



TECHNICAL GUIDANCE MATERIAL

for

Cabin Designated Examiners & Oversight

SUBJECT: TECHNICAL GUIDANCE MATERIAL FOR CABIN DESIGNATED EXAMINERS AND
OVERSIGHT

EFFECTIVE DATE: 15 September 2023

1 APPLICABILITY

- 1.1. This document applies as the following:
 - 1.1.1. Guidelines for CDEs for the conduct of tests and checks,
 - 1.1.2. Reference to AO who conduct oversights on CDEs.
- 1.2. This document does not apply to any test or check that does not require a CDE or Official DE.

2 PURPOSE

- 2.1. The purpose of this document is to:
 - 2.1.1. Expand on the basic principles and methodologies applied by the CDE during the administration of a test or check.
 - 2.1.2. Expand on the basic principles and methodologies applied by the AO during the designation and re-designation process of a CDE.
 - 2.1.3. Describe and emphasise the professional behaviours and conduct to be always displayed by CDEs while exercising their privileges.
 - 2.1.4. Ensure that the assessment process and experience maximises the training experience for both the candidate and the CDE.

3 REFERENCE

- i. ICAO Annex 6
- ii. ICAO Doc 10002.
- iii. SAQA Principles of Assessment.
- iv. Civil Aviation Regulations

4 LIST OF ABBREVIATIONS

ABBREVIATION	DESCRIPTION
AO	Authorised Officer
ATC	Air Traffic Control
ATO	Aviation Training Organisation
CAA	South African Civil Aviation Authority
CCI	Cabin Crew Instructor
CDE	Cabin Designated Examiner
CTD	Cabin Training Device
DCA	Director of Civil Aviation
DE	Designated Examiner
DFE	Designated Flight Examiner
ICAO	International Civil Aviation Organisation
N/A	Not Applicable
NYC	Not yet competent
OCC	Operations Control Centre
PEL	Personnel Licensing
PELI	Personnel Licensing Inspector
SACAA	South African Civil Aviation Authority
SACAR	South African Civil Aviation Regulation
SACATS	South African Civil Aviation Technical Standards
SAQA	South African Qualifications Authority
SEP	Safety and Emergency Procedures
SOP	Standard Operating Procedures
SSA	Safety Standards and Assurance
TGM	Technical Guidance Material
TPM	Training and Procedures Manual
TS	Technical Standards

5 DESIGNATION OF EXAMINERS

- 5.1.** A person is designated as CDE by the DCA in compliance with the SACAR 64.01.9 and associated SA-CATS.
- 5.2.** The designation is granted at the entire discretion of the DCA and shall therefore be considered a privilege and not a right.

- 5.3. It remains the obligation of the CDE to ensure the maintenance of the highest standards and to comply with all regulatory requirements to maintain the Designation.

6 RESPONSIBILITIES OF CDE

- 6.1 CDEs act on behalf of the DCA while exercising the privileges of the designation and should not succumb to business pressures and scheduling that may demand an unreasonable effort on their part.
- 6.2 CDEs are expected to exercise their privileges in accordance with the regulations, technical standards, technical guidance material and the code of conduct, which is signed annually, when applying for continued maintenance of designation, or redesignation, as applicable.
- 6.3 CDEs are expected to assess a cabin crew member's ability to apply the required knowledge and perform the tasks required of a cabin crew member whilst exercising the privileges of his or her cabin crew licence.
- 6.4 CDEs are required to identify and deal with hazardous (inappropriate) behaviours, always promote safety, encourage learning, and assist the training organization(s) with assessment criteria development and improvement.
- 6.4.1 CDEs must identify and address irregular practices from an ATO or an operator and report these irregularities to the relevant parties in writing.
- 6.4.2 Records of the communication with the ATO and/or operator shall be retained by the CDE and shall be produced on request from the SACAA.
- 6.5 CDEs must maintain an efficient line of communication with SACAA.
- 6.6 CDEs must refrain from bringing the SACAA into disrepute, i.e., defamatory and derogatory comments directed at SACAA or its representatives.
- 6.7 CDEs are representatives of the DCA and are expected to be professional, punctual, respectful, ethical and advocates of the SACAA's vision and mission statement.
- 6.8 Assessment of Cabin Crew Instructors
- 6.9 CATS 64.01.9(14)(3) requires that a CDE conduct 1 assessment on a CCI during each year.
- 6.10 These assessments shall contribute to the re-designation requirement for CCIs.
- 6.11 Each CDE is required to conduct at least 1 assessment each year.
- 6.12 The assessment may be conducted on a CDE exercising privileges as a CCI.
- 6.12.1 Assessment of Cabin Designated Examiners
- 6.12.2 CATS 64.01.9(14)(4) requires that a CE conduct 1 assessment on a CDE during each year.
- 6.12.3 These assessments shall contribute to the re-designation requirement for CDEs.
- 6.12.4 Each CDE is required to conduct at least 1 assessment each year.
- 6.13 Duties and responsibilities of the CDE during an assessment
- 6.13.1 During an assessment, the CDE assumes an administrative duty. He or she may therefore by no means interfere with the flow or the outcome of the lesson unless it is imperative in the interests of safety.

