

SACAA CATS Part 64 AMOC Guidance Training Material

TRAINING

1. Aim of training course

- (1) The aim of the cabin crew member training course is to train aspiring cabin crew members to the level of proficiency required for the issue of a cabin crew member licence, without first obtaining a student cabin crew license as currently prescribed in SACAA CATS 64. The training course is developed to ensure that each applicant acquires the competencies, knowledge and skills required to perform the tasks related to the safety of passengers and flight during normal, abnormal and emergency situations.
- (2) The design and delivery of the training course shall be achieved by following a competency-based training model, that includes various training methods and resources to achieve the desired outcomes.
- (3) The training course is divided into the following components:
 - (a) Theory training for initial cabin crew member licence.
 - (b) Practical training for initial cabin crew member licence.
 - (c) Security awareness training for initial cabin crew member licence.
 - (d) Dangerous goods awareness training for initial cabin crew member licence.
 - (e) Cabin health and first aid training for initial cabin crew member licence.
 - (f) Human performance training for initial cabin crew member licence.
 - (g) Human trafficking awareness training for initial cabin crew member licence.
- (4) The course shall be conducted by the Designated Cabin Crew Instructor or Cabin Examiner. The required skills test shall only be conducted by a Cabin Designated Examiner.
- (5) The initial training course for cabin crew members shall be conducted by an ATO, approved for such training.
- (6) On completion of the components referred to in point (3), an applicant shall be required to complete an examination with the Authority. Successful completion of the examination shall result in an applicant being able to undergo a skills test assessment, conducted by a Cabin Designated Examiner.
- (7) An ATO shall ensure that the training syllabus reflects general industry practices and provides exposure to the full spectrum of duties and responsibilities that cabin crew members may encounter, irrespective of the operator.

- (8) Aircraft visits shall be conducted by Authority approved Cabin Crew Instructors in accordance with this guidance material.
- (9) Training resources shall include slide presentations, videos, actual equipment and props relevant to a cabin crew environment, assignments, group work, role play, as well as traditional instruction methods.

2. Theoretical training for initial cabin crew member licence

- (1) Theoretical training for an initial cabin crew member licence shall include the following modules:
 - (a) aviation indoctrination training;
 - (b) normal operations training; and
 - (c) abnormal and emergency situations training.

2.1 Aviation indoctrination training

- (1) Aviation indoctrination training is defined as an introduction to the aviation environment.
- (2) The goal of indoctrination training is to provide cabin crew students with general knowledge of basic aviation subjects so that they may have a more comprehensive understanding of aircraft operations. It allows cabin crew students to develop situation awareness and improves inter-crew communication thus enhancing overall safety and improving the integration of cabin crew with the flight crew members and other aviation personnel.
- (3) The knowledge imparted during indoctrination training serves to provide a general overview.

2.1.1 The aviation indoctrination training shall consist of the following subjects

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- (1) Regulatory overview;
- (2) Aviation terminology and communication;
- (3) Theory of flight and aircraft operations; and
- (4) Altitude physiology

2.1.2 Contents of training syllabus

2.1.2.1 Regulatory Overview

- (1) Training objective
 - (a) The student shall be able to identify and describe the international and national aviation regulatory bodies and their operational powers.
 - (b) The student shall be able to identify and describe the specific regulations applicable to cabin crew members.

(2) Regulatory bodies

- (a) Explain the history and origin of the international and national aviation regulatory bodies.
- (b) Identify international regulatory and other relevant non-regulatory aviation organisations, within South Africa, Africa and global organisations such as ICAO, IATA, and EASA, and describe their objective and role in aviation especially as it relates to cabin crew members. Describe how cabin crew members are required to comply with international regulations and penalties for breach of these regulations, e.g. organisation and individual liabilities.
- (c) Identify the regulatory agencies that cabin crew members may come into contact with and describe their role in aviation, i.e. Customs, Police, Immigration, Health, Narcotics and Agriculture.
- (d) Describe the objectives and roles played by national civil aviation entities such as civil aviation authorities, including their inspectors, airport operators and/or authorities.
- (e) Describe the regulatory system in the Republic and how it functions to draft regulations and standards, ensure compliance and investigate accidents and incidents.

(3) Civil aviation legislation

- (a) Identify and describe the legislation governing flight crew in the Republic.
- (b) Identify the trends in the industry, such as open skies, mergers and harmonisation.
- (c) Identify historic legislation in cabin safety and describe its effect on aviation safety, such as fire protection and minimum crew.
- (d) Identify the types of regulatory control the Authority exercises in areas of aviation safety.
- (e) Identify other sources of regulatory guidance, such as technical directives, policy letters and compliance requirements.
- (f) Identify and provide examples of air operator certificate (AOC) conditions and limitations.
- (g) Identify and describe the specific regulations applicable to cabin crew members and cabin safety including those for duty time limitations – flight crew/cabin crew and passenger safety.

(4) Civil aviation inspectors

- (a) Outline the Authority inspectors to inspect various aviation-related operations.
- (b) Describe the actions they may take if non-conformances are identified.

- (c) Describe the types of inspectors that cabin crew may encounter during the course of their daily duties and activities.
 - (d) Describe the types of inspections that Authority inspectors may carry out.
 - (e) Describe the procedures to be followed whenever an inspector has identified himself or herself on board an aircraft.
 - (f) Describe the requirements for an Authority inspector to provide official identification.
 - (g) Describe the forms of identification that may be presented on the aircraft whenever a pre-flight or in-flight inspection is conducted.
 - (h) Identify the seating options and priority for an Authority inspector.
- (5) An air service operator
- (a) Identify and describe the specific roles and responsibilities of the operator, as legislated.
 - (b) Describe the relationship between regulatory requirements and an operator's policies and procedures.
 - (c) Describe the operator's responsibility to conduct operations according to approved procedures and to ensure that any companies contracted by an operator also comply with these procedures.
 - (d) Identify the requirement to have an organisational chart with clearly defined responsibilities. Give examples of these and clearly outline the organisational links between pilots and cabin crew members.
 - (e) Identify the requirement for an air service operator to provide appropriate training ensuring cabin crew member competency in safety and emergency duties relating to the carriage of passengers.
 - (f) Define "operations manual" and describe the operator's responsibility to develop and maintain an operations manual. Describe the operator's responsibility to ensure that cabin crew members are familiar with the portions related to their duties.
 - (g) Identify the cabin crew manual as part of the operations manual and describe its contents. Describe the requirement to have a manual readily available during flight.
 - (h) Describe the means used to update, revise and amend the cabin crew manual and the requirements for cabin crew members to maintain an updated manual at all times.
 - (i) Describe the requirements for a senior cabin crew member on board an aircraft.
 - (j) Describe the minimum cabin crew requirements and exceptions to this regulation.

(6) The cabin crew member

- (a) Describe the responsibility of cabin crew members to maintain knowledge of all normal, abnormal and emergency procedures relating to their duties.
- (b) Identify the requirement for cabin crew members to perform their duties in accordance with approved procedures.
- (c) Describe the requirement to carry and maintain all documents reflecting competency.
- (d) Describe the requirement to carry and maintain all documentation relative to flight duties, such as passport and security permit.
- (e) Describe the responsibility of cabin crew members in reporting any on-board safety concerns to a PIC.
- (f) Describe the responsibility of cabin crew members to successfully complete and maintain the required training and qualifications.
- (g) Define the chain of command and describe the authority of a PIC and how this relates to maintaining flight safety.
- (h) Describe the requirement to be aware of the duties and responsibilities of other cabin crewmembers and to be prepared to assume those duties, if necessary.
- (i) Define what is meant by “person carried for the completion of non-safety-related duties”. Describe the function these people would perform when assigned to a flight such as cabin crew members on familiarisation or line orientation flights, public relations function of cabin crew and a language specialist crew.
- (j) Identify the importance of cabin crew members to be constantly alert and therefore be prepared to handle any abnormal or emergency situation that may occur.
- (k) Describe the responsibility of a cabin crew member to comply with and enforce regulatory requirements.

2.1.2.2 Aviation terminology

(1) Training objective

- (a) A student shall be able to define common industry terms of reference and be able to use them in an appropriate context.
- (b) A student shall be able to describe and demonstrate the importance of effective communication in normal, abnormal (non-routine) and emergency situations.

(2) Terminology

- (a) Identify and define terminology common in operations, including terms relating to airports, ground operations and flight operations.

- (b) Describe the importance to flight safety of using correct terminology, amongst cabin crew members and when reporting to the flight crew in normal operations, as well as during abnormal and emergency situations.
 - (c) Identify and describe the phonetic alphabet in aviation-related communication, including providing examples of misunderstandings which may arise from improper use and its effect on flight safety.
 - (d) Identify and describe the 24-hour clock and its application in aviation.
 - (e) Identify and describe the changes of time with longitude, the meaning of coordinated universal time (UTC), time zones, the international date line and their application to aviation.
 - (f) List and identify examples of city codes for air service operator destinations, such as IATA city codes.
 - (g) Identify and describe the phases of flight as well as critical phases of flight.
- (3) Communication
- (a) Define “normal situations”, “abnormal situations”, and “emergency situations”.
 - (b) Define “communication”, “verbal communication” and “nonverbal communication”.
 - (c) Describe the differences in communication in different situations, including policies and procedures that may be used by different operators.
 - (d) Describe the importance of effective communication especially when dealing with abnormal and emergency situations, including the potential hazards to flight safety if communication is not effective.
 - (e) Describe effective communication techniques.
 - (f) Describe the importance of synchronised verbal and nonverbal communication.
 - (g) Identify how poor communication has contributed to aviation incidents and accidents and discuss ways to minimise these communication deficiencies.
 - (h) Describe the various tools of communication available to cabin crew members.
 - (i) Discuss the importance of listening to all announcements.
 - (j) Discuss the importance of being aware of passenger and crew nonverbal communication.
 - (k) Describe the various parties that the cabin crew member would be required to communicate with.

2.1.2.3 Theory of flight and aircraft operations

- (1) Training objective
 - (a) A student shall be able to identify and describe the basic components of the theory of flight relating to the aircraft environment in which they will be operating.
 - (b) A student shall be able to identify and describe the specific regulations as applicable.
 - (c) A student shall be able to identify and describe the basic environment relating to aircraft operations.
- (2) Theory of flight
 - (a) Identify the general components of an aircraft and describe their basic function both on the ground and in flight, including appropriate terminology, such as flaps, slats etc.
 - (b) Identify and describe the basic environment relating to aircraft operations, such as flight control surfaces and their function.
 - (c) Identify and describe the four forces acting on an aircraft in flight.
 - (d) Identify and describe the three axes of an aircraft and describe the aircraft movement around each axis.
- (3) Aircraft operations
 - (a) Describe how lift is achieved and the factors which may adversely affect lift.
 - (b) Describe how a piston engine, turbine engine and jet engine functions, with relevant examples.
 - (c) Identify and describe aircraft critical surfaces and hazards to flight associated with the contamination of those surfaces.
 - (d) Define "surface contamination".
 - (e) Describe conditions most likely to produce surface contamination and steps to take if suspected or identified.
 - (e) Describe the responsibilities of the cabin crew to report cases of suspected surface contamination to the PIC prior to the take-off roll.
 - (f) Describe the PIC's responsibilities in receiving reports of suspected surface contamination.
 - (g) Define "de-icing". Describe the procedures to be followed in the event of "de-icing".
 - (h) Describe the process of "de-icing" and the possible hazards associated with it.
 - (i) Describe how and when an aircraft is pressurised and how pressurisation is maintained, as applicable to the aircraft type.

- (j) Describe the aerodynamic forces at work when aircraft engines fail in flight with specific reference to different aircraft types.
- (k) Define what is meant by “aircraft attitude”.
- (l) Describe “weight and balance”, passenger distribution and “centre of gravity” and their effect on aircraft controllability and stability.
- (m) Identify the way that airspeed is measured and describe the conversion from knots to kilometres per hour.
- (n) Describe what is meant by aircraft operating abnormalities which do not constitute an emergency such as flap or landing gear failure, visible fluid leaks etc.
- (o) Describe the importance of timely communication of reporting observed deficiencies in the safe operation of the aircraft.

(4) Meteorology

- (a) Describe the composition of the atmosphere – pressure, density and temperature.
- (b) Describe types of common cloud formations and their effects on aircraft operations and cabin environment.
- (c) Describe air masses and fronts and their effects on aircraft operations and cabin environment.
- (d) Describe seasonal weather variations and their effects on aircraft operations and cabin environment.
- (e) Describe the types of wind phenomena and their effects on aircraft operations and cabin environment, such as jet-stream, wind shear, turbulence etc.
- (f) Identify and describe the hazards associated with volcanic ash and dust, ice formation on wings and control surfaces, the recognition and the importance of reporting such phenomena.
- (g) Identify meteorological terms used in aviation which could be used during a crew briefing and require understanding by a cabin crew member.

(5) Air traffic control

- (a) Define what is meant by VFR and IFR and identify the most common restrictions for an aircraft flying under VFR and IFR flight plans.
- (b) Identify what is meant by air traffic control and who is responsible for ensuring aircraft separation under VFR and IFR conditions.
- (c) Describe how aircraft are controlled on the ground and in the air.
- (d) Describe the various phases of air traffic control in relation to the various phases of flight.

2.1.2.4 Altitude physiology

- (1) Training objective
 - (a) A student shall be able to identify and describe the most common physiological effects of flight in pressurised and non-pressurised aircraft, including likely causes, recognition and ways to minimise these effects.
 - (b) A student shall be able to identify and describe the specific regulations, as applicable.
- (2) Altitude physiology
 - (a) Describe the difference between pressurised and non-pressurised aircraft cabins.
 - (b) Describe the physiology of respiration and circulation and the body's requirement for oxygen.
 - (c) Describe the physiological effects of pressure changes in the body (gases, cavities, sinuses and ears etc.) including the difference between the physiological effects on adults and infants.
 - (d) Describe the physiological effects of cabin altitude on crew and passengers due to a significant reduction of available oxygen in the event of a cabin pressurisation problem or decompression, including the potential for crew member incapacitation, use of oxygen and oxygen masks.
 - (e) Describe the circumstances under which carbon monoxide poisoning may occur, signs and symptoms of poisoning and means of detecting and minimising its effects.
 - (f) Describe decompression sickness and the physiological effects of pressure changes on gases in the body.
 - (g) Describe the physiological effects of scuba diving and cabin altitude on the body. Define "safe" times between scuba diving and flight.
 - (h) Define what is meant by "hypoxia", the hazards associated with it, including the persons most susceptible to the effects of hypoxia and physiological effects of normal cabin altitude on occupants with medical conditions, signs and symptoms and means to detect and minimise its effects.
 - (i) Define "time of useful consciousness" at altitude, factors affecting time of useful consciousness, methods of protection (supplemental oxygen) and the importance of applying procedures in the case of loss of cabin pressure.
 - (j) Describe how to recognise and respond to passenger or crew member hyperventilation.
 - (k) Describe the most common physiological effects of altitude and the pressurised cabin, including but not limited to varicose veins, dehydration, effects of trapped gases and water retention.
 - (l) Describe the effects of altitude on night vision and the impact this has on flight safety and personal safety.

2.2 Normal operations training

- (1) Normal operations training is defined as training which addresses procedures related to cabin crew members' safety-related tasks during routine, day-to-day operations.
- (2) 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.
- (3) 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 crew members.
- (4) Security procedures related to normal operations are included as part of this training. However, these may be covered during the approved aviation security awareness training alongside procedures for managing acts of unlawful interference, e.g. hijacking.
- (5) Procedures related to the operation of aircraft systems relevant to cabin crew tasks and equipment are included as part of this training. These should further be addressed during aircraft type training. However they are included in the following section to provide a comprehensive overview of all the tasks accomplished by cabin crew members during normal operations.

2.2.1 Training syllabus

The normal operations training shall consist of the following subjects –

- (1) Phase of flight 1 -Ground and pre-flight operations;
- (2) Phase of flight 2 -Pushback and taxi;
- (3) Phase of flight 3 -Take-off;
- (4) Phase of flight 4 -Climb;
- (5) Phase of flight 5 -Cruise;
- (6) Phase of flight 6 -Descent and approach;
- (7) Phase of flight 7 -Landing; and
- (8) Phase of flight 8 -Post-landing and post-flight operations (including transit)

2.2.2 Contents of training syllabus

2.2.2.1 Phase of flight 1 -Ground and pre-flight operations

- (1) Training objective
 - (a) The student shall be able to describe and perform all duties related 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. These duties include –

- (i) Planning tasks;
- (ii) Flight crew and cabin crew briefings;
- (iii) Pre-flight checks; and
- (iv) Passenger boarding and pre-pushback tasks.

(2) Planning tasks

- (a) Knowledge related to the performance of planning tasks is covered under the “Regulatory overview” topic.
- (b) Identify and describe the components of flight crew coordination and its importance in achieving operational safety.
- (c) Describe the importance of flight crew coordination when applying approved procedures.
- (d) Describe the benefits of flight crew coordination on the working environment and morale and the effects this has on flight safety.
- (e) Define “one crew concept” and identify ways this may be achieved.
- (f) Describe the importance of flight crew coordination in abnormal and emergency situations, using examples of poor flight crew coordination and how this has contributed to aircraft accidents and incidents.

