• Applying rating scales • Understanding of the assessment process • Assessing trainees' competencies • Performing appropriate grading • Delivery of strengths and weaknesses of the training environment, including feedback from trainees • Objectivity versus subjectivity differences • Standardization and calibration of instructors/evaluators

NOTE:

- *Other than the content presented in this appendix, the instructor/evaluator training program should adapt Appendix 1 to VAR 14.037 (e) & (h), Appendix 1 to VAR 14.130, Appendix 1 to VAR 14.137 (b)*
- *Instructor/evaluator refresher training should be undertaken if a period of absenteeism has occurred. This provides the instructor/evaluator with the opportunity to familiarize themselves with changes to training modules, content and facilities. This training should include an overview of the content presented in this appendix.*

Appendix 9 to section 9

EXAMPLE OF A SCENARIO DEVELOPMENT

1. INTRODUCTION OF THE CASE STUDY

1.1. An operator conducts scheduled passenger flights on both domestic and international routes. The operator's fleet is composed of Airbus A320 and Boeing B737-700 aircraft. Both aircraft types are operated with a minimum of four cabin crew members.

1.2. The operator has two training facilities in two different cities: one in City A and one in City B. The training facility in City A is equipped with an emergency evacuation training device, capable of simulating smoke and motion and well as a static cabin training device, without smoke simulating capabilities. The training facility in City B is equipped with a static cabin training device, without smoke simulating capabilities and a classroom equipped with some rows of aircraft seats and mock-up parts of aircraft galleys. Both facilities are equipped with portable smoke generators.

1.3. The operator is transitioning to competency-based training and assessment and will include scenario-based training during recurrent training next year. The class size will be 20 trainees. The training department has been tasked with developing a firefighting scenario to complement classroom and computer-based training. The following sections present the scenario which was developed.

2. USE OF AC 14-004

2.1. Section 6.5.1 presents a task list related to firefighting. The following is an excerpt from that section:

Task: Apply fire-fighting procedure

Sub-tasks:

1.1.1 Detect and eliminate fire hazards
1.1.2 Locate source of smoke/fire
1.1.3 Identify the type of fire
1.1.4 Apply communication procedures
1.1.5 Use appropriate fire-fighting equipment and protective equipment, as required
1.1.6 Fight fire
1.1.7 Manage passengers and cabin, as required
1.1.8 Apply post-fire-fighting procedure
1.1.9 Complete the applicable documentation

The course developer can use tasks and sub-tasks presented in Section 6.5.1 to develop the scenario's objectives (as shown in section 4 of this appendix).

3. SCENARIO DESCRIPTION

3.1. For the firefighting scenario, the following description was produced: three hours into a flight from City A to City B, as the cabin crew members are picking up after the meal service a passenger alerts them of smoke coming from the lavatory and smoke seeping out the door. The cabin crew members will have to respond to the situation and also manage an unruly passenger who is intoxicated and demanding more alcohol, unaware of the situation. The scenario description should only be available to the training team, not the trainees.

3.2. The trainees will only be informed of the following points regarding the conditions of the scenario, prior to commencing the exercise: "You are operating a flight on this A320, from City A to City B. When we begin the scenario, you will be three hours into the flight and in the process of picking up after the meal service". They will not be made aware of what will happen afterwards.

4. SUMMARY TABLE

4.1. The course developer should produce a summary table, for use by the instructors and evaluators, which summarizes the key elements of the scenario (refer to Section 9.1-D). Table A-1 presents the summary table for the firefighting scenario, which includes all the key elements for the exercise.

Table A-1. Example of a table summarizing the key elements of the firefighting scenario

Objectives	Perform the following sub-tasks related to the task of firefighting: 1.1.2 Locate source of smoke/fire 1.1.3 Identify the type of fire 1.1.4 Apply communication procedures 1.1.5 Use appropriate fire-fighting equipment and protective equipment 1.1.6 Fight fire 1.1.7 Manage passengers and cabin, as required Apply the following competencies when dealing with the inflight fire: a) communication; and b) leadership and teamwork.
Location	Static cabin training devices (at both centers).
Training aids	– Portable smoke generator – Sound that simulates the lavatory alarm – Red flashing light that simulates fire – Extinguishers – Portable breathing equipment (PBE) – Cloths – Restraint devices – Service cart – Meal trays and plastic cups
Conditions of	– Narrow-body aircraft

the scenario	– Three hours into the flight – Cabin crew members are in the aisle picking up after the meal service
Participation	– Four trainees will be assigned as operating cabin crew members – All other trainees act as passengers including two trainees in the role of passengers that will create the trigger and the distractor
Triggers	Passenger (other trainee) alerts crew member to smoke coming from aft lavatory.
Distracters	Passenger (other trainee) distracts cabin crew from performing fire-fighting procedures because they are intoxicated after meal service and have been refused more alcohol (and becomes unruly).