- 6.13.2** An assessment shall be deemed to be incomplete if a CDE does not observe the entire lesson, which includes the objectives briefing, lesson/class, de-briefing, and administrative procedures.
- 6.13.3** An assessment may only be conducted during the delivery of a lesson which requires a CCI or CDE, as applicable.
- 6.13.4** During an assessment, the CDE evaluates the CCI or CDE, as applicable, against all aspects and items listed in the “CCI/CDE assessment report.” The CDE will ensure that the CCI or CDE:
- a) is acting within the limits of his or her authority.
 - b) displays a satisfactory level of knowledge and skills appropriate to the lesson being delivered.
 - c) is well conversant with the SACAR, SACATS and all SACAA Aeronautical Information Publications/Circulars.
 - d) delivers the lesson fairly, in compliance with the SACATS, and in accordance with the guidelines provided in the TGM for CCIs or CDEs, as applicable.
 - e) covers all required sections and aspects contained in the lesson plan; and
 - f) follows administrative procedures in compliance with the requirements of the SACAR and SACATS.
 - g) The CDE should meet the CCI or CDE being assessed at least 15 minutes prior to the lesson to discuss the terms and conditions as well as the rules of engagement applied during the conduct of the assessment.
 - h) After completion of the lesson, and upon request from the CCI or CDE, the CDE may provide input to the student(s).
 - i) After the departure of the student(s), the CDE shall debrief the CCI or CDE, ensuring that all deficiencies and deviations from standards are dealt with in a constructive and professional manner.
 - j) The CDE shall inform the PEL Inspector of the outcome of the assessment in writing, within 7 days.
 - k) In the event of an unsatisfactory oversight, the CCI or CDE shall be advised of the requirements to achieve a satisfactory outcome. Sufficient and appropriate time shall be given for the necessary corrective action to be implemented.
 - l) A follow up assessment shall then be scheduled to ensure that the corrective action has been adopted and the CCI or CDE is performing satisfactorily. Any follow up assessments shall be conducted by a PEL Inspector.
 - m) Should a CCI or CDE that is being assessed score between 70% and 74%, a follow up oversight by a PEL Inspector is required but the CCI or CDE may continue exercising his or her privileges until a PEL Inspector is available.
 - n) Should a CCI or CDE that is being assessed score 69% or below, the CCI or CDE may not exercise any privileges until the follow up oversight has been satisfactorily conducted.
 - o) Continued unsatisfactory performance may result in the recommendation that the individual is not suited to retaining the CCI or CDE status.
 - p) A record of the unsatisfactory performance will be kept on the CCI's or CDE's file.

q) The CDE shall engage respectfully and politely with the CCI or CDE that is being assessed.

6.14 Scheduling the assessment

6.14.1 The CDE shall inform the CCI or CDE of the assessment at least 7 days prior to the date.

6.14.2 A CDE may assess only one CCI or CDE on a day.

6.15 Briefing the student(s)

6.15.1 The CDE shall observe a briefing conducted by the CCI or CDE prior to the commencement of the lesson, with the student(s), ensuring that the training objectives are fully established and understood.

6.15.2 It is imperative to explain to the student(s) that the role of the CDE is to assess the CCI or CDE and not the student(s) performance.

6.16 CDEs may be required to perform CDE duties at the behest of the SACAA (SA-CATS 64.01.9(10)(14). If the SACAA requires this, an official letter will be emailed to the CDE detailing the nature of the skills testing required.

6.16.1 The SACAA may require such a duty when it deems it necessary to ensure the retention of skills or aircraft type ratings across the industry.

7 STANDARDISATION AND OVERSIGHTS

7.1 SACAA has the mandate to supervise the activities of all CDEs to ensure that the testing and checking standards are achieved uniformly and at a satisfactory level.

7.2 To this effect, the DCA appoints AO who are trained and suitably qualified to conduct oversights on the activities of CDEs.

7.3 The purpose of oversights is to ensure that the CDEs achieve the required standards and that they conduct themselves in conformity with the Code of Conduct and guidelines provided in this document.

7.4 Where more than one CDE is being assessed on one day, or by the same AO, each CDE is responsible for his/her own briefing, assessment and debriefing; in essence, it remains an individual oversight.

7.5 The oversight conducted on one aspect may count for the other category unless otherwise instructed by the DCA.

7.6 In the case of a test or check, the CDE should inform the candidate(s) about the oversight and its purposes. The oversight may not take place without prior consent of the candidate(s).

7.7 CDEs are responsible for arranging their oversight with SACAA. The request for an oversight shall be addressed in writing via email to the AO and shall contain the following information:

7.7.1 date and time of assessment

7.7.2 time allocated to the assessment

7.7.3 location

7.7.4 CTD type

7.7.5 type of test or check

7.8 Should the request not be accommodated at the time, the CDE will be required to propose another date and/or time.

7.9 The request should reach SACAA at least four weeks prior to the proposed date of oversight.

7.10 The AO may request a written assessment plan from the CDE prior to the oversight.

8 DUTIES AND RESPONSIBILITIES OF THE AO DURING AN OVERSIGHT

8.1 During an oversight, the AO is assuming an administrative duty and does not conduct a licensing action. He or she may therefore by no means interfere with the flow or the outcome of the test or check unless it is imperative in the interests of safety.