(3) Flight crew and cabin crew briefings

- (a) Identify the importance of cabin crew briefings, including developing and enhancing cabin crew communication and coordination, establishing expectations and clarifying procedures.
- (b) Describe when cabin crew briefings are required, including normal, abnormal and emergency situations.
- (c) Describe the procedure regarding attending and participating in flight crew briefings.
- (d) Describe the types of cabin crew briefings between a PIC and a senior cabin crew member or other cabin crew members, and between a senior cabin crew member and other cabin crew members.
- (e) Describe the points to be covered in the different briefings.
- (f) Identify the cabin crew member’s responsibility to ask questions if all the required information has not been shared during the briefing or if the information is unclear.
- (g) Describe the importance of sharing information with all cabin crew members.

(4) Pre-flight checks

- (a) Describe the cabin crew responsibilities for conducting pre-flight checks, including when items are to be checked, which items are to be checked, how they are checked and who is responsible for checking them.
- (b) Identify the importance of pre-flight checks and their impact on flight safety.
- (c) Describe what is meant by the “minimum equipment list” and identify the cabin items which are included in it.
- (d) Describe the types of conditions which may have airworthiness implications and the procedures to be taken to report this to the PIC, i.e. cracked windows, damaged door seals, excessive water spills or leaks, obvious structural damage.
- (e) Identify the logbooks required to be kept on an aircraft, including unserviceable tags.
- (f) Describe the procedure for checking and recording information in the logbooks.
- (g) Describe the procedures for reporting, removing and repairing unserviceable items.
- (h) Describe the cabin crew responsibilities to ensure that all equipment is available and in good working order and properly secured when not in use.
- (i) Define “safety and emergency equipment”.
- (j) Describe each piece of safety and emergency equipment that is available on board an aircraft based on the following points –
 - (i) General description;
 - (ii) Use(s);
 - (iii) Location;
 - (iv) Pre-flight serviceability check;
 - (v) Removal from stowage;
 - (vi) Operation;
 - (vii) Conditions for operation;
 - (viii) Operational limitations;
 - (ix) Operation under adverse conditions, precautions for use; and
 - (x) Care after use.
- (k) The equipment and systems to be checked include but are not limited to –
 - (i) own seat and harness;
 - (ii) seat belts;

- (iii) briefing cards;
 - (iv) fire extinguishers;
 - (v) oxygen bottles;
 - (vi) portable breathing equipment;
 - (vii) life jackets;
 - (viii) lavatory smoke detection systems;
 - (ix) fire prevention systems;
 - (x) emergency lighting; and
 - (xi) communication and passenger address systems.
- (l) Describe the requirement to perform security checks. This includes but is not limited to –
- (i) 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 unauthorised persons;
 - (ii) completing any required documentation; and
 - (iii) communicating any observations to the senior cabin crew member or the flight crew members.

(5) Passenger boarding and pre-pushback tasks

- (a) Describe the components of ramp safety, responsibilities for passenger movement on airport ramps and the procedures established to accomplish such safety –
- (i) Describe hazards associated with airport ramps, such as aircraft/ground service traffic, noise, weather and foreign objects.
 - (ii) Describe the hazards associated with traffic on the ramp, including aircraft movement, propellers, jet blast, vehicles and helicopters.
 - (iii) Describe the coordination required between cabin crew members and ground staff to ensure passenger safety, such as stairs in position, propellers secured and ways to achieve this.
- (b) Define “portable electronic devices” –
- (i) Identify the portable electronic devices most likely to be carried on board aircraft.
 - (ii) Describe the safety concerns with the use of “headsets” during critical phases of flight, abnormal operations, boarding and disembarking across an open ramp etc.
 - (iii) Describe the responsibility to notify passengers about the use of portable electronic devices on board aircraft.

- (iv) Describe cabin crew responsibilities for monitoring passengers to ensure that only acceptable portable electronic devices are accepted and used on board.
- (c) Define “carry-on baggage” –
 - (i) Describe the safety implications of improperly stowed carry-on baggage.
 - (ii) Describe the approved stowage locations for carry-on baggage including areas where carry-on baggage may not be stowed.
 - (iii) Describe the requirement for placarding overhead bins, closets and drawers and the types of placarding that may be used.
 - (iv) Describe the requirement to stow awkwardly shaped carry-on baggage, e.g. strollers, musical instruments, canes, crutches, walking sticks and diplomatic mail.
 - (v) Describe the cabin crew responsibilities for ensuring that all carry-on baggage is correctly stowed when required.
 - (vi) Discuss the importance of cabin crew consistency in applying these requirements.
 - (vii) Describe the cabin crew responsibility for monitoring carry-on baggage.
 - (viii) Describe the effects of carry-on baggage on weight and balance.
 - (ix) Describe the requirement to keep the exit areas clear and free from obstructions, such as carry-on baggage.
 - (x) Describe the requirement to maintain clear access to emergency equipment.
 - (xi) Describe the safety precautions to be taken when opening overhead bins and when handling items of carry-on baggage to prevent personal injury.
- (d) Describe the non-smoking regulations and procedures for handling non-compliance.
- (e) Describe the passenger boarding process –
 - (i) Describe the cabin crew responsibilities for passenger supervision while the aircraft is on the ground, including boarding, disembarking and station stops, including the minimum number of cabin crew members required to be present on the aircraft.
 - (ii) Describe the importance of safety duties over service duties during the passenger boarding process.
 - (iii) Describe the requirement for passengers to be in possession of a boarding pass at the time of boarding the aircraft.

- (iv) Describe different types of boarding passes that may be encountered (digital, printed etc).
 - (v) Describe the cabin crew responsibility to check each passenger boarding pass, i.e. who is responsible for this, what shall be checked on a boarding pass, why it is important to check this information.
 - (vi) Describe the role that situational awareness and passenger observation during the boarding process plays in the maintenance of safety and security on board the aircraft, including the recognition of signs of trafficking in persons.
 - (vii) Describe the policies pertaining to acceptance or denial of boarding to passengers and who is responsible for making this decision.
- (f) Describe the regulatory requirements for refuelling with passengers on board –
- (i) Describe the fuelling procedure and how this may occur, i.e. over wing, with an engine running etc.
 - (ii) Describe the potential hazards associated with fuelling aircraft while passengers are boarding or on board the aircraft.
 - (iii) Describe the fuelling procedures that require passengers and crew to be disembarked from the aircraft and why this creates a greater hazard.
 - (iv) Define “designated evacuation exits during fuelling and associated procedures”.
 - (v) Describe typical fuel leak or spill procedures, including the cabin crew responsibilities during this situation.
 - (vi) Describe typical fume detection procedures, including flight crew communication and the disembarkation of passengers.
- (g) Define “service on the ground” –
- (i) Describe the conditions under which service to passengers may be provided on the ground.
 - (ii) Describe the types of service which may be provided in normal situations and also in abnormal situations, e.g. delays.
- (h) Describe the pre-take-off passenger safety briefings –
- (i) Describe the requirement for passenger safety briefings prior to departure.
 - (ii) Describe the intent and content of the mandatory announcements and when they shall be performed –
 - (aa) Carry-on baggage;
 - (bb) Pre-take off safety announcement and demonstration;

- (cc) En route turbulence;
 - (dd) Pre-landing;
 - (ee) Post-landing;
 - (ff) Special categories of passengers – individual pre-take off briefing; and
 - (gg) Passengers seated at non-crewed exits – individual pre take off briefing;
- (iii) Describe the requirement to relay safety-related messages to passengers, i.e. whenever flight conditions change or during abnormal or emergency situations.
 - (iv) Describe the equipment required to accomplish the briefings.
 - (v) Identify and describe the briefing requirements for special categories of passengers, including who briefs them, when the briefing occurs and the different briefing points for each type of passenger with special needs.
 - (vi) Identify and describe the briefing requirements for passengers seated at non-crewed exits, including who briefs them, when the briefing occurs, who may be seated at a non-crewed exit and the different briefing points for the passenger seated at a non-crewed exit.
- (i) Identify the different types of passengers that may be carried on board and describe the general handling considerations related to safety –
 - (i) Describe the requirement for passengers to comply with instructions of cabin crew.
 - (ii) Describe the different types of passengers which may be carried, including special categories of passengers and special handling or seating requirements. This section should be covered in detail, with training provided on dealing with persons with disabilities, both physical and mental with a distinction between temporary and permanent disabilities, unaccompanied minors, parents with infants, pregnant women etc.
 - (j) Identify and describe the requirements and established procedures relating to onboard seating for passengers –
 - (i) Describe the requirement for each person to have his or her own seat with an individual safety belt.
 - (ii) Describe the requirement for a passenger to be seated in his or her own seat for take-off, landing and whenever advised by a crew member.
 - (iii) Describe the required positioning of seats for take-off and landing.

- (iv) Describe the different types of seat belts or harnesses found on passenger seats on different aircraft types and the correct method of operation of each, including a description of extension seat belts.
 - (v) Define “exit row” and describe policies and procedures regarding exit row seating, including relocation of passengers in compliance with exit row seating policies.
 - (vi) Describe seating policies and procedures for passengers with special needs, including proximity to exits, use of supplemental oxygen, brace positions, ease of evacuation etc.
 - (vii) Describe the seating restrictions regarding infants held in arms.
 - (viii) Define “skycot” and “bassinet” and describe the procedures for the use of these devices, including restrictions regarding the occupant of the skycot or bassinet.
 - (ix) Describe child restraint systems that are available for use on board an aircraft.
 - (x) Describe any placards or signage associated with passenger seating and describe the appropriate use thereof, e.g. “Seat unserviceable” or “For Crew Use Only”.
 - (xi) Describe the procedures for handling passengers who appear to be impaired due to alcohol or drugs, including cabin crew responsibilities in serving passengers who appear to be impaired.
- (k) Identify and describe the requirements and established procedures relating to onboard seating for flight crew –
- (i) Describe the persons that are authorised to occupy the flight crew seats on board, including who has the authority to make decisions regarding occupation of flight crew seats on board.
 - (ii) Describe the persons that are authorised to occupy the observer seat(s) on the flight deck, including who has the authority to make decisions regarding the occupation of observer seat(s) on the flight deck.
 - (iii) Describe the importance of ensuring serviceability of cabin crew seats, including whose responsibility it is to ensure this and when serviceability is checked.
 - (iv) Describe the components of a pre-flight serviceability check for a cabin crew member seat, e.g. “sit and fit” to enable quick access.
 - (v) Describe the procedures to follow and approve alternate seating in case of an unserviceable cabin crew member seat.
- (l) Describe the procedures associated with closing aircraft doors, including the importance of complying with the signal and authorisation for door closing, ground communications and the availability of ground equipment.

- (m) Describe the safety procedures required prior to take-off and landing of an aircraft –
 - (i) Describe the steps taken to secure the passenger cabin prior to taxi, take-off and landing.
 - (ii) Describe the flight crew communication procedures prior to aircraft movement.
 - (iii) Describe the requirements and procedures for stowing equipment and securing galleys prior to take-off and landing.
- (n) This topic shall be successfully completed when the student is able to describe the following tasks –
 - (i) Check minimum crew complement;
 - (ii) Apply procedures for ramp safety;
 - (iii) Manage passenger boarding process;
 - (iv) Apply procedures for refuelling with passengers on board, if applicable;
 - (v) Monitor cabin;
 - (vi) Reconcile or count passengers, if applicable;
 - (vii) Check safe stowage of carry-on baggage;
 - (viii) Brief passengers;
 - (ix) Check that emergency exits and aisles are not obstructed;
 - (x) Check condition of critical surfaces and report any contamination, if applicable;
 - (xi) Secure galley;
 - (xii) Secure cabin;
 - (xiii) Close aircraft doors, if applicable; and
 - (xiv) Check flight deck door is closed and secure;

2.2.2.2 Phase of flight 2 - Pushback and taxi

- (1) Training objective
 - (a) A student shall be able to describe and perform all duties related to the period which commences when an aircraft begins to move in the gate, ramp or parking area, assisted by a tow vehicle, followed by the period when an aircraft moves on the aerodrome surface under its own power prior to take-off. These duties include “pushback and taxi tasks”.
- (2) Pushback and taxi tasks
 - (a) Define “aircraft door” –

- (i) Define “door status”, including the meaning of the terms “arm a door” and “disarm a door”.
 - (ii) Define “door status verification”, including the meaning of the terms “check” and “cross-check” doors.
 - (iii) Describe various aircraft door-closing procedures.
- (b) Define “sterile flight deck”, including when it comes into effect and when it ends –
 - (i) Describe procedures associated with maintaining a sterile flight deck.
 - (ii) Describe potential hazards to flight safety by violating the sterile flight deck rule.
 - (iii) Describe the conveying of safety-related information which may necessitate disregard of the “sterile flight deck” rule.
- (c) Describe the safety demonstration and announcement –
 - (i) Describe the importance of gaining passenger attention for the safety demonstration and avoiding distractions related to the expanded use of portable electronic devices, when permitted.
 - (ii) Describe the appropriate positioning of cabin crew members in the cabin during the safety demonstration.
 - (iii) Describe the impact of conducting non-safety-related duties while the aircraft is taxiing for take-off.
 - (iv) Describe the required elements to be covered during a safety demonstration.
 - (v) Identify the equipment to be used during a passenger safety briefing.
 - (vi) Describe how the safety demonstration shall be performed.
 - (vii) Describe the importance of strong, positive body language during the performance of the safety demonstration, including the use of eye contact and synchronisation of actions with other cabin crew members.
 - (viii) Describe the importance of clear, well-modulated announcements, including coordination of the announcement with demonstration actions.
- (d) Describe the importance of checking that the cabin and galley are secure –
 - (i) Describe the hazards associated with unsecured equipment or items, and the risk of damage to the aircraft and injuries to aircraft occupants.
 - (ii) Describe the procedure for checking passenger compliance with ordinance signs.

- (iii) Describe the procedures applied to complete cabin and passenger safety pre-take-off checks and their impact on flight safety, including exit row restrictions.
 - (iv) Describe the various areas on the aircraft that must be checked by the cabin crew member prior to take-off.
- (e) Describe the importance of cabin crew members being in the assigned position with restraints secure during taxi and critical phases of flight and the consequences of non-compliance –
 - (i) Define “crew station” and identify when the crew station is to be occupied.
 - (ii) Describe the signals used by the flight deck crew to advise cabin crew members that take-off or landing is imminent.
 - (iii) Describe the requirements for cabin crew members to be seated with the restraint system secured for taxi, take-off, landing and whenever directed to do so by the PIC, e.g. turbulence, if not performing safety-related duties.
 - (iv) Describe the rationale behind the correct use of the seat belt and shoulder harness, including the hazards of improper use.
- (f) Describe procedures for notifying the flight deck when the cabin is secure for take-off, or notification by cabin crew members to flight deck crew if movement or take-off must be delayed.
- (g) Identify the signals or verbal command(s) for cabin crew members to take up their assigned seats and secure themselves, including who is responsible for these signals.
- (h) Describe the brace position for each cabin crew member –
 - (i) Define “brace position”.
 - (ii) Describe the correct manner to occupy a cabin crew member seat, e.g. forward, aft, side facing seats, including the preferred position for hands, feet, legs and head to ensure maximum protection.
- (i) Perform the silent review –
 - (i) Define “silent review”, including describing the components associated with it.
 - (ii) Describe when the silent review must be performed and who is required to complete it.
 - (iii) Describe the importance of focusing on emergency procedures, situational awareness and limiting communications between cabin crew members to safety-related information during pushback and taxi.
- (j) Describe the safety procedures associated with aircraft movement on the ground –

- (i) Describe the abnormal and emergency procedures relating to take-off, e.g. runway excursion or inoperative exits in the event of an evacuation.
- (ii) Define “rejected take-off” and describe the associated procedures.

2.2.2.3 Phase of flight 3 -Take off

- (1) Training objective
 - (a) The student shall be able to describe the tasks related to the period which commences when the flight deck crew apply take-off power, through rotation and to an altitude of 35 feet above runway elevation. These duties include –
 - (i) Apply sterile flight deck procedure;
 - (ii) Remain in appropriate safety seating position for take-off, including brace; and
 - (iii) Perform silent review.
- (2) Take-off tasks
 - (a) Knowledge related to the performance of take-off tasks is covered under the “Pushback and taxi” tasks.

2.2.2.4 Phase of flight 4 – Climb

- (1) Training objective
 - (a) The student shall be able to describe the tasks related to the period which commences when the take-off phase ends through to arrival at the initial assigned cruise altitude. These duties include “perform climb tasks”.
- (2) Climb tasks
 - (a) Describe the importance of being alert for any possible situation affecting flight safety and the safety of passengers and crew.
 - (b) Describe the responsibility and procedures to report any abnormality with the aircraft, its equipment or occupants to the PIC.
 - (c) Describe the importance of listening to all announcements in the event that the announcement may contain emergency signals or information; and
 - (d) Describe the importance of monitoring operational aircraft systems relevant to cabin crew tasks for any abnormalities.

2.2.2.5 Phase of Flight 5 – Cruise

- (1) Training objective
 - (a) A student shall be able to describe tasks related to the period which commences at any level flight segment after arrival at the initial cruise altitude until the start of the descent to the destination. These duties include –

- (i) Cruise tasks; and
- (ii) Security procedures.