4.2. When developing the objectives, not all the sub-tasks related to the task need to be included in the scenario. Some sub-tasks may be trained separately, if the scenario can be successfully completed without them, or without sacrificing the realism of the situation. For the purpose of this example, the course developer chooses sub-tasks 1.1.2 through 1.1.7 from the firefighting task list for the scenario. The sub-task 1.19, complete the applicable documentation, was excluded from the objectives, as this can be trained in a classroom setting, and does not require the use of a cabin training device. In addition to the sub-tasks, two competencies were also selected, to be observed during the execution of the tasks (*refer to Appendix 3 to section 4*).

4.3. As cabin crew are based in both cities, the decision was made to hold the scenario-based training sessions at both of the operator's training facilities. In order to create a fair training environment across its facilities and to ensure consistency in the delivery of the simulated exercises, the static cabin training devices were chosen. These are available at both centers and the portable smoke generators can be used to create the smoke which will seep out of the lavatory during the exercise. Although one of the facilities has an emergency evacuation training device, capable of simulating motion, this particular feature is not needed for the scenario (i.e. no turbulence is planned to be included). Therefore, the static training device is considered adequate, as it is supplemented with the smoke generator.

4.4. A list of training aids is included in the summary table. The items include safety and emergency equipment that cabin crew members should use to respond to the situation. Restraint devices are included in case the cabin crew members need to restrain the trainee acting as an "unruly passenger". Items in the list also include service articles that are used to create a realistic scenario, such as meal trays and a service cart, since the scenario begins with the cabin crew members picking up the cabin after the meal service. Other items in the list include the portable smoke generator that will be needed to simulate a smoke-filled environment, as well as cloths that cabin crew members may distribute to passengers to cover nose and mouth (as specified in the task list standard).

4.5. The conditions of the scenario contain limited information that will be communicated to the trainees, based on the scenario description. Triggers and distractors are also presented in the table and should only be known to the instructor and evaluator and the trainees selected to act out one of the roles in the scenario, if applicable (e.g. the unruly passenger).

5. DETAILS OF THE SCENARIO

5.1. In addition to the summary table, the course developer should produce a list of details for the specific scenario. This list includes, but is not limited to, the following:

1) Trainees' assigned positions in the cabin training device;

2) How tasks are expected to be distributed amongst the active participants (participants should not be pre-assigned a role, such as "firefighter" by the instructor. It is expected that trainees will naturally assume the roles based on their knowledge of the operator's procedure. For example "the person who finds the fire fights the fire");

3) The number and role (e.g. observing, acting as a flight crew member) of the instructors that will participate in the scenario; and

4) A detailed description of triggers and distractors (refer to sections 6 and 7 of this appendix respectively).

5.2. For the sample firefighting scenario, the course developer produced the following details regarding the scenario, as presented in Table A-2.

Table A-2. Example of details of the firefighting scenario

Positions of the cabin crew members (to be assigned by the instructor)	– One trainee as the in-charge cabin crew member (in the forward part of the cabin) – Two trainees as cabin crew members in forward part of cabin, on either side of the service cart – One trainee as a cabin crew member in the rear part of the cabin ("galley" area)
Expected distribution of tasks amongst the active participants	– One firefighter – One communicator – One helper – One to manage the unruly passenger and the cabin
Number and role of the instructors in the scenario	– Two instructors in total, both assessing the trainees: 1) one instructor in the forward cabin; and 2) the other near the aft lavatory (where the fire will take place).

6. TRIGGER

For the sample firefighting scenario, the course developer produced the following details regarding the trigger, as presented in Table A-3.

Table A-3. Example of details for the trigger of the firefighting scenario

Trigger	A passenger alerts the cabin crew of smoke/fire in the aft lavatory.

Who is it assigned to?	A trainee (selected by the instructor).
How will it occur in the scenario?	The trainee acting as passenger will stand up suddenly and shout “Fire!”.
When will it occur in the scenario?	When cabin crew are still picking up after the meal service and the service cart is in the aisle (smoke will begin to seep out of the aft lavatory, activated by an instructor).
What is the desired cabin crew response?	– Cabin crew members will respond to smoke by initiating the firefighting procedure. – They will apply relevant procedures and the use appropriate equipment. ***Note.***— *Specifics of lavatory firefighting should be noted by the instructors (e.g. cabin crew members should not fully open the lavatory door).* – One cabin crew member will manage the cabin and passengers while the others respond to the fire.
How will the consistency of the trigger be guaranteed when the scenario is repeated by other trainees?	The trainee playing the role of the alerting passenger will be briefed separately by an instructor, away from others, prior to commencement of the scenario.

7. DISTRACTOR

For the sample firefighting scenario, the course developer produced the following details regarding the distractor, as presented in Table A-4.