8.2 In the case of a CDE finding a candidate competent following a skills test and the AO has observed that such candidate did not achieve the required standard, the AO will discuss the matter with the CDE, and the test may then be terminated in terms of the SACAR.

8.3 An oversight shall be deemed to be incomplete if an AO does not observe the entire test, which includes the pre-assessment briefing, skills test evaluation and de-briefing.

8.4 An Oversight may only be conducted during the administration of a test which requires a CDE.

8.5 During an oversight, the AO evaluates the CDE against all aspects and items listed in the “CDE oversight report.” The AO will also ensure that the CDE:

8.5.1 is acting within the limits of his or her authority.

8.5.2 displays a satisfactory level of knowledge and skills appropriate to the test conducted.

8.5.3 is well conversant with the SACAR, SACATS and all SACAA Aeronautical Information Publications/Circulars.

8.5.4 conducts the tests fairly, in compliance with the Technical Standards, and in accordance with the guidelines provided in this manual.

8.5.5 covers all required test sections and aspects contained in the applicable forms; and

8.5.6 follows administrative procedures in compliance with the requirements of the SACAR and SACATS.

8.5.7 The AO shall meet the CDE at least 15 minutes prior to the test for a briefing and to discuss the rules of engagement to be applied during the oversight.

8.5.8 After completion of the test, and upon request from the CDE, the AO may provide input to the candidate(s). The AO may also brief, coach or mentor the candidate(s) and/or CDE on any matter(s) pertaining to the SACAA.

8.5.9 After the departure of the candidate(s), the AO shall debrief the CDE, ensuring that all deficiencies and deviations from standards are dealt with in a constructive and professional manner.

9 INITIAL CDE DESIGNATION PROCESS

9.1 Initial CDE designation may be for one of the following designations:

9.1.1 Full cabin examiner designation

This designation enables the examiner to exercise the full scope of the designation, i.e.:

9.1.2 SEPT drills - The cabin examiner shall be rated and current on all aircraft type(s) that s/he conducts and issues skills tests for, viz.

- a) Passenger briefings.
- b) Door/Exit operations.
- c) Evacuations.
- d) Exit egress / slide.
- e) Simulated cabin fire fighting.
- f) Equipment.
- g) Checks.
- h) Incapacitated pilot
- i) Wet ditching drills

- 9.1.3** A full cabin examiner designation may also exclude the live firefighting drill. This will be indicated on the CDE certificate issued by the DCA.
- 9.1.4** Restricted cabin examiner designation
- 9.1.5** This designation enables the examiner to conduct and issue skills tests for live firefighting drills only.
- 9.1.6** Temporary cabin examiner designation
- 9.1.7** This 30-day designation enables the examiner to conduct and issue skills tests for an initial aircraft type rating for a South African CDE.

10 FULL CABIN EXAMINER DESIGNATION

- 10.1** The applicant for full cabin examiner designation shall be invited to attend a panel interview conducted by the SACAA.
- 10.2** The purpose of the interview is to determine the suitability of the candidate in respect of knowledge, skills and attitude.
- 10.3** ICAO recommends that knowledge, skills, and attitude form part of the attributes that are considered in determining the suitability of an applicant. These skills are different to those acquired as an active cabin crew member as the focus, objective and exposure is very different.
- 10.4** Factors that shall be considered include:
- 10.4.1** Experience as a cabin crew instructor with a minimum of 500 documented hours as an active safety and emergency procedures instructor. This is considered an acceptable minimum period in which to gain valuable experience to enable the applicant to develop the ability to make informed decisions as a CDE. Decisions made as a CDE, while being based on regulatory requirements, are also based on experience gained through skills acquired as a cabin crew instructor.
- 10.4.2** Knowledge – An assessment of this is made during the interview process. The applicant shall be expected to be familiar with SAQA principles of assessment, the role of the CDE and the documentation to be completed by the CDE. The applicant shall also be expected to reference various scenarios with the (supplied) regulations and technical standards.

- 10.4.3** Skills – The skills acquired as a cabin crew instructor enable a CDE to make justifiable and sound decisions as a CDE, based on exposure to training activities, events and knowledge levels of different students. During the interview process, the applicant’s ability to utilise these skills will be tested through the evaluation of different scenarios.
- 10.4.4** Attitude – Any disciplinary action taken against the applicant and a review of previous oversights/ interactions with the SACAA shall be considered. Attitude will also be evaluated by observation of the following elements:
- a. Punctuality
 - b. Time management
 - c. Stress management
 - d. Eloquence
 - e. Personal presentation
- 10.4.5** Scope of the designation applied for.
- 10.5** The interview has a minimum required outcome of 75%.
- 10.5.1** An applicant shall be required to pay the application fee, as per Part 187, for each application to be assessed for Initial CDE.
- 10.6** On successful completion of the interview, the candidate may commence with a full developmental programme.