(2) Cruise tasks

- (a) Describe the hazards associated with turbulence and the procedures for ensuring passenger and cabin crew safety during periods of in-flight turbulence –
 - (i) Define “turbulence”.
 - (ii) Describe the different levels of turbulence, i.e. light, moderate or severe and their effect(s) on persons and objects in the cabin.
 - (iii) Describe the procedures for ensuring passenger safety during periods of turbulence, including ensuring that passengers comply with requirements and orders.
 - (iv) Demonstrate an understanding of seat belt regulations, compliance and enforcement techniques and responsibilities.
 - (v) Describe the policies regarding cabin crew safety during periods of turbulence.
 - (vi) Describe the procedures to stow service equipment during periods of turbulence.
 - (vii) Identify the potential hazards to aircraft, cabin crew and passengers due to turbulence.
 - (viii) Describe policies regarding communication with flight deck crew during turbulence, including the importance of crew coordination and communication.
 - (ix) Describe the importance of proper cabin crew positioning during turbulence and proper use of a seat belt and harness.
 - (x) Describe the safety advice given to passengers during turbulence.
- (b) Describe the policies for the safe operation of service equipment during flight.
- (c) Describe the importance of being alert for any possible situation affecting the safety or security of the aircraft, passengers and crew, e.g. suspicious items or behaviours, smoking on board, safe stowage of service carts, etc.
- (d) Describe the requirement to report any abnormality with the aircraft, its equipment or occupants to the PIC.
- (e) Describe the requirement for relaying critical safety information to flight deck crew members and other cabin crew members.
- (f) Describe the regulatory requirements and cabin crew responsibilities regarding passengers who appear to be impaired due to psychoactive substances and, ability to recognise and differentiate symptoms related to the behaviour of a person impaired by psychoactive substances.

- (g) Describe the regulatory requirements and cabin crew responsibilities regarding passengers smoking on board or tampering with smoke detection systems.
- (h) Describe the procedure for the stowage of PEDs on board aircraft, including the effects of the use of PEDs on aircraft avionics during all phases of flight.
- (i) Discuss the importance of recognising onboard medical events and associated procedures.

Note: Knowledge of this topic is covered under “Cabin health and first aid”

- (i) Identify the physiological importance of oxygen.
- (ii) List the circumstances when additional oxygen may be required, i.e. loss of cabin pressure or medical emergencies.
- (iii) Describe the conditions under which oxygen is to be available for passengers and flight crew.
- (iv) Describe the requirement to brief passengers on the availability of oxygen.
- (v) Describe, in general terms, the different types of oxygen available on different aircraft types, including fixed and portable systems.
- (vi) Describe the procedures for use of the fixed cabin oxygen system.
- (vii) Describe the procedures for use of the portable oxygen system.
- (viii) Describe procedures associated with using the flight deck oxygen system.
- (ix) Discuss the precautions to be taken when oxygen is being administered, i.e. no open flame and monitor supply.
- (x) Describe the flight crew communication procedures in each circumstance when oxygen is used.
- (xi) Describe the procedures for oxygen provided to passengers for continued medical use during flight.
- (xii) Describe the advice to be given to passengers during oxygen administration, including the person responsible for briefing passengers.
- (i) Describe the regulatory requirements and cabin crew responsibilities related to passengers who appear to be intoxicated or appear to have consumed alcohol from their own supply.
- (j) Describe the effects of altitude on alcohol and drug consumption.
- (k) Describe the regulatory requirements and cabin crew responsibilities related to identifying and responding to suspected cases of trafficking in persons.
- (l) Describe the flight deck protocol to be followed in-flight –

- (i) Describe the safety implications of critical phases of flight and procedures associated with the concept of a sterile flight deck.
- (ii) Describe the flight crew communication and coordination procedures associated with flight deck visits.
- (iii) Describe the process associated with service to the flight deck crew while in flight.
- (iv) Describe the need for coordinating visits to the flight deck with availability of oxygen masks.
- (v) Describe the need for cabin crew to be aware of pilots monitoring radio calls when entering the flight deck.
- (vi) Describe the requirement to brief supernumeraries on appropriate behaviour on the flight deck.
- (vii) Describe the policy regarding serving alcohol in the flight deck.

(3) Security procedures

- (a) Describe the procedures associated with entry to the flight deck, including PIC authority to give permission for access to the flight deck.
- (b) Describe the policies for security of the flight deck door, including locking and unlocking procedures
- (c) Define “clear zone”.
- (d) Describe the need to supervise and monitor supernumeraries on the flight deck.
- (e) Describe the procedures regarding recognition and management of the various security threats, including communication with the flight deck crew.
- (f) Describe the levels of threat associated with unruly behaviour and procedures associated with each level.

Note: This topic may be completed as part of the “Aviation security awareness” subject.

2.2.2.6 Phase of flight 6 – Descent and approach

(1) Training objective

A student shall be able to describe the tasks related to the period which commences when an aircraft leaves the level flight segment to start a controlled descent to the destination and ends with the beginning of the landing flare. These duties include “prepare cabin for landing”.

(2) Prepare cabin for landing

- (a) Describe the importance of securing the cabin and galley, the hazards associated with unsecured equipment or items and the risk of injuries to aircraft occupants.

- (b) Describe the 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 a safety announcement, if applicable.
- (c) Describe the sterile flight deck concept; when it comes into effect and when it ends, the importance of limiting communications with the flight deck crew to safety critical information once the sterile flight deck is in effect.
- (d) Describe 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) Describe the procedures for notifying the flight deck crew when the cabin is secure for landing, or notification by cabin crew to flight deck crew if landing must be delayed.
- (f) Describe the different types of pre-landing signals.
- (g) Describe the importance of focusing on emergency procedures, of situational awareness and of limiting communications between cabin crew members to safety-related information during descent and approach.
- (h) Describe the emergency procedures related to landing (go-around causes, effects on occupants and relevant procedures such as communication) –
 - (i) Define “missed approach” and describe the associated procedures.
 - (ii) Describe abnormal landing procedures, e.g. no landing gear, partial landing gear, burst or deflated tyres.

Note: *It should be noted that many of the pre-landing tasks are similar to the pre-take-off tasks. The requirements will therefore not be repeated in this topic.*

2.2.2.7 Phase of Flight 7 – Landing

- (1) Training objective
 - (a) The student shall be able to describe the tasks related to the period which commences when the landing flare begins until the 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. These duties include “perform landing tasks”.
- (2) Describe landing tasks
 - (a) Describe the sterile flight deck procedure;
 - (b) Remain in and demonstrate the appropriate safety seating position for landing, including the brace position;
 - (c) Perform silent review
 - (d) Describe the emergency procedures related to landing, e.g. touch-and-go landing, abnormal attitude landing, high speed landing, cross-wind landing

etc., causes, effects on occupants and relevant procedures such as communication.

Note: *It should be noted that many of the landing tasks are similar to the pre-landing tasks. The requirements will therefore not be repeated in this topic.*

2.2.2.8 Phase of flight 8 – Post-landing and post-flight operations

- (1) Training objective
 - (a) The student shall be able to describe the tasks related 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 or her duties assigned for the flight. These duties include –
 - (i) Post-landing and post-flight tasks; and
 - (ii) Transit tasks.
- (2) Post-landing and post-flight tasks
 - (a) Describe the importance of being alert for any possible situation affecting the safety of passengers and crew, the responsibility to report any abnormality with the aircraft, its equipment or occupants to the PIC.
 - (b) Describe the importance of listening to all announcements in the event that the announcement may contain emergency signals or information.
 - (c) Describe the importance of monitoring operational aircraft systems relevant to cabin crew tasks for any abnormalities.
 - (d) Describe the requirement to comply with the signal and authorisation for door opening.
 - (e) Describe the requirement for ground communications and the availability of ground equipment after the door has been opened.
 - (f) Describe the precautions taken when opening aircraft doors and monitoring open doors if ground equipment is not available.
 - (g) Describe various aircraft door opening procedures, including the importance of complying with the signal and authorisation for door opening.
 - (h) Describe the importance of remaining at the assigned cabin crew station during the door opening and passenger disembarkation process.
 - (i) Describe the components of apron safety, the responsibilities and procedures established to facilitate passenger movement on aircraft aprons, air bridges, boarding using stairs, etc.
 - (j) Describe the importance of ensuring all passengers have disembarked the aircraft at flight termination.
 - (k) Describe the possibility of passengers remaining on board for transit purposes.

- (l) Describe the importance of proper reporting, including the elements of good reporting techniques.
 - (m) Describe the importance of communication in instances of a cabin crew change, including the responsibility of the cabin crew to brief new cabin crew regarding any unserviceability, passengers with special needs or status, or any other safety-related matters pertinent to the flight.
- (3) Transit tasks
- (a) Describe the importance of being alert for any possible situation affecting the safety of passengers and crew, including procedures to report any abnormality with the aircraft, its equipment or occupants to the PIC.
 - (b) Describe the requirement to relay critical safety information to flight deck crew members and other cabin crew members.
 - (c) Describe the importance of listening to all announcements in the event that the announcement may contain emergency signals or information.
 - (d) Describe the requirement for a pre-flight briefing including crew coordination and communication, establishing expectations and clarifying procedures.
 - (e) Describe the minimum cabin crew complement during transit stops.
 - (f) Describe the 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) Describe the cabin crew responsibilities for passenger supervision while the aircraft is on the ground, including seating restrictions, proper selection of passengers seated at emergency exit rows, relocation of passengers in compliance with seating procedures, and acceptance and use of child restraint devices.

Note: Where the tasks to be completed are similar to those covered in other topics, they will not be repeated here.

2.3 Abnormal and Emergency situations training

- (1) Abnormal and emergency situations training is defined as training which addresses emergency procedures and focuses on the cabin crew members' tasks during these types of situations.
- (2) "Emergency procedures" means all procedures established 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.
- (3) The goal of this training is to enable cabin crew members to immediately recognise an abnormal or emergency situation, rapidly gain awareness of situational dynamics, as required to initiate communication with the flight deck crew and/or take necessary measures to deal with the situation. The training

should also enable cabin crew members to expect additional risks that may result from the actions they choose to take and mitigate them, if required.

2.3.1 Training syllabus

Abnormal and emergency situations training shall consist of the following subjects –

- (1) Firefighting;
- (2) Smoke and fume events;
- (3) Cabin pressurisation problems and decompression;
- (4) Anticipated/Prepared and unanticipated/unprepared emergency landing or ditching;
- (5) Evacuation and rapid disembarkation;
- (6) Flight deck and cabin crew member incapacitation;
- (7) Fuel dumping; and
- (8) Propeller abnormalities

2.3.2 Firefighting

- (1) Firefighting training objective
 - (a) The student shall be able to identify the types of fire, fire detection, firefighting systems and the established firefighting procedures.
- (2) Firefighting
 - (a) Identify the threat to safety presented by inflight fires. Describe historic fire incidents and accidents and identify the safety lessons learned, including legislated requirements as a result.
 - (b) Describe the chemistry of fire, including the elements which must be present for a fire to occur.
 - (c) Describe the different classes of fire that may occur onboard an aircraft.
 - (d) Identify the different types of fire, means of fire detection, firefighting systems and established firefighting procedures.
 - (e) Describe the location, pre-flight check, chemical properties and use of firefighting and protective equipment on board different aircraft. This may include but is not limited to –
 - (i) smoke detectors;
 - (ii) portable extinguishers;
 - (iii) installed automatic extinguishers, e.g. lavatory;
 - (iv) crowbar;
 - (v) axe;

- (vi) portable breathing equipment;
 - (vii) protective gloves; and
 - (viii) equipment specific to accessible cargo compartments or cargo aircraft.
- (f) Describe various fire prevention techniques. This may include but is not limited to –
- (i) maintaining situational awareness and responding immediately whenever an onboard fire or smoke situation is suspected;
 - (ii) monitoring smoking in the cabin and lavatories;
 - (iii) inspecting the integrity of automatic lavatory extinguishers;
 - (iv) checking that the lavatory waste bin cover flap is closed at all times;
 - (v) preventing ignited materials from being discarded in trash carts; and
 - (vi) identifying and eliminating hazardous flammable materials.
- (g) Describe and demonstrate techniques and procedures for firefighting. This may include but is not limited to –
- (i) immediate and aggressive approach to finding the source of the fire;
 - (ii) fighting the fire aggressively and effectively;
 - (iii) applying appropriate firefighting procedures to the type of fire;
 - (iv) type of extinguisher to be used based on the type of fire;
 - (v) additional firefighting equipment needed such as portable breathing equipment (PBE);
 - (vi) techniques for using extinguishers; and
 - (vii) communicating while using PBE.
- (h) Describe and demonstrate firefighting procedures for specific types or locations of fires. This may include but is not limited to –
- (i) galleys;
 - (ii) lavatories;
 - (iii) overhead bins;
 - (iv) electrical systems;
 - (v) ovens;
 - (vi) flammable liquids;
 - (vii) metal fires;
 - (viii) lithium battery fires;

- (ix) upholstery;
 - (x) remote locations, e.g. crew rest or lower level galleys;
 - (xi) hidden fires; and
 - (xii) assisting with flight deck fires, if the flight deck crew requires assistance.
- (i) Describe and demonstrate specific crew member responsibilities for firefighting and the importance of being prepared to apply specific firefighting procedures.
 - (j) Describe and demonstrate the importance of crew communication and coordination in fighting a fire and providing the flight deck crew with accurate updates on –
 - (i) fire source or location;
 - (ii) extent, severity of smoke or fire;
 - (iii) actions taken, including relocation of passengers and maintenance of breathing comfort;
 - (iv) notification of any injuries to passengers and/or crew members;
 - (v) types and the number of firefighting equipment used; and
 - (vi) current status of smoke or fire, as the situation progresses.
 - (k) Describe obstructions to firefighting onboard aircraft. This may include but is not limited to –
 - (i) limited visibility due to smoke or fumes;
 - (ii) firefighting in confined spaces;
 - (iii) difficulty in locating/accessing the source of the fire, e.g. hidden fires; and
 - (iv) resources to fight the fire, e.g. limited number of portable extinguishers.
 - (l) Describe the hazards associated with onboard fires. This may include but is not limited to –
 - (i) toxicity of smoke and fumes;
 - (ii) flammability of cabin materials; and
 - (iii) variety of combustible materials and volatility.
 - (m) Define “flashover” and “flashfire”. Describe the cause and dangers of each and conditions onboard an aircraft where this would be likely to occur.
 - (n) Identify different external fires, e.g. engine fires, tailpipe fires, fuel spill or apron fires, fires on loading bridges, service vehicle fires, torching, etc. and describe the procedures established for such fire situations including

recognition, communication and coordination, with both ground crew and flight deck crew; and

- (o) Describe the procedure for completing the applicable documentation, such as the incident report form.
- (p) This topic shall be successfully completed when the student is able to perform the following tasks:
 - (i) detect and eliminate fire hazards;
 - (ii) locate source of smoke or fire;
 - (iii) identify the type of fire;
 - (iv) apply communication procedures;
 - (v) use appropriate firefighting equipment and protective equipment, as required;
 - (vi) fight fire;
 - (vii) manage passengers and cabin, as required;
 - (viii) apply post fire-fighting procedure; and
 - (ix) complete the applicable documentation.

2.3.3 Smoke and fume events

- (1) Training objective
 - (a) A student shall be able to identify the hazards associated with fumes or smoke in the cabin, the potential sources and the established procedures for dealing with these situations in the cabin, inflight or on the ground. These duties include –
 - (i) apply procedure for smoke events; and
 - (ii) apply procedure for fume events.
- (2) Apply procedure for smoke and fume events –
 - (a) Define “smoke removal” and “smoke control”.
 - (b) Describe the possible sources of smoke in the cabin.
 - (c) Describe the possible sources and types of fumes in the cabin.
 - (d) Describe the potential hazards to the aircraft and its occupants of smoke or fumes in the cabin.
 - (e) Describe the requirement for crew to be alert for smoke or fumes in the cabin, including the odour descriptors to recognise the presence of oil and hydraulic fluid fumes.

- (f) Describe the associated procedures for dealing with smoke or fume events on different types of aircraft, including flight crew communication and advice to passengers.
- (g) Describe the potential for crew member impairment, including a list of potential acute symptoms that may be experienced as a result of exposure to smoke, oil or hydraulic fluid fumes, and its impact on flight safety.
- (h) Describe the authority of the PIC to relocate passengers if smoke or fumes is present in the cabin, and when this decision may be taken.
- (i) Describe how to recognise condensation in the cabin, its similarity to smoke, the causes of this and the phases of flight when it is most likely to be visible.
- (j) Describe the procedures for completing the applicable documentation, such as an incident report form.
- (k) This topic shall be successfully completed when the student is able to complete the following tasks:
 - (i) identify and locate the source of the smoke;
 - (ii) identify the type and intensity of the smoke;
 - (iii) identify and locate the source of the fumes;
 - (iv) identify the type and intensity of the fumes;
 - (v) apply communication procedures;
 - (vi) manage passengers and cabin, as required;
 - (vii) apply post-event procedures; and
 - (viii) complete the applicable documentation.

2.3.4 Cabin pressurisation problems and decompression

- (1) Training objective
 - (a) The student shall be able to recognise a rapid decompression and cabin pressurisation problems and have knowledge of associated cabin crew responsibilities, and the established procedures for dealing with each situation. These duties include “manage cabin pressurisation problems or decompression”.
- (2) Manage cabin pressurisation problems or decompression
 - (a) Define the following terms –
 - (i) hypoxia;
 - (ii) euphoria;
 - (iii) decompression; and
 - (iv) rapid decompression.