Table A-4. Example of details for the distractor of the firefighting scenario

Distractor	An unruly, intoxicated passenger interferes with cabin crew members as they try to carry out the firefighting procedure.
Who is it assigned to?	A trainee (selected by the instructor).
How will it occur in the scenario?	The trainee acting as the unruly passenger will stand up and distract the cabin crew members, shout and become unruly.
When will it occur in the scenario?	When the cabin crew members have begun the firefighting procedure and are attempting to move in the aisle, the “passenger” will get up and start to argue with the cabin crew member that is attending to passengers (distributing wet cloths) and block the aisle.
What is the desired crew response?	– One cabin crew member will manage the unruly passenger. – The other three should not be distracted and should

	continue to focus on the fire. – They will only join the other cabin crew member who is dealing with the unruly passenger once the fire is extinguished.
How will the consistency of the distractor be guaranteed when the scenario is repeated by other trainees?	– The trainee playing the role of the unruly passenger will be briefed separately by an instructor, away from others, and given verbal instructions on what to say and when. – The trainee will be handed a cue card explaining language to use, how far to escalate and when to stop acting unruly.

Appendix 10 to section 9

EXAMPLE OF A SCENARIO ASSESSMENT

1. INTRODUCTION

As part of the development of competency-based training and assessment for cabin crew recurrent, the operator's training department has the task to develop guidance to assess the training scenario presented in the Appendix 9 to section 9.

2. EXAMPLE OF A RATING SCALE FOR A COMPETENCY

One of the cabin crew competencies included in the scenario presented in Appendix 9 to section 9 was selected: communication. Based on the rating scale presented in Table 4-2 - Sample rating scale, criteria was developed for each of the grades in the scale, specific to the competency of communication. The criteria includes evidence that the evaluator should identify (observable behaviours) and clearly defined terms (e.g. what constitutes exemplary communication in the scenario?). Appendix 3 to section 4 contains observable behaviours for cabin crew member competencies and was used as the basis for the performance criteria. The conditions related to the performance criteria were defined in the scenario (e.g. smoke filled cabin). The final competency standard uses a 1 to 3 scale (refer to Table A-1).

Table A-1. Example of a rating scale for the communication competency

GRADE		PERFORMANCE CRITERIA
1	Unsatisfactory (Not Competent)	• Lack of ability to relay information or to accurately answer queries. or • Is hesitant in delivery of speech. • Delays in answering queries. • Uses inaccurate information given. • Uses incorrect terminology.
2	Standard with debriefing (Competent Need Improve)	• Is confident in delivery of speech. • Correct terminology as per standards. • Some details require clarification. • Conveys message adequately with some details missing.
3	Standard (Competent)	• Is confident in delivery of speech. • Uses correct terminology as per operator standards. • Conveys message without clarifications required. • Conveys message effectively.

3. EXAMPLE OF A RATING SCALE FOR A TASK OR SUB-TASK

One of the objectives included in the scenario presented in Appendix 9 to section 9 was selected: sub-task 1.1.5, use appropriate fire-fighting equipment and protective equipment. A task list standard related to this objective is the use of a portable extinguisher. Based on the rating scale presented in Table 4-2 - Sample rating scale, criteria, specific to the operation of the extinguisher, was developed for each of the grades in the scale. The criteria includes evidence that the evaluator should identify (observable actions related to the sub-task) and clearly defined terms (e.g. what constitutes a "major deviation" in the scenario?). Section 6.5.1 contains task list standards for the cabin crew member firefighting task and was used as the basis for the performance criteria. The conditions related to the performance criteria were defined in the scenario (e.g. smoke filled cabin). The final competency standard uses a 1 to 3 scale (refer to Table A-2).

Table A-2. Example of a rating scale for the sub-task related to the operation of a portable fire extinguisher

GRADE		PERFORMANCE CRITERIA
1	Unsatisfactory (Not Competent)	• Major deviations from standard operating procedures. • Extinguisher not initially located or difficulty in locating the extinguisher. • Deviations in the use of the extinguisher are recognized but operation is not effective, whereby the situation has worsened; or • Incorrect operation of the extinguisher leading to an undesired aircraft state (smoke and fire intensify).
2	Standard with debriefing (Competent Need Improve)	• Minor deviations in the use of the extinguisher occur. • Initially incorrect operation of the extinguisher, mistakes recognized and most of the deviations are self-corrected. • Used within an appropriate timeframe with some hesitation, whereby the situation has been managed effectively.
3	Standard (Competent)	• Confident operation of the fire extinguisher with no deviations observed; or • Initially incorrect operation of the extinguisher, mistakes recognized and all of the deviations are self-corrected. • Situation managed in a time-efficient manner; or • Used within an appropriate timeframe, whereby the situation has been managed effectively.