11 RESTRICTED CABIN EXAMINER DESIGNATION

- 11.1** The application shall be screened, and the applicant shall be advised in the case of non-compliance. The applicable supporting documentation will then be requested.
- 11.2** ICAO recommends that knowledge, skills and attitude form part of the attributes that are considered in determining the suitability of an applicant. The level of knowledge and skills required are different to those acquired as an active cabin crew member as the focus, objective and exposure is very different.
- 11.3** The applicant for restricted cabin examiner designation shall be invited to attend a panel interview conducted by the SACAA.
- 11.4** The purpose of the interview is to determine the suitability of the candidate in respect of knowledge, skills and attitude.
- 11.5** The applicant shall be expected to be familiar with SAQA principles of assessment, the role of the CDE and the documentation to be completed by the CDE.
- a) The applicant shall also be expected to reference various scenarios with the (supplied) regulations and technical standards.
- 11.6** The applicant’s ability to effectively apply assessment skills will be tested through the evaluation of different scenarios.

12 TEMPORARY CABIN EXAMINER DESIGNATION

- 12.1 Temporary CDE status shall be considered where there is no CDE that is current and/or rated on the aircraft type in question.
- 12.2 The applicant for temporary cabin examiner designation shall be required to submit the following, at least 30 days prior to the date of intended use:
- 12.3 187.
- 12.4 Following receipt of all required documentation, a review board shall be held with a minimum of 1 PEL Inspector present.
- 12.5 Once approved by the DCA, the applicant shall be granted a temporary CDE status valid for a period of 30 days as stipulated by the approval.
- 12.6 A PEL Inspector is required to be present at the training to ensure consistency and maintenance of standards.

13 FULL CDE DEVELOPMENTAL PROGRAMME

- 13.1 This developmental programme is applicable to all applicants for full cabin examiner designation.
- 13.2 The developmental programme shall consist of at least:
 - 13.2.1 Two (2) observations of four (4) practical drill aspects, on each occasion, on a minimum of 4 candidates, being assessed by a CDE. An aspect is:
 - a. communication system; or
 - b. passenger briefing drills; or
 - c. equipment drills; or
 - d. incapacitated pilot drill; or
 - e. aircraft exit operation drill; or
 - f. simulated fire-fighting drill; or
 - g. live fire-fighting drill; or
 - h. evacuation drill; or
 - i. wet ditching drill; or
 - j. egress drill.
- 13.3 Two (2) co-assessments of 4 practical drill aspects, on each occasion, on a minimum of 4 candidates, with a CDE. A co-assessment is where the applicant actively participates in the determination of a “competent” or “not yet competent” outcome during a practical drill assessment.
- 13.4 Two (2) assessments of 4 practical drill aspects, on each occasion, on a minimum of 4 candidates, under the supervision of a CDE.
- 13.5 On successful completion of the documented developmental programme, a CDE affiliated with the ATO shall forward a recommendation letter to the PEL Inspector. This will indicate that the candidate is ready for oversights conducted by the SACAA and associated with the accreditation process.

13.6 The developmental programme must be documented on forms developed by the ATO or operator for all phases of the developmental programme. Form CA 64-26 may only be used for the 2 final oversights conducted by the mentor CDE.

14 RESTRICTED CABIN EXAMINER DESIGNATION

14.1 This developmental programme is applicable to all applicants for restricted cabin examiner designation.

14.2 The developmental programme shall consist of at least:

14.2.1 Two (2) observations of fire-fighting theory classes, presented by a designated cabin crew instructor, with a minimum of 4 actual students each time.

14.2.2 Two (2) co-facilitations of fire-fighting theory classes, with a designated cabin crew instructor, in a class of a minimum of 4 actual students each time.

14.2.3 Two (2) classes conducted under the supervision of a CDE, with a minimum of 4 actual students each time.

14.2.4 Two (2) observations of live fire-fighting drill assessments on a minimum of 4 candidates, being assessed by a CDE, each time.

14.2.5 Two (2) co-assessments of live fire-fighting drill assessments on a minimum of 4 candidates, each time, with a CDE. A co-assessment is where the applicant actively participates in the determination of a “competent” or “not yet competent” outcome during a practical drill assessment.

14.2.6 Two (2) assessments, under the supervision of a CDE, of live fire-fighting drill assessments on a minimum of 4 actual candidates.

14.3 On successful completion of the documented developmental programme, a CDE affiliated with the ATO shall forward a recommendation letter to the PEL Inspector. This will indicate that the candidate is ready for oversights conducted by the SACAA and associated with the accreditation process.

14.4 The developmental programme must be documented on forms developed by the ATO or operator for all phases of the developmental programme. Form CA 64-26 may only be used for the 2 final oversights conducted by the mentor CDE.

15 FULL CABIN DESIGNATED EXAMINER OVERSIGHT PROCESS

15.1 This Oversight Process Is Applicable to All Applicants for Full Cabin Examiner Designation.

15.2 The applicant shall be oversighted on all aspects in which s/he intends exercising privileges as a CDE.

15.3 A CDE responsible for the development of an applicant shall be present during the oversights conducted by an AO. This is to minimize any disruption to the operation in the event of unsatisfactory performance by the candidate.

15.4 The oversights are required to comprise of actual students, i.e. those with a vested interest in the outcome of the assessments conducted.