- (b) Describe the elementary physiology of oxygen intake and utilisation.
- (c) Describe the general effects of hypoxia, including the recognition and dangers associated with hypoxia's euphoric effect, aggravation by exertion, individual susceptibility in healthy persons, increased susceptibility in some medical conditions, altitude and time of useful consciousness (duration of consciousness without supplemental oxygen).
- (d) Describe the effects of oxygen deficiency on human performance and identify the importance of recognising these signs and symptoms in other crew members.
- (e) Describe body gas volume changes, including abdominal pain on cabin altitude descent and "blocked ears" on emergency descent of aircraft.
- (f) Describe the effects on the human body of reduced atmospheric pressure.
- (g) Describe the effects of rapid decompression on any unsecured objects or persons.
- (h) Describe the conditions in the cabin and the potential threat to flight safety caused by rapid and slow decompressions.
- (i) Describe the likely cabin altitude during rapid decompressions and cabin pressurisation problems, including what is meant by a "safe" altitude and the importance of reaching a safe altitude quickly.
- (j) Describe the potential causes of rapid decompression, e.g. fuselage failure, window or door blowout, air pack failure, etc.
- (k) Describe the potential causes of cabin pressurisation problems, e.g. door seal leaks, cracked windows, system malfunctions, etc.
- (l) Describe the location, pre-flight check and use of portable oxygen devices.
- (m) Describe the immediate actions to be taken in the event of rapid decompression or cabin pressure leaks for the safety of the passengers and the cabin crew.
- (n) Describe the operation of passenger oxygen systems and the use of oxygen masks.
- (o) Describe the procedures for crew and passenger communication and coordination during a rapid decompression and cabin pressurisation problems, including identification of specific information to be relayed to the flight deck crew and back-up means of communication should normal systems be rendered inoperative, e.g. structural damage.
- (p) Describe the expected flight deck crew response, e.g. emergency descent, and its effect on the cabin and its occupants.
- (q) Identify the mechanical indications and safety measures in place onboard the aircraft in the event of a decompression, e.g. blowout panels.
- (r) Describe the need for cabin crew members to obtain oxygen first before attending to passengers' needs.

- (s) Describe the post-decompression procedures, including who or what initiates the commencement thereof.
- (t) Describe the procedures for completing applicable documentation, such as an incident report form.
- (u) This topic shall be successfully completed when the student is able to complete the following tasks:
 - (i) recognise signs and symptoms of cabin pressurisation problems or decompression;
 - (ii) don nearest oxygen mask, if installed;
 - (iii) secure self and occupy nearest seat, if available;
 - (iv) apply communication procedures;
 - (v) apply post-decompression procedures; and
 - (vi) complete the applicable documentation.

2.3.5 Emergency landing or ditching

- (1) Training objective
 - (a) The student shall be able to identify the types of evacuations, cabin crew responsibilities and procedures relating to the different types of emergency situations. This includes –
 - (i) Apply procedures for an anticipated/prepared emergency landing or ditching;
 - (ii) Apply procedures for an unanticipated/unprepared emergency landing or ditching.
 - (b) The terms used to refer to the different types of emergency situations may be used interchangeably, in alignment with ICAO terminology recommendations.
- (2) Apply procedures for an anticipated/prepared emergency landing or ditching –
 - (a) Where the tasks to be completed are similar to those covered in other topics, they will not be repeated here.
 - (b) Identify the verbal and nonverbal signals and/or commands indicating an emergency situation.
 - (c) Describe the importance of gathering information from the flight deck crew and what this briefing should include, i.e. –
 - (i) the person responsible to conduct the briefing;
 - (ii) when and where to conduct the briefing;
 - (iii) information that is required;

- (iv) time available, special instructions, etc.; and
 - (v) the manner in which the briefing is to be conducted.
- (d) Describe the method of communicating the briefing to the other cabin crew members.
 - (e) Describe the importance of applying the appropriate procedures and checklist during a prepared emergency landing in a sequence to ensure that priority items are identified and accomplished first.
 - (f) Describe and demonstrate examples of the preparation for emergency evacuation on land and on water. This may include but is not limited to –
 - (i) cabin crew tasks;
 - (ii) brace position;
 - (iii) appropriate commands;
 - (iv) precautions and adaptations for passenger management;
 - (v) element of time and time management;
 - (vi) donning of life jackets; and
 - (vii) various possible aircraft attitudes and associated evacuation procedures;
 - (g) Describe the responsibility of cabin crew members to provide effective leadership during the preparation for an emergency and during an evacuation.
 - (h) Describe the responsibility of cabin crew members to prepare passengers and the cabin in a prepared emergency situation, including the effect of time constraints.
 - (i) Define “Able-Bodied Passenger (ABP)”.
 - (j) Describe the type of a person a cabin crew member would select to be an ABP, including the assistance they could provide during the emergency preparation and the evacuation.
 - (k) Describe the importance of assigning, relocating and briefing ABP, as required, as well as the items to cover in the briefing.
 - (l) Describe the different types of passenger behaviour and identify effective ways of managing passenger behaviour while preparing for an emergency landing and during an evacuation.
 - (m) Define “brace position”.
 - (n) Describe the effect of seat pitch on preferred brace positions.
 - (o) Describe and demonstrate the brace position(s), including the importance of assuming the preferred brace position to minimise injury.

- (p) Identify the signal typically given for assuming the brace position in emergency situations, including when it is given, who is responsible for giving the signal and the crew responsibilities when the brace signal has been given. Identify when cabin crew members should assume the brace position when no signal has been given.
- (q) Describe and demonstrate the appropriate brace commands.
- (r) Describe the components and importance of performing a silent review in preparation for an evacuation.
- (s) Describe the requirement for completing the applicable documentation, such as the incident report form.
- (t) This topic shall be successfully completed when the student is able to complete the following tasks –
 - (i) Recognise emergency signal from the flight deck crew;
 - (ii) Obtain briefing from the flight deck crew on the situation;
 - (iii) Stow service-related items and stand-by for further instructions;
 - (iv) Brief cabin crew on the situation;
 - (v) Brief passengers;
 - (vi) Don life jacket, in case of ditching;
 - (vii) Assign, relocate and brief able-bodied passengers, as required;
 - (viii) Secure cabin;
 - (ix) Check galley;
 - (x) Check cabin;
 - (xi) Check lavatory;
 - (xii) Check crew rest area, if applicable;
 - (xiii) Check remote area, if applicable;
 - (xiv) Confirm “cabin readiness” to flight deck crew;
 - (xv) Comply with signal from the flight deck crew;
 - (xvi) Take assigned station/seat;
 - (xvii) Check door status, if applicable;
 - (xviii) Perform silent review;
 - (xix) Comply with flight deck crew emergency communication;
 - (xx) Take brace position;
 - (xxi) Shout brace commands;

- (xxii) Complete the applicable documentation.
- (3) Apply procedures for an unanticipated/unprepared emergency landing or ditching –
- (a) Where the tasks to be completed are similar to those covered in other topics, they will not be repeated here.
 - (b) Identify the verbal and nonverbal signals and/or commands indicating an emergency situation.
 - (c) Describe the procedure to take the assigned cabin crew station or seat.
 - (d) Describe the procedure to follow if the cabin crew seat is occupied or the cabin crew member is unable to secure him or herself in the nearest available seat, and/or remain secured at the assigned station or seat.
 - (e) Describe the importance of checking the door status.
 - (f) Describe the importance of performing the silent review.
 - (g) Describe the elements of the silent review, including –
 - (i) brace position;
 - (ii) emergency notification procedures;
 - (iii) location and operation of exits;
 - (iv) location of safety and emergency equipment and removal of equipment designated to the cabin crew station;
 - (v) 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;
 - (vi) brace commands;
 - (vii) interior and exterior evacuation commands;
 - (viii) protective position while commanding the evacuation; and
 - (ix) brace and shout brace commands (with appropriate tone, pitch, volume and pace) once the flight deck crew signal is received. This may include the use of the commands for the appropriate scenario (land vs ditching).
 - (h) This topic shall be successfully completed when the student is able to complete the following tasks:
 - (i) Recognise an emergency signal from the flight deck crew;
 - (ii) Take assigned station or seat;
 - (iii) Check door status, if applicable;

- (iv) Perform silent review;
- (v) Comply with flight deck crew emergency communication;
- (vi) Take brace position;
- (vii) Shout brace commands; and
- (viii) Complete the applicable documentation.

2.3.6 Evacuation and rapid disembarkation

(1) Training objective

- (a) The student shall be able to describe the different types of evacuation(s) and rapid disembarkation, cabin crew responsibilities and procedures relating to the different types of evacuation(s). This includes –
 - (i) Evacuation;
 - (ii) Rapid disembarkation

(2) Evacuation

- (a) Define “evacuation”.
- (b) Describe historic incidents and accidents involving evacuation.
- (c) Identify the types of emergencies which may require evacuation or rapid disembarkation, including –
 - (i) who is responsible for this decision;
 - (ii) the factors to be considered when making this decision;
 - (iii) the different types of emergency landings, i.e. prepared and unprepared;
 - (iv) difference between a “ditching” and “unanticipated / unprepared water landing”;
 - (v) the different attitudes possible as a result of incidents/accidents and how this may affect exit usability, i.e. gear collapse, for aircraft off the runway, shift in the centre of gravity;
 - (vi) the effect of environmental conditions in evacuations, i.e. strong winds, terrain or snow/ice; and
 - (vii) management of an uncommanded evacuation.
- (d) Identify the verbal and nonverbal signals and/or commands to initiate an evacuation and crew coordination.
- (e) Describe scenarios when cabin crew members may initiate an evacuation.
- (f) Describe the importance of checking exit status and assessing exits before opening.
- (g) Describe the potential internal and external hazards.

- (h) Describe the importance of identifying alternate exits and using all available exits and identify the evacuation procedures for each type of exit, i.e. doors, windows, hatches, ventral exits and tailcones.
- (i) Describe the emergency evacuation procedure of passengers for each of the following types of evacuation, including the applicable escape routes –
 - (i) land evacuation – anticipated/prepared and unanticipated/unprepared;
 - (ii) ditching evacuation – anticipated/prepared and unanticipated/unprepared;
 - (iii) evacuation at an airport gate/ramp jetway.
- (j) Describe the differences in shouted commands for each type of evacuation and describe the rationale behind each of the commands, including ways to increase the effectiveness of commands, i.e. vocal tone, pace, volume, diction, body language and phraseology.
- (k) Describe potential passenger problems in an evacuation, including –
 - (i) recognising and managing the different types of passenger behaviour (passive, aggressive, hysterical etc.);
 - (ii) redirecting passengers, as necessary;
 - (iii) avoiding panic;
 - (iv) imparting confidence; and
 - (v) using verbal and nonverbal commands, adapted to the situation.
- (l) Describe the importance of time management in an evacuation, how time affects survivability and other factors affecting survivability, including –
 - (i) fire, smoke or fumes;
 - (ii) water;
 - (iii) human behaviour;
 - (iv) fuselage damage; and
 - (v) any other danger.
- (m) Describe the importance of the ability to respond in a hostile environment (smoke, fire, darkness, etc.).
- (n) Describe the responsibility of crew members to assist passengers, including the procedures to be applied with regards to special categories of passengers and injured occupants, and incapacitated fellow crew members in an evacuation and conditions when crew members should evacuate themselves in life-threatening situations.

- (o) Describe the importance of situational awareness, as well as awareness of cabin crew member's own duties, the duties of other cabin crew members and the need to take over duties of fellow crew members when required.
- (p) Describe the flotation characteristics of different aircraft and identify the factors which could adversely affect aircraft flotation in a water landing, i.e. structural damage, weight, centre of gravity, and outside conditions.
- (q) Describe different slide, slide raft and life raft operations with examples, including –
 - (i) activation and deployment of slide or slide rafts;
 - (ii) exit status appropriate to the evacuation;
 - (iii) methods for automatic and manual activation of exits, including alternate procedures if initial inflation fails and if the inflation fails during the course of the evacuation;
 - (iv) slide raft operation, boarding, supplementary survival kits, canopy installation, disconnection of slides or slide rafts, time management and seaworthiness;
 - (v) 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;
 - (vi) transfer of slide raft from unusable exit to usable exit; and
 - (vii) identify the inflation times for the different evacuation aids, i.e. slides, ramps, slide or slide rafts, including how to recognise if an evacuation device is fully inflated.
- (r) Describe the importance of checking the cabin, flight deck and lavatories after all passengers have been evacuated and describe how and under what conditions this should be accomplished.
- (s) Describe the cabin crew's responsibilities for removal of equipment when they evacuate the aircraft, especially those that would enhance survivability, and under what conditions this should be accomplished.
- (t) Describe the cabin 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. Include the following –
 - (i) First aid;
 - (ii) Survival priorities;
 - (iii) Survival equipment; and
 - (iv) Signalling and recovery techniques.

- (u) Describe the use of emergency signalling devices, including the importance of transmitting signals at the time of sunrise or sunset or moonrise or moonset as an aid in establishing position –
 - (i) emergency locator transmitter;
 - (ii) radio locator beacon; and
 - (iii) survival equipment.
 - (v) Describe the type of assistance that may be available at the various airports following an evacuation. Include ways cabin crew can manage the evacuation to coordinate their actions with the ground rescue services personnel.
 - (w) Describe post-evacuation procedures to increase survivability under all conditions, including general survival techniques, in –
 - (i) sea, including general aquatic survival techniques and physiological limitations in water;
 - (ii) jungle;
 - (iii) desert;
 - (iv) polar regions; and
 - (v) mountainous areas.
 - (x) Describe the following post-evacuation events and procedures –
 - (i) completion of applicable documentation, e.g. incident report form;
 - (ii) dealing with different groups, e.g. media, legal and accident investigators that will attempt to solicit information from cabin crew members; and
 - (iii) accident investigation, including the official groups tasked with accident investigation, internationally and nationally.
- (3) Rapid disembarkation
- (a) Define “rapid disembarkation”.
 - (b) Describe scenarios when a rapid disembarkation can be used, versus an evacuation, including historic incidents and accidents involving rapid disembarkation.
 - (c) Describe safety considerations when a rapid disembarkation is carried out on the apron;
 - (d) Describe the expected cooperation with local authorities, e.g. airport emergency services and airport security).
 - (e) Describe the procedures for completing the applicable documentation, such as an incident report form.

2.3.7 Flight deck and cabin crew member incapacitation

- (1) Training objective
 - (a) The student shall be able to identify and demonstrate the procedures for dealing with an incapacitated flight crew member. This includes –
 - (i) Flight deck crew member incapacitation;
 - (ii) Cabin crew member incapacitation; and
 - (iii) Single cabin crew member incapacitation.
- (2) Flight deck crew member incapacitation
 - (a) Define “incapacitated” as it relates to a flight deck crew member and identify possible causes, i.e. illness, injury, physical and mental incapacitation, food poisoning, death.
 - (b) Describe the impact on flight safety of an incapacitated flight deck crew member.
 - (c) Describe the preferred locations for relocating incapacitated flight deck crew members on different aircraft, if possible.
 - (d) Describe how and where to secure an incapacitated flight deck crew member for landing or during periods of in-flight turbulence.
 - (e) Describe the flight deck crew communication procedures to advise of flight deck crew member incapacitation.
 - (f) Describe the assistance cabin crew members shall be required to provide in the flight deck.
 - (g) Describe and demonstrate the procedures for assisting an incapacitated flight deck crew member.
 - (h) Describe and demonstrate the procedures for administering first aid oxygen to an incapacitated flight deck crew member.
 - (i) Describe the procedures for removing an incapacitated flight deck crew member from the flight deck, where manoeuvrability on the flight deck allows this.
 - (j) This topic shall be successfully completed when the student is able to perform the following tasks:
 - (i) respond to a call from the flight deck crew;
 - (ii) move the incapacitated flight deck crew member away from the controls;
 - (iii) secure the incapacitated flight deck crew member;
 - (iv) administer first aid;
 - (v) assist the remaining flight deck crew or PIC as instructed; and

(vi) complete the applicable documentation.

(3) Cabin crew member incapacitation

- (a) Define “incapacitated” as it relates to a cabin crew member and identify possible causes, i.e. illness, injury, physical and mental incapacitation, food poisoning, and death.
- (b) Describe the impact on flight safety of an incapacitated cabin crew member.
- (c) Describe the preferred locations for relocating incapacitated cabin crew members on different aircraft, if possible.
- (d) Describe the flight crew coordination procedure to ensure that the safety and emergency duties of the incapacitated cabin crew member are assumed and identify the person responsible for this decision.
- (e) Describe and demonstrate the procedures for assisting incapacitated cabin crew members, including procedures for dealing with more than one incapacitated cabin crew member at a time.
- (f) Describe and demonstrate the procedures for administering first aid oxygen to an incapacitated cabin crew member.
- (g) This topic shall be successfully completed when the student is able to perform the following tasks:
 - (i) notify the flight deck crew immediately;
 - (ii) secure the incapacitated cabin crew member;
 - (iii) administer first aid;
 - (iv) assign an able-bodied passenger to assist the cabin crew member; and
 - (v) complete the applicable documentation.

(4) Single cabin crew member incapacitation

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

2.3.8 Fuel dumping

- (1) Training objective
 - (a) The student shall be able to recognise the characteristics associated with fuel dumping and be able to follow established procedures.
- (2) Fuel dumping
 - (a) Define “fuel dumping”.
 - (b) Describe the conditions under which fuel dumping may occur.
 - (c) Describe the need for flight deck crew communication during fuel dumping and the responsibility of cabin crew members to report any unusual conditions to a PIC.
 - (d) Describe the advice to passengers regarding fuel dumping and the person responsible for this advice.