15.5 On completion of the oversight the applicant shall be debriefed in accordance with the oversight report.

- 15.6 Following completion of the successful oversight(s), the PEL Inspector will compile the required documentation and submit them to the necessary areas for approval.
- 15.7 Once approved by the DCA, the applicant's name shall be added to the CAA website as an examiner. It is only when the approval from the DCA has been received that s/he may start exercising duties as a CDE.
- 15.8 In the event of an unsatisfactory oversight, the applicant shall be advised of the requirements to achieve a satisfactory outcome. Sufficient and appropriate time shall be given for the necessary corrective action to be implemented.
- 15.9 A follow up oversight shall then be scheduled to ensure that the corrective action has been adopted and the candidate is performing satisfactorily. In this event an hourly rate fee shall apply, as prescribed in Part 187.
- 15.10 Continued unsatisfactory performance may result in the recommendation that the candidate is not suited to becoming a CDE.
- 15.11 A record of the unsatisfactory performance will be kept on the applicant's file.

16 RESTRICTED CABIN DESIGNATED EXAMINER OVERSIGHT PROCESS

- 16.1 This oversight process is applicable to all applicants for restricted cabin examiner designation.
- 16.2 The applicant shall be oversighted a minimum of two times, with a satisfactory outcome, on the aspects in which s/he intends exercising privileges as a CCI and a minimum of two times on all aspects in which s/he intends exercising privileges as a CDE.
- 16.3 A CDE responsible for the development of an applicant shall be present during the oversights conducted by an AO. This is to minimize any disruption to the operation in the event of unsatisfactory performance by the candidate.
- 16.4 The oversights are required to comprise of actual students, i.e. those with a vested interest in the outcome of the assessments conducted.
- 16.5 On completion of the oversight the applicant shall be debriefed in accordance with the oversight report.
- 16.6 Following completion of the successful oversight(s), the PEL Inspector will compile the required documentation and submit them to the necessary areas for approval.
- 16.7 Once approved by the DCA, the applicant's name shall be added to the CAA website as an examiner. It is only when the approval from the DCA has been received that s/he may start exercising duties as a CDE.
- 16.8 In the event of an unsatisfactory oversight, the applicant shall be advised of the requirements to achieve a satisfactory outcome. Sufficient and appropriate time shall be given for the necessary corrective action to be implemented.
- 16.9 A follow up oversight shall then be scheduled to ensure that the corrective action has been adopted and the candidate is performing satisfactorily. In this event, an hourly rate fee shall apply, as prescribed in Part 187.
- 16.10 Continued unsatisfactory performance may result in the recommendation that the candidate is not suited to becoming a CDE.
- 16.11 A record of the unsatisfactory performance will be kept on the applicant's file.

17 RE-DESIGNATION OF CABIN EXAMINER

- 17.1** This is applicable to full and restricted CDEs.
- 17.2** A CDE shall be assessed once during a financial year, by a CDE, as part of ongoing surveillance and for purposes of re-designation.
- 17.3** A CDE shall be oversighted according to the designation period, by an AO as part of the re-designation process.
- 17.4** On completion of the oversight the applicant shall be debriefed in accordance with the oversight report.
- 17.5** In the event of an unsatisfactory oversight, the CDE shall be advised of the requirements to achieve a satisfactory outcome. Sufficient and appropriate time shall be given for the necessary corrective action to be implemented.
- 17.6** A follow up oversight shall then be scheduled to ensure that the corrective action has been adopted and the CDE is performing satisfactorily. In this event, an hourly rate fee shall apply, as prescribed in Part 187.
- 17.7** The CDE may not exercise any privileges until the follow up oversight has been satisfactorily conducted.
- 17.8** Continued unsatisfactory performance may result in the recommendation that the candidate is not suited to retaining the CDE status.
- 17.9** A record of the unsatisfactory performance will be kept on the applicant's file.
- 17.10** The CDE is required to attend a Cabin Crew Instructor and Designated Examiner Conference, prior to the re-designation application being submitted to the SACAA.
- 17.11** The CDE will be required to submit his or her application to the PEL inspectors who will confirm that the CDE complies with all re-designation requirements.
- 17.12** After review of the re-designation application, the PEL inspector will communicate with the CDE advising them of their redesignation compliance. If further documentation is required, this will be communicated with the individual.
- 17.13** Once the application meets with the redesignation compliance requirements, the application will be returned to the CDE.
- 17.14** The CDE will then be required to submit his or her application, and the recurrent skills test, to the licensing section for further processing and endorsement of the cabin crew licence.
- 17.15** A copy of the endorsed licence must be forwarded to the PEL inspectors for record-keeping.
- 17.16** Once approved by the SACAA, the applicant's name shall be added to the CAA website as an examiner.
- 17.17** Where a CDE has not exercised his or her privileges for a period of more than 12 months but less than 36 months, an applicant shall:
- 17.17.1** apply for re-designation of the CDE status and submit proof of payment, as stipulated in Part 187.
 - 17.17.2** complete a developmental programme, as detailed under section 13 of the TGM for CDEs.
 - 17.17.3** attend a CDE conference.
 - 17.17.4** have an oversight conducted by a PEL Inspector.
 - a.** On completion of the oversight the applicant shall be debriefed in accordance with the oversight report.

- b. Following completion of the successful oversight(s), the PEL Inspector will compile the required documentation and submit them to the necessary areas for approval.
- c. Once approved by the SACAA, the applicant's name shall be added to the CAA website as a CDE.
- d. It is only when the applicant receives his or her certificate of accreditation or licence endorsement, as applicable, that s/he may start exercising duties as a CDE.
- e. In the event of an unsatisfactory oversight, the applicant shall be advised of the requirements to achieve a satisfactory outcome. Sufficient and appropriate time shall be given for the necessary corrective action to be implemented.
- f. A follow up oversight shall then be scheduled to ensure that the corrective action has been adopted and the candidate is performing satisfactorily. In this event an hourly rate fee shall be applicable, as per Part 187.
- g. Continued unsatisfactory performance may result in the recommendation that the candidate is not suited to becoming a CDE.
- h. A record of the unsatisfactory performance will be kept on the applicant's file.

17.18 Where a CDE has not exercised his or her privileges for a period longer than 36 months, the following guidelines for reactivation of the designation shall apply:

17.18.1 First follow the initial application process to become a CCI, if applicable. If the applicant has maintained the designation as a CCI then this requirement shall not apply.

17.18.2 On re-activation of the CCI designation, the CDE shall follow the full initial application process to become a CDE.

18 MAINTENANCE OF CURRENCY

18.1 The maintenance of a valid medical certificate is not required for a Cabin Designated Examiner. However, any Cabin Designated Examiner that continues to operate as a cabin crew member shall be required to maintain the validity of all aspects of the cabin crew member licence.

18.2 Should a Cabin Designated Examiner develop a medical condition that might affect his or her ability to conduct and issue skills tests, the SACAA reserves the right to refer the Cabin Designated Examiner for further medical assessment at his or her own cost.

19 CDE STAMP

19.1 The CDE stamp shall be used on all official documentation, as follows:

19.1.1 Application for re-designation or amendment of CDE status.

19.1.2 Quarterly reports.

19.1.3 Cabin Crew Instructor Assessment.

19.1.4 Cabin Designated Examiner Assessment.

19.1.5 Cabin crew skills test reports.

19.1.6 Cabin crew skills test certificates.

20 TRAINING SCHEDULE

- 20.1 The CDE shall submit an individual training schedule, detailing his or her training and assessment activities and duties, to an authorised officer, monthly,.
- 20.2 The training schedule shall be submitted to the AO by the last day of the month preceding the month in question.
- 20.3 The training schedule shall include the following details:
- 20.4 Date of training or assessment.
- 20.5 Type of training (module) or assessment (skills test) to be conducted.
- 20.6 Commencement time.
- 20.7 Venue.

21 TIMING OF ASSESSMENTS

- 21.1 Planning of the assessment schedule shall consider adequate time to be given for all candidates to participate in all required drills during the assessment.
- 21.2 Planning of the assessment schedule shall consider adequate time to be given for the re-assessment of candidates, if required.
- 21.3 The guideline for the time allocated to assessments is as follows:
- 21.3.1 An initial skills test should take at least 2 hours 52minutes per person. This does not account for re-assessments of drills not performed competently.
- 21.3.2 A recurrent skills test should take at least 1 hour 35 minutes per person annually and 2 hours per person every 3rd year. This does not account for re-assessments of drills not performed competently.
- 21.3.3 It must be noted that when planning assessments, the operating environment must also be considered, i.e. for single cabin crew operations, the multi-crew drills are conducted as single crew drills but with the same time allocation per person for each drill.
- 21.3.4 It must also be noted that assessments should be planned with adequate time provided for the repeating of drills to meet with regulatory requirements, i.e., single crew operations and multi-crew operations require drills to be assessed in both the single crew environment and multi-crew environment.

INDIVIDUAL ASPECTS	INITIAL TRAINING PER PERSON	RECURRENT TRAINING PER PERSON
Communication system <ul style="list-style-type: none">• Public address• Interphone	2 minutes	N/A
Passenger briefing <ul style="list-style-type: none">• Unstaffed exit	5 minutes	5 minutes

INDIVIDUAL ASPECTS	INITIAL TRAINING PER PERSON	RECURRENT TRAINING PER PERSON
<ul style="list-style-type: none"> • Special needs pax 		
Passenger briefing <ul style="list-style-type: none"> • Safety demonstration 	5 minutes	N/A
Equipment drills <ul style="list-style-type: none"> • PFCs of the following equipment (minimum) • PBE • Fire Extinguisher • Adult Life Jacket • Portable Oxygen Bottle • Megaphone • First Aid Kit • Universal Precaution Kit • Flashlight • Cabin Crew Seat • Safety Demo Kit 	30 minutes	20 minutes
Equipment drills <ul style="list-style-type: none"> • Use of the following equipment (minimum) • PBE • Fire Extinguisher • Adult Life Jacket • Portable Oxygen Bottle 	12 minutes	8 minutes
Incapacitated pilot	3 minutes	3 minutes
Aircraft exit operation	3 minutes per exit	2 minutes per exit
Pre-take-off checks	3 minutes	N/A
Pre-landing checks	3 minutes	N/A
Post landing checks	3 minutes	N/A
Live Fire Fighting	10 minutes	10 minutes (every 3rd year)
Wet Ditching including Raft management	20 minutes	20 minutes (every 3rd year)
Wet Ditching excluding Raft management	10 minutes	10 minutes (every 3rd year)
Exit Egress including Slide jumps	3 minutes	3 minutes
Exit Egress excluding Slide jumps	2 minutes	2 minutes