2.3.9 Propeller abnormalities

- (1) Training objective
 - (a) The student shall be able to identify the characteristics of an over speeding propeller and be aware of the procedures associated with these situations.
- (2) Propeller abnormalities
 - (a) Define “over speeding or runaway propeller”.
 - (b) Describe the emergencies that may occur as a result.
 - (c) Describe how to recognise propeller malfunctions and their effect on flight characteristics.
 - (d) Describe the cabin crew procedures associated with these propeller abnormalities.

3. Practical training for initial cabin crew member licence

- (1) Scenario-based training allows an ATO to simulate realistic cabin conditions where errors may occur.
- (2) Scenario-based training allows students the opportunity to look at specific situations under certain conditions and aims to recreate, to the extent possible, those conditions and situations that cabin crew members could encounter on the line.
- (3) Scenario-based training allows students to apply knowledge and skills in the context of performing their actual tasks.
- (4) The cabin crew instructor shall demonstrate the drill(s) to the students prior to their participation in the drill(s). This allows the students to witness theory being put into practice.

- (5) The practical training shall be conducted in an environment similar to the assessment environment and representative of the operating environment.
- (6) Except for live firefighting, training for drills and assessment of drills may not take place on the same day.
- (7) Provision shall also be made for aircraft visits, which will further sensitise cabin crew students to the aviation environment. These visits shall be conducted under the supervision and guidance of a cabin crew instructor, and shall be recorded, as follows:

| TRAINING MODULE | PURPOSE OF AIRCRAFT VISIT |
|----------------------------------|--|
| Aviation indoctrination training | 1. A visit to an operating airport is strongly recommended on completion of this component for the following: <ul style="list-style-type: none"> a. Walk through terminal building b. View check-in procedures – self-service and airline specific c. View security screening personnel/procedures d. Explanation of information boards in terminal building e. Visit viewing deck to point out: <ul style="list-style-type: none"> i. Taxiway ii. Runway iii. Different aircraft types iv. Different airlines v. Tug vi. Ramp personnel vii. Airbridge viii. Aircraft movement on ramp ix. Aircraft take-off x. Aircraft landing xi. Airline personnel movement on ramp xii. Passenger movement on ramp xiii. Loading and off-loading of baggage |

| | |
|---|--|
| | <ul style="list-style-type: none"> xiv. Boarding and disembarking of passengers xv. Fuelling trucks and fuelling procedures xvi. Ground power unit xvii. Aircraft hangar <ol style="list-style-type: none"> 2. A walk around of an aircraft to enable viewing of the external components of the aircraft, as per Theory of Flight. 3. A visit onboard a large aircraft to view and experience the operation of the following: <ul style="list-style-type: none"> a. overhead bins b. passenger seats c. passenger service units d. crew member seats e. seat belts f. toilet doors g. window blinds h. arm rests i. tray tables j. foot rests k. galley trolleys l. galley securing latches m. equipment brackets n. flight deck door |
| <p>Practical training for normal operations</p> | <p>Practical training must take place on board an aircraft or static training device for the following component(s):</p> <ol style="list-style-type: none"> 1. Public address announcements 2. Briefings for special categories of passengers 3. Briefings for passengers seated at exit rows 4. Pre-take off checks 5. Pre-landing checks |

| | |
|---|---|
| Practical training for abnormal and emergency situations training | Practical training must take place on board an aircraft or static training device for the following component(s): <ol style="list-style-type: none"> 1. Simulated fire fighting drills 2. Pilot incapacitation 3. Cabin crew member incapacitation 4. Unanticipated emergency landings and ditchings 5. Anticipated emergency landings and ditchings |
|---|---|

3.1 Training syllabus

- (1) The practical training syllabus shall consist of the following aspects –
 - (a) Normal operations practical drills; and
 - (b) Abnormal and emergency situations practical drills
- (2) The practical training syllabus shall further consist of the following subjects, at a minimum –
 - (a) Public address announcements;
 - (b) Safety demonstration;
 - (c) Passenger briefings;
 - (d) Safety equipment pre-flight checks;
 - (e) Safety equipment use;
 - (f) Pre-take off checks;
 - (g) Pre-landing checks;
 - (h) Post landing duties;
 - (i) Prepared emergency landing or ditching;
 - (j) Unprepared emergency landing or ditching;
 - (k) Live firefighting;
 - (l) Simulated firefighting;
 - (m) Wet ditching;
 - (n) Pilot incapacitation; and
 - (o) Cabin crew member incapacitation.

3.2 Contents of training syllabus

3.2.1 Public address announcements

- (1) Training objective
 - (a) The student shall deliver an announcement demonstrating effective use of the voice and vocal techniques, such as volume, pace, tone, inflection and resonance.
 - (b) The student shall deliver the mandatory announcements demonstrating familiarity with the content and knowledge of the appropriate time to deliver such announcement.
 - (c) The student shall convey a message while being cognisant of the importance of vocal quality in effective communication.
- (2) Performance criteria
 - (a) Each student shall demonstrate communication techniques on a public address system and deliver at least one published announcement.
 - (b) Each student shall demonstrate communications techniques on a public address system and perform the following:
 - (i) remove the microphone from its stowage;
 - (ii) activate the PA system, and, if applicable, verify that it is activated;
 - (iii) deliver at least one published safety or emergency announcement;
 - (iv) deactivate or reset the system after use; and
 - (v) restow the microphone after use.
 - (c) The drill shall be successfully completed when the student completes the following tasks competently –
 - (i) correct announcement selected;
 - (ii) appropriate use of terminology;
 - (iii) correct pronunciation of words;
 - (iv) appropriate use of volume;
 - (v) appropriate use of pace;
 - (vi) appropriate use of tone;
 - (vii) appropriate use of inflection;
 - (viii) appropriate use of pitch and resonance;
 - (ix) message clearly delivered; and
 - (x) message clearly received by listener.

3.2.2 Safety demonstration

- (1) Training objective
 - (a) Each student shall perform a full passenger pre-flight safety demonstration, such as seat belts, exits, oxygen, life jacket, floor level lighting, signs and safety features card.
- (2) Performance criteria
 - (a) Demonstrate how to use equipment representative of the equipment used on aircraft, during the safety demonstration.
 - (b) Each student shall perform the safety demonstration showing correct usage and simulation of the operation of each item of demonstration equipment.
 - (c) The drill shall be successfully completed when the student completes the following tasks competently –
 - (i) displays confidence and leadership during the demonstration;
 - (ii) uses appropriate eye contact and body language;
 - (iii) synchronises demonstration with announcement; and
 - (iv) correctly uses and simulates the operation of each item of demonstration equipment.

3.2.3 Passenger briefings

- (1) Training objective
 - (a) The student shall deliver briefings to different types of passengers on board an aircraft.
- (2) Performance criteria
 - (a) Each student shall deliver a pre-flight safety briefing to a special category passenger, i.e. person(s) with disability(ies), unaccompanied minor, parent with infant or pregnant woman etc.
 - (b) Each student shall deliver a pre-flight safety briefing to a passenger seated at an exit row.
 - (c) The drill shall be successfully completed when the student completes the following tasks competently –
 - (i) identify the correct briefing to be completed;
 - (ii) complete each briefing correctly, including all relevant points;
 - (iii) correctly modify the briefing according to the individual passenger's knowledge, requirements and needs;
 - (iv) use communication techniques effectively (absence of jargon, clear and precise communication);
 - (v) appropriate use of body language, gestures and eye contact;

- (vi) appropriate simulation of the operation of relevant equipment;
- (vii) verifies understanding of briefing points; and
- (viii) demonstrates an ability to answer questions.

3.2.4 Safety equipment pre-flight checks

- (1) Training objective
 - (a) The student shall perform pre-flight checks correctly on safety equipment found on board an aircraft.
- (2) Performance criteria
 - (a) Each student shall perform the applicable safety equipment checks to ensure that all equipment is available and serviceable.
 - (b) The following equipment shall be checked appropriately –
 - (i) portable oxygen;
 - (ii) first aid kit;
 - (iii) flashlight;
 - (iv) crew life jacket;
 - (v) extra life jackets – adult;
 - (vi) extra life jackets – infant;
 - (vii) fire extinguisher;
 - (viii) Portable Breathing Equipment (PBEs);
 - (ix) fire gloves; and
 - (x) fire axe.
 - (c) The drill shall be successfully completed when the student completes the following tasks competently –
 - (i) identify the correct piece of equipment; and
 - (ii) correctly complete the pre-flight checks for each piece of equipment.

3.2.5 Safety equipment use

- (1) Training objective
 - (a) The student shall correctly use the safety equipment found on board an aircraft.
- (2) Performance criteria
 - (a) Each student shall physically demonstrate the use of the applicable safety equipment.
 - (b) The use of the following safety equipment shall be demonstrated –

- (i) Portable oxygen –
 - (aa) The portable oxygen bottle(s) used shall be representative of the type(s) typically used on aircraft;
 - (bb) Each student shall :
 - (i) remove the bottle from the bracket stowage;
 - (ii) retrieve the oxygen mask and hose and attach it to the high flow outlet;
 - (iii) approach a passenger while carrying the portable oxygen bottle, using the carrying strap;
 - (iv) prepare the passenger for receiving oxygen;
 - (v) turn on the oxygen and test for flow then position and secure the mask to the passenger's face;
 - (vi) secure the oxygen bottle and position it to monitor the supply;
 - (vii) recognise when oxygen is no longer required and apply procedures for shutting off the supply and restowing the oxygen mask and bottle.
- (ii) Flashlight –
 - (aa) Each student shall demonstrate the use of a flashlight in dark conditions; and
 - (bb) Each student shall demonstrate the use of a flashlight in smoke-filled conditions.
- (iii) Crew life jacket –
 - (aa) Each student shall:
 - (i) don a life jacket, representative of the type typically used on aircraft;
 - (ii) inflate the life jacket using the oral mouth piece;
 - (iii) deflate the life jacket;
 - (iv) locate and review the light activation;
 - (v) locate the whistle;
 - (vi) fit an adult life jacket on a child or mannequin of representative size; and
 - (bb) The adult life jacket(s) used shall be representative of the type(s) typically found on board aircraft.

- (iv) Infant life jacket –
 - (aa) The infant life jacket(s) used shall be representative of the type(s) typically found on board aircraft.
 - (bb) Each student shall demonstrate the fitting of an infant life jacket to a mannequin of representative size.
- (v) Fire extinguisher –
 - (aa) The fire extinguisher(s) used shall be representative of the type(s) typically found on board aircraft;
 - (bb) Each student shall:
 - (i) remove the bottle from the bracket stowage;
 - (ii) simulate the breaking of the seal used on the fire extinguisher; and
 - (iii) simulate the procedure used to release the extinguishant.
- (vi) PBEs –
 - (aa) The portable breathing equipment used shall be representative of the type(s) typically found on board aircraft;
 - (bb) Each student shall:
 - (i) remove the PBE from its casing;
 - (ii) identify all features of the PBE;
 - (iii) don the PBE and secure it correctly to the body;
 - (iv) demonstrate the ability to communicate while wearing the PBE;
 - (v) demonstrate the removal of the PBE from the body;
 - (vi) don at least two different types of PBE as part of practical training; and
 - (vii) view videos of the use of any PBEs that they have not personally donned.
- (vii) Fire gloves –
 - (aa) Each student shall demonstrate the use of the fire gloves.
- (ix) Megaphone –
 - (aa) The megaphone(s) used shall be representative of the type(s) typically found on board aircraft;
 - (bb) Each student shall:
 - (i) identify all features of the megaphone;

(ii) demonstrate the method of communicating using the megaphone;

(iii) demonstrate the method of volume control on the megaphone.

3.2.6 Pre-take off checks

(1) Training objective

(a) Each student shall perform a cabin check prior to take off of the aircraft.

(2) Performance criteria

(a) Each student shall physically demonstrate the ability to perform a cabin check prior to take-off.

(b) The drill shall be successfully completed when the student completes the following tasks competently –

(i) seat belts fastened;

(ii) seat backs in upright position;

(iii) tray tables stowed;

(iv) arm rests down;

(v) cabin baggage correctly stowed;

(vi) overhead bins closed;

(vii) exit rows free of obstruction;

(viii) parents with infants seated correctly;

(ix) electronic devices in the correct mode;

(x) foot rests stowed;

(xi) special categories of passengers briefed;

(xii) non-crewed exit rows briefed;

(xiii) cabin doors correctly closed and armed;

(xiv) cabin lighting set;

(xv) galley equipment secured;

(xvi) music system switched off;

(xvii) toilets clear and locked;

(xviii) window blinds open;

(xix) passenger head count completed; and

(xx) flight deck crew advised that the cabin is sterile

3.2.7 Pre-landing checks

- (1) Training objective
 - (a) Each student shall perform a cabin check prior to landing of the aircraft.
- (2) Performance criteria
 - (a) Each student shall physically demonstrate the ability to perform a cabin check prior to take off.
 - (b) The drill shall be successfully completed when the student completes the following tasks competently –
 - (i) seat belts fastened;
 - (ii) seat backs in upright position;
 - (iii) tray tables stowed;
 - (iv) arm rests down;
 - (v) cabin baggage correctly stowed;
 - (vi) overhead bins closed;
 - (vii) exit rows free of obstruction;
 - (viii) parents with infants seated correctly;
 - (ix) electronic devices in the correct mode;
 - (x) foot rests stowed;
 - (xi) non-crewed exit rows briefed;
 - (xii) cabin doors correctly closed and armed;
 - (xiii) cabin lighting set;
 - (xiv) galley equipment secured;
 - (xv) music system switched off;
 - (xvi) toilets clear and locked;
 - (xvii) window blinds open; and
 - (xviii) flight deck crew advised that the cabin is sterile.

3.2.8 Post landing duties

- (1) Training objective
 - (a) Each student shall perform duties after the aircraft has landed and turned off the active runway.
- (2) Performance criteria

- (a) Each student shall physically demonstrate the ability to perform duties after the aircraft has landed and the flight has ended.
- (b) The drill shall be successfully completed when the student completes the following tasks competently :
 - (i) remain in assigned station/seat and remain secure in required position;
 - (ii) comply with ordinance signs and instructions from the flight deck crew;
 - (iii) check passenger compliance with ordinance signs and instructions;
 - (iv) monitor cabin;
 - (v) follow procedure for disarming, checking and opening of aircraft doors, as applicable;
 - (vi) manage passenger disembarkation process;
 - (vii) perform security checks, if applicable; and
 - (viii) complete the applicable documentation.

3.2.9 Unanticipated/Unprepared emergency landing or ditching

- (1) Training objective
 - (a) Each student shall perform at least one unanticipated/unprepared landing and unanticipated/unprepared ditching simulated emergency.
- (2) Performance criteria
 - (a) To ensure understanding of operational differences, the drill shall be performed with cabin crew members in a multi-crew environment and also single cabin crew member environment.
 - (b) Where the multi-crew drill is performed, the number of cabin crew members that could participate at any time shall be appropriate to the cabin simulator configuration.
 - (c) Each student shall assume an actual crew position and shall perform the designated evacuation responsibilities for that position.
 - (d) Where a double cabin crew member seat is available and would normally be occupied by two crew members the drill shall be conducted to reflect this reality.
 - (e) The drill variables may include but are not limited to –
 - (i) unserviceable exits;
 - (ii) inflation devices that fail or only partially inflate;
 - (iii) aircraft attitude which necessitates a decision to use a particular exit or redirect passengers;

- (iv) poor visibility, i.e. darkness or smoke;
 - (v) incapacitated flight crew members;
 - (vi) exits which become unusable during the evacuation;
 - (vii) passengers in panic;
 - (viii) failure of aircraft emergency systems such as lighting, evacuation and communication signal;
 - (ix) decompression; and
 - (x) situation requiring altering of commands.
- (f) The drill shall be successfully completed when the student completes the following tasks competently –
- (i) secures himself or herself in a cabin crew member seat;
 - (ii) recognises that an emergency situation is developing and responds appropriately to the scenario;
 - (iii) applies all applicable commands;
 - (iv) responds appropriately to the “Brace” command or signal;
 - (v) recognises when and how to respond to the “Evacuate” command or signal;
 - (vi) activates the emergency lights (if applicable);
 - (vii) assesses conditions inside and outside the exit to determine exit usability throughout the evacuation;
 - (viii) locates and dons life jacket, as applicable;
 - (ix) commands passengers to prepare for evacuation;
 - (x) prepares and opens exit;
 - (xi) secures exit in fully open position;
 - (xii) assumes appropriate protective position;
 - (xiii) initiates passenger evacuation;
 - (xiv) controls passenger flow throughout evacuation;
 - (xv) performs final cabin and flight deck checks;
 - (xvi) removes necessary safety equipment;
 - (xvii) exits aircraft or simulator correctly.

3.2.10 Anticipated/Prepared emergency landing or ditching

- (1) Training objective
 - (a) Each student shall perform at least one anticipated/prepared land and one anticipated/prepared water ditching simulated scenario.
- (2) Performance criteria
 - (a) To ensure an understanding of operational differences, the drill shall be performed with students in a multi-crew environment and also a single cabin crew member environment.
 - (b) Where the multi-crew drill is performed, the number of students that could participate at any time shall be appropriate to the cabin simulator configuration.
 - (c) Each student shall assume an actual crew position and shall perform the designated evacuation responsibilities for that position.
 - (d) Where a double cabin crew member seat is available and would normally be occupied by two crew members the drill shall be conducted to reflect this reality.
 - (e) The drill variables may include but are not limited to –
 - (i) unserviceable exits;
 - (ii) inflation devices that fail or only partially inflate;
 - (iii) aircraft attitude which necessitates a decision to use a particular exit or redirect passengers;
 - (iv) poor visibility, i.e. darkness or smoke;
 - (v) incapacitated flight crew members;
 - (vi) exits which become unusable during the evacuation;
 - (vii) passengers in panic;
 - (viii) failure of aircraft emergency systems such as lighting, evacuation and communication signal;
 - (ix) decompression; and
 - (x) situation requiring altering of commands.
 - (f) The drill shall be successfully completed when the student completes the following tasks competently –
 - (i) recognises emergency signal from the flight deck crew;
 - (ii) obtains briefing from the flight deck crew on the situation;
 - (iii) stow service-related items and stands-by for further instructions;
 - (iv) briefs cabin crew on the situation;

- (v) briefs passengers;
- (vi) dons life jacket, in case of ditching;
- (vii) assign, relocate and brief able-bodied passengers, as required;
- (viii) secure cabin;
 - (ix) Check galley;
 - (x) Check cabin;
 - (xi) Check lavatory;
 - (xii) Check crew rest area, if applicable;
 - (xiii) Check remote area, if applicable;
 - (xiv) Confirm “cabin readiness” to the flight deck crew;
 - (xv) Comply with signal from the flight deck crew;
 - (xvi) Take assigned station or seat;
 - (xvii) Check door status, if applicable;
 - (xviii) Perform silent review;
 - (xix) Comply with flight deck crew emergency communication;
 - (xx) Take brace position;
 - (xxi) Shout brace commands;
 - (xxii) Simulate the evacuation of the aircraft successfully; and
 - (xxiii) Complete the applicable documentation.

3.2.11 Simulated firefighting

(1) Training objective

- (a) The student shall extinguish simulated fires using the relevant equipment, firefighting techniques and procedures.

(2) Performance criteria

- (a) A cabin crew member’s ability to successfully respond to different fire situations shall enhance his or her level of confidence and ability to deal with fire in-flight.
- (b) Fire extinguishers used for simulated firefighting shall be representative of the actual fire extinguishers found on board an aircraft.
- (c) A training PBE does not have to be operational but shall be representative of the actual smoke hoods used by operators in South Africa.
- (d) Fire gloves used for simulated firefighting shall be similar to or the same as those

found on board aircraft.

(e) Simulated firefighting drills shall be conducted using furnishings representative of those found on an aircraft, such as seats, galley units, panels and waste bins.

(f) Simulated firefighting drills, from any of the known fire classes, shall be conducted in each of the following locations:

- (i) Cabin area – under seat or seat, if electrically operated, overhead bin or closet; and
- (ii) Galley area – garbage bin, upper electrical panel or oven; and
- (iii) Confined area – lavatory waste bin; and
- (iv) Hidden area – behind panels

(g) The drill shall be successfully completed when each student competently completes the following tasks:

- (i) Recognises or identifies the problem;
- (ii) Correctly locates the source of the fire, using the appropriate technique and equipment;
- (iii) Uses effective communication, and coordination procedures throughout the drill such as notifying fellow flight crew members of the situation, establishing and maintaining communication with the flight deck crew, providing clear, concise information to a PIC and relocating passengers;
- (iv) Follows the correct procedures for communication and coordination throughout the drill;
- (v) Effectively demonstrates the use of an actual fire extinguisher, while wearing the relevant and applicable PBE and gloves;
- (vi) Follows appropriate extinguishing and post fire monitoring procedures; and
- (vii) Completes documentation correctly.

3.2.12 Live firefighting

(1) Training objective

(a) The student shall extinguish live fire using the relevant equipment and firefighting techniques.

(2) Performance criteria

(a) A cabin crew member's ability to successfully respond to different fire situations shall enhance his or her level of confidence and ability to deal with in-flight fire.

- (b) Fire extinguishers used for live firefighting shall be charged with an environmentally friendly agent.
- (c) A training PBE does not have to be operational but shall be representative of an actual smoke hood.
- (d) Firefighting drills shall be conducted using furnishings representative of those found on an aircraft, such as seats, galley units, panels, waste bins etc.
- (e) Live firefighting drills, from any of the known fire classes, shall be conducted in each of the following locations –
 - (i) cabin area – under seat, seat (if electrically operated), overhead bin or closet; and
 - (ii) galley area – garbage bin, upper electrical panel or oven;
 - (iii) confined area – lavatory waste bin; and
 - (iv) hidden area – behind panels.
- (f) The drill shall be successfully completed when each student competently completes the following tasks –
 - (i) recognises or identifies the problem;
 - (ii) correctly locates the sources of the fire using the appropriate technique and equipment;
 - (iii) uses effective communication and coordination procedures throughout the drill (i.e. notifying fellow flight crew members of the situation, establishing and maintaining communication with the flight deck crew, providing clear, concise information to the PIC, relocating passengers etc.);
 - (iv) effectively uses an actual fire extinguisher, correctly applied to an actual fire, while wearing PBE;
 - (v) correctly uses firefighting equipment consistent with the type of fire, location of the fire and maximum effective position of the fire extinguisher; and
 - (vi) follows appropriate extinguishing and post fire monitoring techniques.

3.2.13 Wet ditching

- (1) Training objective
 - (a) The student shall protect and sustain his or her safety in water, while assisting passengers to do the same.
- (2) Performance criteria
 - (a) Each student shall identify the pouch that a life jacket is stowed in.

- (b) Life jackets used for this drill shall be representative of the type(s) typically found on board an aircraft.
- (c) Each student shall identify the container or carrier that a life raft is stowed in.
- (d) Each student shall participate in the following –
 - (i) Examine all features of a fully inflated life raft;
 - (ii) Identify the inflation lanyard;
 - (iii) Identify the quick release mechanism while verbally describing the procedure to release the life raft from the aircraft;
 - (iv) Examine the life raft survival kit and review the operation of all components;
 - (v) Witness the launching, inflating and disconnecting of the life raft. This may be either actual or by video;
 - (vi) Effective life raft management, i.e. distribution of passengers, deploying sea anchor, erecting the canopy, assigning duties to passengers, maintaining the life raft, etc.;
- (d) The drill shall be successfully completed when each student performs the following tasks competently –
 - (i) Don a life jacket and secure it to the body correctly;
 - (ii) Inflate the life jacket using the manual inflation tube(s);
 - (iii) Enter the water within 5 seconds of being given the command to do so;
 - (iv) Assume the individual Heat Escape Lessening Posture for a minimum of 10 seconds in water;
 - (v) Assume the group huddle position for a minimum of 15 seconds in water;
 - (vi) Move in water for a minimum distance of 15 metres. This distance shall be covered in no longer than 2 minutes; and
 - (vii) Board the raft, from water, without any assistance, within 10 minutes of being given the command to do so.

3.2.14 Pilot incapacitation

- (1) Training objective
 - (a) The student shall apply the procedures relating to an incapacitated pilot.
- (2) Performance criteria
 - (a) The exercise shall be performed using either an actual flight deck crew seat or one that is representative of a flight deck crew seat with all the required control mechanisms.

- (b) The drill shall be successfully completed when the student performs the following tasks competently –
 - (i) pull the pilot away from the flight controls;
 - (ii) correctly fasten and lock the restraint system;
 - (iii) position the pilot seat using the controls, i.e. horizontal, vertical, recline;
 - (iv) administer first aid as necessary; and
 - (v) apply crew co-ordination and communication procedures to assist the remaining flight deck crew member.

3.2.15 Cabin crew member incapacitation

- (1) Training objective
 - (a) The student shall apply the procedures relating to an incapacitated cabin crew member in a multi-crew and single cabin crew environment.
- (2) Performance criteria
 - (a) The exercise shall be performed using either an actual aircraft seat or one that is representative of an aircraft seat with all the required control mechanisms.
 - (b) The exercise shall be performed for a multi-crew environment.
 - (c) The exercise shall be described and discussed for a single cabin crew environment, to ensure that the cabin crew student is exposed to different operating environments.
 - (d) The drill shall be successfully completed when the student performs the following tasks competently –
 - (i) administer first aid;
 - (ii) secure the incapacitated cabin crew member;
 - (iii) inform the flight deck crew;
 - (iv) reassign required cabin crew stations, if applicable; and
 - (v) complete the applicable documentation.

4 Security awareness training for an initial cabin crew member licence

- (1) A security awareness training programme addresses procedures related to cabin crew members' security-related tasks.
- (2) The goal of security awareness training is to enable cabin crew members to identify and respond appropriately to various security threats to prevent and/or minimise the consequences of acts of unlawful interference.

- (3) The student shall be aware of the minimum aviation security standards prescribed by the Authority and organisation policies and procedures as they relate to the flight crew of an aircraft.

4.1 Training syllabus

- (a) The security awareness training programme shall consist of the following aspects –
 - (a) General security awareness;
 - (b) Preventive measures during normal operations; and
 - (c) Response to acts of unlawful interference.
- (b) The security awareness training programme shall further include the following subjects, as a minimum –
 - (a) aviation legislation and security programmes, including international, national, airport and air service operator requirements;
 - (b) determination of the seriousness of any occurrence;
 - (c) crew communication and coordination;
 - (d) appropriate self-defence responses;
 - (e) use of non-lethal protective devices assigned to crew members;
 - (f) new terrorist profiles;
 - (g) understanding of behaviour of terrorists to facilitate the ability of crew members to cope with hijacker behaviour and passenger responses;
 - (h) live situational training exercises regarding various threat conditions;
 - (i) procedures for aircraft security checks and/or searches;
 - (j) flight crew compartment procedures to protect the aircraft;
 - (k) aircraft search procedures and guidance on least-risk bomb locations where practicable; and
 - (l) procedures in handling passengers who have been the subject of judicial or administrative proceedings.

4.2 Contents of training syllabus

4.2.1 General security awareness

- (1) Training objective
 - (a) The student shall describe the requirement to comply with minimum aviation security standards prescribed by the Authority
- (2) General
 - (a) Describe the history of the development of ICAO Annex 17 with respect to aviation security.

- (b) Describe the role and responsibilities of aerodrome operators, police and other agencies in the management of a security incident.
- (c) Define the following terms used in security –
 - (i) the Act;
 - (ii) act of unlawful interference;
 - (iii) bomb threat;
 - (iv) explosive disposal expert;
 - (v) firearm;
 - (vi) hijacking;
 - (vii) inadmissible person;
 - (viii) juvenile delinquent;
 - (ix) peace officer;
 - (x) prisoner;
 - (xi) sabotage;
 - (xii) sterile area;
 - (xiii) stowaway; and
 - (xiv) weapon.
- (d) Discuss the importance of situational awareness in maintaining security both on the ground and onboard the aircraft.
- (e) Discuss the importance of situational awareness in maintaining discretion both privately and professionally.
- (f) Discuss the requirement to report incidents.
- (g) Describe and practise the information required at the time of reporting a security related incident.

4.2.2 Preventive measures during normal operations

- (a) Describe the responsibility of holders of airport restricted areas passes, including the requirement to challenge persons in restricted areas who are not wearing passes.
- (b) Discuss the measures in place to protect and identify cabin crew members' personal belongings.
- (c) Discuss the measures in place to protect the air service operator's property – manuals, permits, uniforms and other documents or items.
- (d) Discuss the communication protocol regarding any incidents involving the air service operator.

- (e) Describe the measures in place related to screening and transportation of passengers, baggage, cargo, mail, equipment, catering, stores and supplies intended for carriage on an aircraft.
- (f) Identify the differences between pre-flight safety checks and pre-flight security checks of the cabin or galley equipment and monitoring of passengers during the boarding process.
- (g) Describe the measures to prevent unauthorised access to the flight deck while in flight.
- (h) Describe the measures to prevent unauthorised access to aircraft not in service.
- (i) Describe the cabin post-flight checks and inspections of an aircraft after landing.
- (j) Discuss the importance of communication between flight crew members regarding possible threats to security.

4.2.3 Response to acts of unlawful interference

4.2.3.1 Management of unruly passengers

- (a) Discuss the importance of communication with the flight deck crew during an act of unlawful interference and the type of information that should be conveyed, e.g. threat level, number of perpetrators, any weapons, physical description(s) of perpetrator(s) and assigned seat number(s);
- (b) Discuss the different threat levels that are prevalent in industry and practice appropriate crew responses;
- (c) Describe the means of identifying and procedures for managing different passenger behaviours which may interfere with the normal operation of the aircraft and threaten the safety and well-being of passengers and crew members. This may include conflict management and conflict resolution, de-escalation techniques, as well as examples of unruly behaviour, such as harassment, verbal abuse, physical assault, intimidating behaviour, intoxicated and disorderly conduct, disregard of smoking regulations, consuming own “carry on” alcoholic beverages, refusal to follow instructions of the crew and endangering the safety of the aircraft;
- (d) Describe and practise the relevant documentation to be completed, e.g. reports, witness statements and notification cards to unruly passengers;
- (e) Discuss and practice appropriate self-defence responses;
- (f) Discuss and practice the use of non-lethal protective devices assigned to crew members;
- (g) Discuss and practise the use of able-bodied passengers, their roles and responsibilities in relation to cabin crew during an incident.

4.2.3.2 Bomb threat or bomb on board in flight or on the ground

- (a) Demonstrate an understanding of the components of an explosive device and the different types of explosives;
- (b) Discuss the evolution of improvised explosive devices, including awareness of threat evolution;
- (c) Describe the necessity of being vigilant for security concerns, e.g. thorough and frequent checks of any accessible compartments, including non-crewed galleys, cabin and lavatories;
- (d) Discuss the awareness of other available resources in the event of suspicious items or a bomb discovered on board;
- (e) Describe the possible procedures for the handling of suspicious items on board while an aircraft is in flight;
- (f) Describe the possible procedures for the handling of bomb threat or bomb on board during a flight;
- (g) Describe the various procedures for notifying the flight deck crew of an act of unlawful interference inside the cabin, including the presence of suspicious items;
- (h) Describe the checklists for an aircraft search and how to use them;
- (i) Discuss the possible passenger reactions to security incidents;
- (j) Describe the possible procedures for rapid disembarkation and evacuation; and
- (k) Describe the various procedures for completing the applicable documentation, such as an incident report form.

4.2.3.3 Bomb threat or bomb on board on ground

- (a) Describe the possible procedures for the handling of suspicious items on board while an aircraft is on the ground.
- (b) Describe the possible procedures for the handling of a bomb threat or bomb on board on the ground.
- (c) Describe the possible procedures for notifying the flight deck crew of an act of unlawful interference inside the cabin, including the presence of suspicious items.
- (d) Describe the various procedures for the application of security checks.
- (e) Describe the various procedures for rapid disembarkation and evacuation.
- (f) Describe the possible procedures for completing the applicable documentation, such as incident report form.

4.2.3.4 Apply procedures in case of hijacking

- (a) Describe the importance of situational awareness and of being vigilant and observant when security concerns are suspected.

- (b) Describe the procedures for dealing with hijackers and understanding their intentions and expected behaviours.
- (c) Describe the techniques for managing distressed passengers.
- (d) Discuss the importance of monitoring the cabin for additional threats.
- (e) Describe the symptoms and behaviours associated with situations of captivity, such as a hijacking, e.g. Stockholm syndrome.
- (f) Describe the procedures related to flight deck door and flight crew actions.
- (g) Discuss the use of resources during security-related emergencies.
- (h) Discuss the different means of communications with the ground.
- (i) Discuss the procedures for hijack resolution.
- (j) Describe and practise the procedures for completing the applicable documentation, such as an incident report form.

4.2.3.5 Apply procedures for chemical/biological/radiological incidents

- (a) Describe the signs and symptoms of chemical, biological and radiological (CBR) agent exposure.
- (b) Discuss the importance of cabin surveillance to detect suspicious behaviour or items.
- (c) Describe the distinction between handling dangerous goods, explosive devices and CBR agents, and associated procedures.
- (d) Describe the importance of containing the CBR agents' aerosol potential before it spreads;
- (e) Describe and practice the procedures for in-flight CBR incidents.
- (f) Describe and practice the procedures for completing the applicable documentation, such as an incident report form.

5 Dangerous goods awareness training for an initial cabin crew member licence

- (1) Dangerous goods training focuses on the successful application of regulations concerning the transport of dangerous goods and the achievement of their objectives, which are greatly dependent on the appreciation of the risks involved and of a detailed understanding of Part 92 of the regulations.
- (2) Students shall be trained in the requirements commensurate with their responsibilities, as detailed in Part 92 of the regulations.

6. Cabin health and first aid training for an initial cabin crew member licence

- (1) Students shall be trained in the requirements commensurate with their responsibilities, as detailed in the current published SACAA CATS 64.02.2 (2.7) (Cabin Health And First Aid Training).

7. Human performance training for an initial cabin crew member licence

- (a) Human performance is defined as the human capabilities and limitations which have an impact on the safety and efficiency of aeronautical operations.
- (b) Human performance training focuses on relationships between people and equipment, systems, procedures, and the environment, as well as personal relationships between individuals and groups it encompasses, and the overall performance of cabin crew members while they carry out their duties.
- (c) The goal of this training is to optimise human performance and manage human error. It encompasses human factors principles, crew resource management, and the development and application of competencies.
- (d) Human performance training should be oriented towards recognising and solving practical problems.