INDIVIDUAL ASPECTS	INITIAL TRAINING PER PERSON	RECURRENT TRAINING PER PERSON
MULTI CREW ASPECTS	INITIAL TRAINING PER GROUP	RECURRENT TRAINING PER GROUP
Simulated Fire Fighting	10 minutes	10 minutes
Evacuation – Anticipated emergency landing or ditching	45 minutes	30 minutes
Evacuation – Unanticipated emergency landing or ditching	15 minutes	10 minutes

21.4 The ideal time allows for:

21.4.1 Meeting the candidate(s)

21.4.2 Conducting the pre-assessment briefing

21.4.3 Short break allowing the candidate(s) to review the assessment plan

21.4.4 Conducting the evaluation

21.4.5 Conducting the post-assessment debriefing

21.4.6 Breaks for the CDE and candidates, as required, for refreshments etc.

22 OBJECTIVE OF SKILLS TEST

22.1 In preparation for the test, the CDE shall use an appropriate, practical drill criteria form. A well-designated practical drill criteria form is a useful tool which can:

22.1.1 Enhance the effectiveness of the evaluation processes;

22.1.2 Assist the CDE with achieving the objectives;

22.1.3 Cater for contingencies in case of deficient performance (additional questions, another scenario etc.)

22.1.4 Prevent the accidental omission of compulsory and regulatory aspects; and

22.1.5 Ensure the validity, reliability, practicability and consistency of the tests being conducted.

22.2 Briefing a candidate

22.2.1 A CDE shall conduct a thorough pre-assessment briefing with the candidate(s) prior to the evaluation to ascertain that the assessment is fully understood.

22.2.2 Where an AO is present, for oversight purposes, it is imperative to explain to the candidate(s) that the role of the AO is to oversee the CDE in question and not the candidate's performance. The AO may challenge an outcome of a test or item where safety could be compromised but must be done through the appropriate procedure and will not be done in the presence of the candidate.

22.2.3 After completion of the pre-assessment briefing, the candidate(s) should be afforded a short period of time to review the assessment plan and scenario(s) and ask question(s), as needed.

- 22.3** Debriefing a candidate
- 22.3.1** A CDE is responsible to conduct a valid and comprehensive debriefing on completion of the assessment. This is to ensure the individual's understanding of his or her strengths, weaknesses, observations noted by the examiner and expectations for the competent completion of the drill. Where findings of "not yet competent" have been made, the individual debriefing provides an opportunity for the coaching of the candidate by the examiner.
- 22.3.2** A group debriefing is permitted where the drill was assessed as a group exercise.
- 22.3.3** Where different examiners are used for the skills test, examiner comments may be collated and reviewed prior to the debriefing, as applicable.
- 22.3.4** Written observations/remarks are required when:
- a. grading an aspect with a "NYC."
 - b. an aspect was not assessed - "NA".
 - c. deemed necessary by the CDE
- 22.3.5** Each observation or remark must be numbered to link to the applicable aspect.
- 22.3.6** The observations or remarks are to be sufficient to inform others, to support subsequent discussion and justify the grading assigned.
- 22.3.7** During the evaluation, it is sometimes difficult to write clear and concise observations or remarks. It is good practice that CDEs use notes made during the evaluation to complete a final copy of the test form. This permits the CDE to refer to the appropriate test criterion while writing final comments.
- 22.3.8** Ensure that the candidate has confirmed that he or she has no further input to give prior to terminating the skills test and declaring that an item has been unsatisfactorily performed. This measure will provide a more constructive and thorough debriefing and improve a candidate's chances of success with the subsequent attempt.
- 22.3.9** Before conducting the debriefing, the CDE should consult his notes to establish the final outcome of the assessment for each section, the overall result and whether a partial or full retest is required and if so, the nature of any further training requirements. In reaching his decision, the CDE may need to ask additional questions which could assist him or her to establish whether the candidate had a good reason for taking a particular course of action. At this point, the CDE should only ask questions which might affect the final outcome.
- 22.3.10** The candidate should be advised of the outcome of the assessment, as soon as practicable.
- 22.3.11** Where the candidate is assessed as competent, the CDE should inform the candidate, accordingly, followed by a summary of any weak areas with suggestions, where necessary, of ways to improve performance. The CDE should also provide positive reinforcement of aspects that were well handled and give examples of good resource management and decision making by the candidate.
- 22.3.12** The CDE should encourage the candidate to self-critique his or her performance (good and not so good).
- 22.3.13** Where the candidate is assessed as "not yet competent", the CDE should:
- a. ask questions as required to confirm the assessment.
 - b. inform the candidate of the outcome of the test.

- c. substantiate the reason(s) for his assessment and decision.;
- d. inform the candidate that he or she may not exercise the privileges of his or her licence or rating as specified in the SACAR 64.01.2.
- e. state what the retest requirements will be.
- f. discuss the recommended remedial training.