7.1 Training syllabus

- (a) Human performance training shall include the following topics:
 - (i) human factors in aviation;
 - (ii) human error;
 - (iii) cabin crew competencies;
 - (iv) crew resource management;
 - (v) threat and error management;
 - (vi) fatigue management; and
 - (vii) human performance in relation to SMS.
- (b) Training shall include the following case studies:
 - (i) contributing role that cabin crew members have played in the chain of events leading to an incident or accident;
 - (ii) the importance of cabin crew member actions towards increasing the survivability of aircraft occupants during an evacuation or unlawful interference; and
 - (iii) accidents or incidents relevant to cabin operations, including an evacuation, unlawful interference, in-flight smoke, pressurisation malfunctions, and positive examples of how cabin crew members contribute to preventing accidents or incidents, or increasing survivability once they occur.

7.2 Human factors in aviation

- (a) The following topics shall be included:
 - (i) Human factors modelling, such as the SHELL model, which explains the relationship between individuals and their operational environment.
 - (ii) The role of the human in complex systems, such as aviation, and interactions with other humans, hardware, software, and the environment, including the human's contribution to safety and the human operational performance necessary to achieve the established goal.
 - (iii) The concept of human performance as a contributing factor to aircraft accidents; and
 - (iv) Case studies of accidents or incidents where human factors were identified as a contributing factor.

7.3 Human error

- (a) The following topics shall be included:
 - (i) General aspects of human physiology and psychology related to aviation;
 - (ii) Understanding human performance. This may include aspects of aviation physiology such as limitations of the sense, disorientation, and aviation psychology including workload, information processing, attitudinal factors, judgment and decision-making, stress, operational pressure and corporate pressure;
 - (iii) Processes and outcomes such as operational errors, normalised deviations, causes and consequences;
 - (iv) Distinction between errors and violations;
 - (v) The concept of an organisational accident, which includes the interaction between organisational processes, workplace conditions, latent conditions, active failures and defences, and how these can result in an accident. This may include understanding errors and their root cause in an operational context. Accident causation such as Reason's "Swiss Cheese" model which may include the error chain, namely the notion of accident causation, including error, deviation and amplification, and how humans contribute to accidents and incidents;
 - (vi) Organisational factors and their impact on safety and on-time performance; and
 - (vii) Defence strategies to prevent or control operational errors, including error prevention, detection and recovery of management techniques. This may include strategies, such as error reduction, error capturing and error tolerance.

7.4 Cabin crew competencies

- (a) The following competencies shall be demonstrated throughout the initial cabin crew member licensing training programme:
 - (i) application of policies and procedures;
 - (ii) communication;
 - (iii) leadership and teamwork;
 - (iv) passenger management;
 - (v) problem solving and decision-making;
 - (vi) situational awareness and management of information; and
 - (vii) workload management.
- (b) These cabin crew competencies shall be observed and rated throughout the cabin crew member initial licensing training programme as their development is crucial to the ability to function as a competent cabin crew member.

7.5 Crew resource management training (CRM) for cabin crew members

- (a) The goal and objective of CRM training is to improve flight safety through the understanding of the human factor in aviation accidents or incidents.
- (b) CRM training is primarily concerned with the effective use of all available resources for flight crew to assure a safe and efficient operation, reducing error, avoiding stress and increasing efficiency.
- (c) Training shall include, but is not limited to, the following topics –
 - (i) CRM concepts, general principles and processes during operations;
 - (ii) use of CRM as a tool to prevent accidents or incidents through improved crew co-ordination, enhanced crew performance and safety awareness;
 - (iii) CRM specific to different aircraft types, e.g. single or multi-deck aircraft, narrow or wide body aircraft, single or multi crew operations;
 - (iv) the need for individual commitment to CRM principles;
 - (v) benefits of joint CRM training, if applicable;
 - (vi) interaction between crew members and other individuals involved with operation of the aircraft;
 - (vii) competencies that foster CRM, including the components of the relevant competencies;
 - (viii) understanding one's own role and impact on the operation;
 - (ix) the concept of synergy;

- (x) cultural differences, diversity awareness and their impact on individual and team performance;
- (xi) the statutory responsibility and accountability of the PIC as the commander;
- (xii) the role of the in-charge cabin crew member as the team leader;
- (xiii) “team required” versus “individual” tasks -the notion that some problems require a team solution while others may be solved through individual effort;
- (xiv) awareness of behaviours that affect crew effectiveness;
- (xv) competencies needed for effective team leaders and team members;
- (xvi) decision-making processes;
- (xvii) resources available -identification and use;
- (xviii) resources for continued self-improvement, as applicable; and
- (xix) describe and practice how to write an accident or incident report.

7.6 Threat and error management

- (a) The following topics shall be included:
 - (i) The Threat and Error Management (TEM) model, and its components, relevant to cabin operators;
 - (ii) examples of different threats, errors and undesired states, relevant to cabin operators that impact on safety; and
 - (iii) threat, error and undesired state management techniques such as detecting threats, trapping errors, relevant to cabin operations.
- (b) The examples used for threats, errors and undesired states should be specific to cabin operations, and differ from those used during flight crew training or training for other operational personnel.

7.7 Fatigue management training

- (a) The student shall understand the causes and consequences of fatigue and how to manage them.
- (b) The cabin crew member shall understand his or her individual responsibility, and that of the State and the operator in managing fatigue.
- (c) The following topics shall be included:
 - (i) definition of fatigue;
 - (ii) definition of fatigue risk management;
 - (iii) consequences of fatigue on cabin crew performance, such as:

- (aa) physical effects;
 - (bb) cognitive effects;
 - (cc) emotional effects; and
 - (dd) operational implications
- (iv) the scientific principles on which fatigue management is based, such as:
- (aa) sleep as a psychological need; and
 - (bb) the different types and stages of sleep
- (v) factors that affect the sleep of an individual on a particular occasion;
- (vi) the body clock, circadian rhythms and circadian influences on sleep;
- (vii) physical vs cognitive demands of tasks being performed;
- (viii) environmental factors that influence fatigue;
- (ix) the regulatory requirements for fatigue management as contained in the regulations and technical standards for ensuring that an operator is managing fatigue-related risks to achieve an acceptable level of safety performance;
- (x) operator responsibility for:
- (aa) providing fatigue management training;
 - (bb) implementing work schedules that enable individual cabin crew members to perform their duties safely;
 - (cc) identifying and following limitations and scheduling rules that allow opportunities for adequate rest and restorative sleep; and
 - (dd) having processes for monitoring and managing fatigue hazards, including managing operational risks within the constraints of the prescriptive regulations as part of their SMS.
- (xi) individual cabin crew member responsibilities related to:
- (aa) arriving fit for duty;
 - (bb) pursuing personal and operational mitigation strategies appropriately while on duty; and
 - (cc) identifying and reporting fatigue hazards, including “non-fitness to fly”.
- (xii) personal fatigue management strategies, at home and in-flight; and
- (xiii) workload management.

7.8 Human performance training in relation to SMS

- (a) The following topics shall be included:
 - (i) the importance of cabin crew reporting as part of an operator's SMS; and
 - (ii) how cabin crew reporting of safety information, including the proactive identification of hazards, contributes to the overall achievement of the SMS objectives.

8. Human trafficking awareness training for initial cabin crew member licence

- (1) Trafficking in persons refers to the process through which individuals are placed or maintained in an exploitative situation for economic gain.
- (2) As aviation is one of the modes of transportation utilised by traffickers, it is likely that crew members would encounter a situation of trafficking on the ground or in flight.

8.1 Training objective

- (1) The objective of this training is to enable crew members to recognise the indicators of suspected trafficking and how to report cases.

8.2 Contents of training syllabus

- (1) Training shall include but is not limited to the following topics –
 - (a) general information on trafficking in persons;
 - (b) elements of trafficking;
 - (c) why trafficking happens;
 - (d) types of trafficking;
 - (e) general indications of trafficking;
 - (f) trafficking indicators for cabin crew members;
 - (g) concept of “Do no harm”; and
 - (h) the Palermo Protocol.”

SACAA CATS Part 64 AMOC Guidance Skills Test

SKILL TEST

1. Procedures
2. Skills test for initial cabin crew member licence

SKILL TEST

1. Procedures

- 1.1 The aim of a skills test is to –
 - (a) assess skills, knowledge and attitude relevant to a licence or rating;
 - (b) determine whether the candidate can –
 - (i) apply his or her knowledge to real life events;
 - (ii) make the appropriate decisions; and
 - (iii) apply acceptable risk management;
 - (c) promote learning
- 1.2 The drills for the skills test for the initial issue of a cabin crew member licence shall be performed on successful completion of the examination with the Authority.
- 1.3 Drills are assessed as being either “Competent” or “Not yet competent”.
- 1.4 A drill is assessed as “Competent” when the candidate meets all of the evaluation criteria comfortably and confidently.
- 1.5 A skills test is divided into various drills and assessment of each drill shall be completed before feedback is given to the candidate on the outcome of that drill.
- 1.6 A drill is performed and assessed in its entirety, and then scored accordingly.
- 1.7 A drill may be repeated in the following circumstances –
 - (a) legitimate instances when a candidate is not able understand a cabin designated examiner’s request to perform a specific task. It should be noted that a candidate’s failure to understand the nature of a specified task being requested does not justify repeating a skills test item or drill;
 - (b) in the event of a finding of “Not yet competent” after the first attempt.
 - (c) if the skills test or drill is not completed due to circumstances beyond a candidate or cabin designated examiner’s control. The subsequent skills test shall be completed within 30 days of the original event.
- 1.8 A drill is assessed as “Not yet competent” under the following circumstances –
 - (a) the aim of the task or duty is not achieved;

- (b) the candidate is unable to meet the evaluation criteria or the candidate meets the criteria through coaching and leading;
 - (c) the performance of an item includes errors or deviations that are repeated or that are not recognised or corrected in a timely manner;
 - (d) the candidate does not demonstrate the level of technical proficiency or knowledge necessary;
 - (e) the candidate has lapses in situational awareness that are not identified or corrected;
 - (f) the candidate's management skills are ineffective;
 - (g) the safety of the aircraft, passengers or crew could be compromised by the action or inaction of the candidate;
 - (h) the candidate performs the drill in an illogical sequence or in a manner that would have catastrophic consequences in real life.
- 1.9 Cabin designated examiners shall evaluate all items of a particular drill prior to announcing a failure and stopping the assessment.
- 1.10 The candidate shall be required to competently perform all drills to complete a skills test.
- 1.11 A skills test is failed when a candidate –
- (a) is unsuccessful in 3 or more drills;
 - (b) consistently demonstrates lack of knowledge or understanding in one area, irrespective of the drill being performed;
 - (c) consistently demonstrates lack of the level of technical proficiency necessary to carry out the functions of the licence or rating;
- 1.12 In the case of an unsuccessful skills test, the candidate shall undergo remedial training with a cabin crew instructor, other than the person who conducted such skills test, before resubmitting himself or herself for a re-test. A re-test may not be conducted within 48 hours of an unsuccessful skills test;
- 1.13 The drills that form part of the skills test for the initial issue of a cabin crew member licence are –
- (a) public address announcements;
 - (b) passenger briefings;
 - (c) safety equipment pre-flight checks;
 - (d) safety equipment use;
 - (e) pre-take off checks;
 - (f) pre-landing checks;
 - (g) unprepared emergency landing or ditching;

- (h) prepared emergency landing or ditching;
- (i) simulated fire fighting;
- (j) live fire fighting;
- (i) wet ditching;
- (j) pilot incapacitation;
- (k) cabin crew member incapacitation; and
- (g) post landing duties.

2. Skills test for initial issue of a cabin crew member licence

2.1 Public address announcements evaluation criteria

- (a) A candidate shall demonstrate effective communication techniques on a public address system and deliver at least one published announcement.
- (b) A cabin designated examiner shall issue a candidate with a list of announcements that may be assessed.
- (c) A device used for the assessment shall be similar to or the same as the one used for practical training.
- (d) A cabin designated examiner shall select an announcement and advise a candidate of such.
- (e) Where there is more than one candidate, different announcements shall be used as part of the assessment variable.
- (f) A cabin designated examiner shall evaluate a candidate based on the following –
 - (i) selection of the correct announcement;
 - (ii) appropriate use of terminology;
 - (iii) correct pronunciation of words;
 - (iv) appropriate use of volume;
 - (v) appropriate use of pace;
 - (vi) appropriate use of tone;
 - (vii) appropriate use of inflection;
 - (viii) appropriate use of resonance; and
 - (ix) clarity of message.

2.2 Safety demonstration evaluation criteria

- (a) A candidate shall perform a full passenger pre-flight safety demonstration.
- (b) A cabin designated examiner shall evaluate the candidate on:
 - (i) proper use of eye contact and body language;
 - (ii) correct use and simulation of the operation of each piece of demonstration equipment; and
 - (iii) display of confidence and leadership.

2.3 Passenger briefings evaluation criteria

- (a) A candidate shall deliver briefings to different types of passengers on board an aircraft.
- (b) A cabin designated examiner shall issue a candidate with a list of special categories of passengers that may be briefed for the purpose of assessment.
- (c) A cabin designated examiner shall select special category passenger type and advise a candidate of such.
- (d) Where there is more than one candidate, special categories of passenger examples shall be used as part of the assessment variable.
- (e) A cabin designated examiner shall evaluate the candidate based on the following for the briefing of a special category of passenger –
 - (i) identify the correct briefing to be completed;
 - (ii) completeness of briefing content such as all relevant points included;
 - (iii) effective use of communication techniques such as clarity, comprehension and absence of jargon;
 - (iv) correctly modified in accordance with requirements of the individual to whom the briefing is delivered;
 - (v) proper use of eye contact and body language;
 - (vi) correct use and simulation of the operation of each piece of demonstration equipment;
 - (vii) display confidence and ability to answer questions; and
 - (viii) the cabin designated examiner verifies that briefing points were understood.
- (f) A cabin designated examiner shall evaluate a candidate based on the following for the briefing of a passenger seated at non-crewed exit row –
 - (i) identify the correct briefing to be completed;

- (ii) completeness of briefing content such that all relevant points are included;
- (iii) effective use of communication techniques such as clarity, comprehension and absence of jargon;
- (iv) ability of an individual to understand English is confirmed;
- (v) proper use of eye contact and body language;
- (vi) correct use and simulation of the operation of the emergency equipment;
- (vii) display confidence and ability to answer questions; and
- (viii) a cabin designated examiner verifies that briefing points were understood.

2.4 Safety equipment pre-flight checks evaluation criteria

- (a) A candidate shall perform the applicable safety equipment checks to ensure that all equipment is available and serviceable.
- (b) A candidate shall demonstrate the pre-flight checks of each of the following items of equipment –
 - (i) portable oxygen;
 - (ii) first aid kit;
 - (iii) flashlight;
 - (iv) crew life jacket;
 - (v) extra life jackets – adult;
 - (vi) extra life jackets – infant;
 - (vii) fire extinguisher – all types fitted on aircraft;
 - (viii) PBEs – all types fitted on aircraft;
 - (ix) fire gloves;
 - (ix) fire axe; and
 - (x) megaphone.
- (c) A cabin designated examiner shall issue a candidate with a list of safety equipment to be assessed.
- (d) A cabin designated examiner shall select the order in which the safety equipment is to be assessed and shall advise a candidate of such.
- (e) Each item of equipment shall be assessed separately and each item of equipment shall be considered a single drill.
- (f) A cabin designated examiner shall evaluate the candidate on the following for each item of equipment –
 - (i) identify the correct item of equipment; and

- (ii) correctly complete the pre-flight checks for each item of equipment.

2.5 Safety equipment use evaluation criteria

- (a) A candidate shall demonstrate the correct use of identified safety equipment.
- (b) A candidate shall physically demonstrate the use of each of the following items of equipment –
 - (i) portable oxygen;
 - (ii) flashlight;
 - (iii) crew life jacket;
 - (iv) fitting an adult life jacket to a child;
 - (v) fitting of an infant life jacket;
 - (vi) fire extinguisher – at least one (1) type with hose fitted and one (1) type with no hose fitted, excluding the water extinguisher;
 - (vii) PBEs – a minimum of two (2) different types commonly used on board an aircraft; and
 - (ix) megaphone
- (c) A cabin designated examiner shall issue a candidate with a list of safety equipment to be assessed.
- (d) All safety equipment shall be representative of the type typically used on aircraft.
- (e) A cabin designated examiner shall select the order in which the use of the safety equipment is to be assessed and shall advise a candidate of such.
- (f) Each item of equipment shall be assessed separately and each item of equipment shall be considered a single drill.
- (g) A cabin designated examiner shall evaluate a candidate on the following for the use of the portable oxygen and a candidate shall –
 - (i) retrieve an oxygen mask and hose and attach it to the high flow outlet;
 - (ii) approach a passenger while carrying the portable oxygen bottle, using the carry strap;
 - (iii) prepare the passenger for receiving oxygen;
 - (iv) turn on the oxygen and simulate or test for flow then position and secure the mask to the passenger's face;
 - (v) secure the oxygen bottle and position it to monitor the supply; and
 - (vi) recognise when oxygen is no longer required and apply procedures for shutting off the supply and restowing the oxygen mask and bottle.

- (h) A cabin designated examiner shall evaluate a candidate on the following for the use of the flashlight and a candidate shall–
 - (i) demonstrate the use of a flashlight in dark conditions;
 - (ii) demonstrate the use of a flashlight in smoke-filled conditions.
- (i) A cabin designated examiner shall evaluate a candidate on the following for the use of the crew life jacket and a candidate shall–
 - (i) don a life jacket, representative of the type, typically used on an aircraft;
 - (ii) inflate the life jacket using the oral mouth piece;
 - (iii) deflate the life jacket;
 - (iv) locate and review the light activation; and
 - (v) locate the whistle.
- (j) A cabin designated examiner shall evaluate the candidate on the following for the fitting of an adult life jacket to a child –
 - (i) The adult life jacket used shall be representative of the type typically found on board an aircraft.
 - (ii) A candidate shall demonstrate how to fit an adult life jacket on a child by fitting the life jacket to a mannequin of representative size.
- (k) A cabin designated examiner shall evaluate the candidate on the following for the fitting of an infant life jacket –
 - (i) The infant life jacket used shall be representative of the type typically found on board an aircraft.
 - (ii) A candidate shall demonstrate how to fit an infant life jacket to a mannequin of a representative size.
 - (iii) A candidate shall locate the tape for the adult to hold onto.
- (l) A cabin designated examiner shall evaluate the candidate on the following for the use of the halon fire extinguisher –
 - (i) The fire extinguisher used shall be representative of the type typically found on board an aircraft.
 - (ii) A candidate shall simulate the breaking of the seal used on the fire extinguisher;
 - (iii) A candidate shall simulate the procedure used to release the extinguisher, that is squeezing the handle to start deployment of the extinguishing agent;
 - (iv) A candidate shall demonstrate the correct manner to hold the extinguisher while fighting a fire;

- (v) A candidate shall demonstrate the procedure for spraying the extinguisher at the base of the simulated fire;
 - (vi) A candidate shall identify the types of fire best suited for using a halon extinguisher; and
 - (vii) A candidate shall describe the precautions to be considered when using a halon fire extinguisher.
- (m) A cabin designated examiner shall evaluate a candidate on the following for the use of a water fire extinguisher –
- (i) The fire extinguisher used shall be representative of the type typically found on board an aircraft.
 - (ii) A candidate shall simulate the puncturing of the cartridge used in the fire extinguisher;
 - (iii) A candidate shall demonstrate the correct manner to hold the extinguisher while fighting a fire;
 - (iv) A candidate shall demonstrate the procedure for spraying the extinguisher at the base of the simulated fire; and
 - (v) A candidate shall identify the types of fire best suited for using a water extinguisher.
- (n) A cabin designated examiner shall evaluate a candidate on the following for the use of the PBE –
- (i) The PBE or smokehoods used shall be representative of the type typically found on board an aircraft.
 - (ii) A candidate shall demonstrate the use of at least two (2) different types of PBEs found on board an aircraft.
 - (iii) A candidate shall remove the PBE from its casing;
 - (iv) A candidate shall identify all features of the PBE;
 - (v) A candidate shall don the PBE and secure it correctly to the body;
 - (vi) A candidate shall ensure that any long hair is tucked into the PBE;
 - (vii) A candidate shall demonstrate the ability to communicate while wearing the PBE;
 - (viii) A candidate shall demonstrate the brace position to be considered when wearing the PBE;
 - (ix) A candidate shall demonstrate the removal of the PBE from the body; and
 - (x) A candidate shall describe the safety considerations after removing the PBE.

- (o) A cabin designated examiner shall evaluate a candidate on the use of the megaphone and a candidate shall demonstrate –
 - (i) the means to activate and speak into the microphone housing of the megaphone; and
 - (ii) the method of volume control on the megaphone.

2.6 Pre-take off checks evaluation criteria

- (a) A candidate shall demonstrate the pre-take off checks to be conducted when on board an aircraft.
- (b) The device used for assessment shall be similar to or the same as the one used for practical training.
- (c) A candidate shall be able to demonstrate checks of the following –
 - (i) seat belts fastened;
 - (ii) seat backs in upright position;
 - (iii) tray tables stowed;
 - (iv) arm rests down;
 - (v) cabin baggage correctly stowed;
 - (vi) overhead bins closed;
 - (vii) exit rows free of obstruction;
 - (viii) parents with infants seated correctly;
 - (ix) electronic devices in the correct mode;
 - (x) foot rests stowed;
 - (xi) special categories of passengers briefed;
 - (xii) non-crewed exit rows briefed;
 - (xiii) cabin doors correctly closed and armed;
 - (xiv) cabin lighting set;
 - (xv) galley equipment secured;
 - (xvi) music system switched off;
 - (xvii) toilets clear and locked;
 - (xviii) window blinds open;
 - (xix) passenger head count completed; and
 - (xx) flight crew advised that the cabin is sterile.

2.7 Pre-landing checks evaluation criteria

- (a) A candidate shall demonstrate the pre-landing checks to be conducted when on board an aircraft.
- (b) The device used for assessment shall be similar to or the same as the one used for practical training.
- (c) A candidate shall ensure the following –
 - (i) seat belts fastened;
 - (ii) seat backs in upright position;
 - (iii) tray tables stowed;
 - (iv) arm rests down;
 - (v) cabin baggage correctly stowed;
 - (vi) overhead bins closed;
 - (vii) exit rows free of obstruction;
 - (viii) parents with infants seated correctly;
 - (ix) electronic devices in the correct mode;
 - (x) foot rests stowed;
 - (xi) non-crewed exit rows briefed;
 - (xii) cabin doors correctly closed and armed;
 - (xiii) cabin lighting set;
 - (xiv) galley equipment secured;
 - (xv) music system switched off;
 - (xvi) toilets clear and locked;
 - (xvii) window blinds open; and
 - (xviii) flight deck crew advised that the cabin is sterile.

2.8 Post landing checks evaluation criteria

- (a) A candidate shall demonstrate the post landing cabin checks to be conducted after landing of the aircraft.
- (b) The device used for assessment shall be similar to or the same as the one used for practical training by an ATO.
- (c) A cabin designated examiner shall evaluate each candidate on the following –
 - (i) delivering the post landing announcement
 - (ii) ensuring passengers remain seated;

- (iii) activating cabin lights prior to disembarking passengers;
- (iv) following procedures for doors to be opened; and
- (v) ensuring that procedures are in place for passengers to be disembarked.

2.9 Anticipated/Prepared emergency landing and ditching evaluation criteria

- (a) A candidate shall perform at least one anticipated/prepared land and one anticipated/prepared water ditching simulated emergency.
- (b) To ensure understanding of operational differences, the assessment shall be performed with candidates in a multi-crew environment. The cabin designated examiner shall confirm understanding of the single cabin crew member procedures by posing appropriate questions to each individual candidate.
- (c) Where the multi-crew drill is performed, the number of candidates that could participate at any time shall be appropriate to the cabin simulator configuration.
- (d) A candidate shall assume an actual crew position and shall perform the designated evacuation responsibilities for that position;
- (e) Where a double cabin crew member seat is available and would normally be occupied by two crew members the assessment shall be conducted to reflect this reality.
- (f) The assessment variables shall include –
 - (i) unserviceable exits;
 - (ii) inflation devices that fail or only partially inflate;
 - (iii) aircraft attitude which necessitates a decision to use the exit or redirect passengers;
 - (iv) poor visibility caused by darkness or smoke;
 - (v) incapacitated flight crew members;
 - (vi) exits which become unusable during the evacuation;
 - (vii) passengers in panic;
 - (viii) failure of aircraft emergency systems such as lighting, evacuation and communication signal;
 - (ix) decompression; and
 - (x) situation requiring altering of commands.
- (g) A cabin designated examiner shall evaluate each candidate on the following –

- (i) recognising the in-flight emergency signal from the flight deck and reacting according to procedures;
- (ii) preparing passengers, cabin and self, according to procedures and scenario;
- (iii) selecting and briefing ABP to assist as required, including opening non-crewed exits, removing and launching life rafts, crowd control, assisting passengers with special needs, assisting outside the aircraft and directing people away from the aircraft or onto rafts;
- (iv) applying all applicable commands, using the appropriate terminologies with clear, positive, authoritative communication techniques, appropriate for the assessment scenario;
- (v) responding appropriately to the “Brace” command or signal;
- (vi) recognising when and how to respond to the “Evacuate” command or signal;
- (vii) activating the cabin emergency lights, where applicable;
- (viii) assessing conditions inside and outside the exit to determine exit usability, throughout the evacuation;
- (ix) commanding passengers to prepare for evacuation;
- (x) preparing and opening the exit;
- (xi) securing the exit in the fully open position;
- (xii) assuming the appropriate protective position;
- (xiii) initiating a passenger evacuation;
- (xiv) controlling passenger flow throughout the evacuation;
- (xv) performing final cabin and flight deck checks;
- (xvi) removing the necessary safety equipment;
- (xvii) exiting the aircraft or simulator correctly;
- (xviii) demonstrating the duties and responsibilities to be completed following the evacuation scenario
- (h) A candidate shall correctly apply procedures as related to the scenario; and
- (i) A candidate shall identify the consequences of errors in the scenario.

2.10 Unanticipated/Unprepared emergency landing or ditching evaluation criteria

- (a) A candidate shall perform at least one unanticipated/unprepared land and one unanticipated/unprepared water ditching simulated emergency;
- (b) To ensure understanding of operational differences, the assessment shall be performed with candidates in a single cabin crew environment. The

- cabin designated examiner shall confirm understanding of the multi-crew procedures by posing appropriate questions to each individual candidate;
- (c) Should the multi-crew drill be performed, in addition to the single cabin crew drill, the number of candidates that could participate at any time shall be appropriate to the cabin simulator configuration;
 - (d) A candidate shall assume an actual crew position and shall perform the designated evacuation responsibilities for that position;
 - (e) Where a double cabin crew member seat is available and would normally be occupied by two crew members the assessment shall be conducted to reflect this reality.
 - (f) The assessment variables may include but are not limited to –
 - (i) unserviceable exits;
 - (ii) inflation devices that fail or only partially inflate;
 - (iii) aircraft attitude which necessitates a decision to use the exit or redirect passengers;
 - (iv) poor visibility caused by darkness or smoke;
 - (v) incapacitated flight crew members;
 - (vi) exits which become unusable during the evacuation;
 - (vii) passengers in panic;
 - (viii) failure of aircraft emergency systems, such as lighting, evacuation and communication signal;
 - (ix) decompression; and
 - (x) situation requiring altering of commands
 - (g) A cabin designated examiner shall evaluate each candidate on the following –
 - (i) securing himself or herself in a cabin crew member seat using the correct mechanism and restraint system;
 - (ii) recognising that an emergency situation is developing and responding appropriately to the scenario;
 - (iii) applying all applicable commands, using the appropriate terminologies with clear, positive, authoritative communication techniques, appropriate for the assessment scenario;
 - (iv) responding appropriately to the “Brace” command or signal;
 - (v) recognising when and how to respond to the “Evacuate” command or signal;
 - (vi) activating the cabin emergency lights, where applicable;

- (vii) assessing conditions inside and outside the exit to determine exit usability, throughout the evacuation;
 - (viii) locating and donning the life jacket during the anticipated/prepared ditching assessment;
 - (ix) commanding passengers to prepare for evacuation;
 - (x) preparing and opening the exit;
 - (xi) securing the exit in the fully open position;
 - (xii) assuming the appropriate protective position;
 - (xiii) initiating a passenger evacuation;
 - (xiv) controlling passenger flow throughout the evacuation;
 - (xv) performing final cabin and flight deck checks;
 - (xvi) removing the necessary safety equipment; and
 - (xvii) exiting the aircraft or simulator correctly.
- (h) A candidate shall correctly apply procedures as related to the scenario; and
 - (i) A candidate shall identify the consequences of errors in the scenario.

2.11 Simulated fire fighting evaluation criteria

- (a) A candidate shall participate in a simulated fire fighting drill using the relevant equipment and simulated fire fighting techniques.
- (b) The furnishings used shall be similar to or the same as those found on board aircraft and these are to include seats, galley units, panels, waste bins and overhead bins.
- (c) Fire extinguishers used for simulated fire fighting shall be similar to or the same as those found on board aircraft, with respect to weight, dimensions, controls and operations.
- (d) Portable breathing equipment used for simulated fire fighting shall be similar to or the same as those found on board aircraft.
- (e) A PBE used for training does not have to be operational but shall be representative of an actual smokehood.
- (f) Fire gloves used for simulated fire fighting shall be similar to or the same as those found on board aircraft.
- (g) To ensure an understanding of operational differences, the drill shall be performed with students in a multi-crew environment and also a single cabin crew member environment.
- (h) Where the multi-crew drill is performed, the number of students that could participate at any time shall be appropriate to the cabin simulator configuration.

- (i) Each student shall assume an actual crew position and shall perform the designated evacuation responsibilities for that position.
- (j) Simulated fire fighting assessments, from any of the known fire classes, shall be conducted in each of the following locations :
 - (i) cabin area – under seat, seat when electrically operated, overhead bin or closet;
 - (ii) galley area – garbage bin, upper electrical panel or oven;
 - (iii) confined area – lavatory waste bin;
 - (iv) hidden area – behind panels.
- (k) A cabin designated examiner shall evaluate the candidate on the following:
 - (i) recognising or identifying the problem;
 - (ii) correctly locating the source of the simulated fire using the appropriate technique and equipment;
 - (iii) effective use of communication and coordination procedures throughout the drill by notifying the fellow flight deck crew members of the situation, establishing and maintaining communication with the flight deck crew, providing clear, concise information to the PIC and relocating passengers;
 - (iv) responding in a timely manner;
 - (v) effectively using or simulating the use of the necessary emergency equipment; and
 - (vi) following appropriate extinguishing and post fire monitoring techniques.

2.12 Live fire fighting evaluation criteria

- (a) A candidate shall extinguish live fires using the relevant equipment and fire fighting techniques.
- (b) Fire extinguishers used for live fire fighting shall be charged with an environmentally friendly agent.
- (c) A PBE used for training does not have to be operational but shall be representative of an actual smokehood.
- (d) Live fire fighting assessments, from any of the known fire classes, shall be conducted in each of the following locations –
 - (i) cabin area –under seat, on seat when electrically operated, overhead bin or closet; and
 - (ii) galley area – garbage bin, upper electrical panel or oven; and
 - (iii) confined area – lavatory waste bin; and
 - (iv) hidden area – behind panels.

- (e) A candidate shall recognise or identify the problem;
- (f) A candidate shall correctly locate the source of the fire using the appropriate technique and equipment;
- (g) A candidate shall use effective communication and coordination procedures throughout the drill, such as notifying fellow cabin crew members of the situation, establishing and maintaining communication with the flight crew, providing clear, concise information to the PIC and relocating passengers;
- (h) A candidate shall respond in a timely manner;
- (i) A candidate shall effectively use an actual fire extinguisher, correctly applied to an actual fire, while wearing PBE and gloves ;
- (j) A candidate shall correctly use fire fighting equipment consistent with the type of fire, location of the fire and maximum effective position of the fire extinguisher;
- (k) A candidate shall follow appropriate extinguishing and post fire monitoring techniques.

2.13 Wet ditching evaluation criteria

- (a) A candidate shall protect and sustain his or her safety in water, while assisting passengers to do the same.
- (b) Life jackets used for this drill shall be representative of the type typically found on board an aircraft.
- (c) Life rafts used for this drill shall be representative of the type typically found on board an aircraft.
- (d) A candidate shall correctly identify the inflation lanyard for the life raft.
- (e) A candidate shall identify the quick release mechanism while verbally describing the procedure to release the raft from the aircraft.
- (f) A candidate shall don a life jacket and secure it to the body correctly.
- (g) A candidate shall inflate the life jacket using the manual inflation tube.
- (h) A candidate shall enter the water within 5 seconds of being given the command to do so.
- (i) A candidate shall assume the individual heat escape lessening posture for a minimum of 10 seconds in water.
- (j) A candidate shall assume the group huddle position for a minimum of 15 seconds in water.
- (k) A candidate shall move in water for a minimum distance of 15 metres.
- (l) A candidate shall cover the required distance in no longer than 2 minutes.

- (m) A candidate shall board the raft, from water, without any assistance, within 10 minutes of being given the command to do so.
- (n) A candidate shall deflate the life jacket manually.

2.14 Pilot incapacitation evaluation criteria

- (a) A candidate shall apply the procedures relating to an incapacitated pilot.
- (b) The assessment shall be performed using either an actual flight crew seat or one that is representative of a flight crew seat with all the required control mechanisms.
- (c) A cabin designated examiner shall evaluate each candidate on the following –
 - (i) moving the pilot away from the flight controls;
 - (ii) correctly fastening and locking the restraint system;
 - (iii) positioning the pilot seat correctly, using the controls in a horizontal, vertical and recline position;
 - (iv) administering first aid, as necessary;
 - (v) demonstrating the use of the oxygen system on the flight deck; and
 - (vi) applying crew coordination and communication procedures to assist the remaining flight deck crew member.

2.15 Cabin crew member incapacitation evaluation criteria

- (a) A candidate shall apply the procedures relating to an incapacitated cabin crew member in a multi-crew environment, if applicable.
- (b) The exercise shall be performed using either an actual aircraft seat or one that is representative of an aircraft seat with all the required control mechanisms.
- (c) A cabin designated examiner shall evaluate the candidate on the following –
 - (i) identifying or responding to the problem;
 - (ii) effectively securing the incapacitated cabin crew member;
 - (iii) administering first aid, as required;
 - (iv) briefing an ABP, as appropriate;
 - (v) informing the flight deck crew; and
 - (vi) reassigning of cabin crew stations, as applicable.