22.4 The CDE should conduct a fair and unbiased debriefing of the applicant based on identifiable factual items. A balance between friendliness and firmness should be maintained. It may be appropriate to use a facilitative style of questioning for the applicant to obtain maximum benefit from the debriefing. Facilitative techniques are inappropriate when indicating the result of the test but may be used thereafter to engage the applicant in a discussion of any follow-up points. One effective facilitation method is to:

- a. start with an introduction
- b. avoid dealing with issues chronologically
- c. ask open questions per issue
- d. get the applicant to do the thinking and talking
- e. summarise at the end (it can be useful to get the candidate to summarise)
- f. The following points should be discussed with the candidate at the CDEs discretion:
 - i. How to avoid or correct mistakes.
 - ii. Any other points of criticism noted.
 - iii. Any advice considered helpful
 - iv. Any good points
 - v. Any additional questions, input or comments noted by the CDE which will aid in understanding or improved performance of the cabin crew member

22.5 Failure of a skills test

22.5.1 CDEs should be sensitive to the fact the candidate may become aware or assume that a test aspect has been performed at an unacceptable level without the CDE's input. The examiners should then encourage the candidate to continue, provided that he or she is still eligible, and agrees to complete the test.

22.5.2 A skills test is divided into various drills and testing of each drill must be completed before feedback is given to the candidate on the outcome of that drill.

22.5.3 CDEs should terminate the test when it becomes evident that a complete retest is required, unless the candidate wishes to complete the remaining aspects for the benefit of learning.

23 GENERAL PRINCIPLES FOR ASSESSMENT

23.1 A CDE may not conduct and issue skills tests for the same group of students that he or she has trained. The only exceptions to this are when:

- a) the module being trained and the drill being assessed is Live Fire fighting; or

- b) the students are a group consisting of only cabin crew instructors or cabin designated examiners or a combination of the two.
- 23.2** A CDE shall conduct the assessment(s) in a private area, free from distractions and should give the candidate(s) his/her undivided attention.
- 23.3** A CDE should make a concerted effort to be relaxed and non-threatening. The candidate is probably nervous enough without a CDE shaking his/her head, stiffening to rigidity or gasping at inappropriate times. If the CDE can remain calm and neutral, the candidate will perform better.
- 23.4** The candidate(s) should be assessed against what would be an “ideal performance under existing conditions”.
- 23.5** The CDE will, as far as possible, not form part of any assessment scenario.
- 23.6** The CDE may not assist the candidate in the management of the scenario being assessed.
- 23.7** During the conduct of a test in an approved CTD, the CDE shall ensure that the following conditions are met:
- 23.7.1** The CTD used for the test is approved for the specific purpose.
- 23.7.2** The CTD condition and capabilities can meet the expected drill outcomes.
- 23.7.3** The CTD is representative of the aircraft type for which the drill is being done.
- 23.8** System failures must be practical and applicable to the type of operation and aircraft model or variant. Multiple failures must be related and cascading a result of the initial failure. Multiple unrelated failures should be avoided.
- 23.9** As far as possible, the CDE should not aid during a test for single cabin crew member operations. The CDE may however offer his/her assistance as ATC, ground personnel, flight deck crew, OCC, etc.
- 23.10** For multi-crew operation, the CDE will evaluate the candidate’s performance from a third seat that permits a view of the candidate’s performance. Each cabin crew member occupying a seat during the administration of a test in a multi-crew operation shall be qualified, or be in the process of qualifying, to operate the specific aircraft type or variant.
- 23.11** CDEs are expected to vary their test format, profile and scenarios from candidate to candidate to avoid a situation in which candidates might be prepared for a “predictable” test. The result would be licensing of cabin crew members with major gaps in training and proficiency that are not identified through the test “snapshot.”
- 23.12** Tests should follow a planned and logical sequence. By pre-planning, a CDE can combine various items to maximise the productivity and efficiency of the testing environment. However, care must be taken to ensure that the candidate will not be rushed while performing the different aspects.
- 23.13** Deviations from the published criteria due to situations beyond the control of the candidate or CDE must be taken into consideration when assessing the various drills aspects.
- 23.14** The drill should, whenever possible, be conducted under normal “flight conditions” to enhance objectivity and to reduce the need for the CDE to make allowances.
- 23.15** The CDE should give credit where it is due, and not be influenced by poor performance on a previous drill when assessing any other drill.

- 23.16** Human factors can also have a significant effect on evaluation reliability. CDEs should be conscious of these factors and attempt to limit their effects as much as possible for they may result in a lack of smoothness or accuracy in the candidate's performance. CDEs should be aware that their ability to accurately assess the candidate's performance can also be adversely affected by these same factors, especially fatigue.
- 23.17** The practice of planning to complete the entire skills test for candidates in one day is not recommended.

24 EVALUATION

- 24.1** General principles
- 24.2** The practical drill criteria form should contain questions which address all required aspects of the evaluation. The CDE is advised to prepare additional questions as contingency in case of weak performances, to verify the knowledge level of a candidate or to vary the content of the evaluation.
- 24.3** Questions posed to candidate(s) should not lead to the correct answer but should confirm candidate(s) understanding for the CDE.
- 24.4** The questions should be of a practical and operational nature, ideally based upon the aircraft and the duties assigned to and expected of a cabin crew member on a daily basis.
- 24.5** Questions should be carefully worded and not ambiguous. Good questions are easily understood and composed of common words and familiar terms. They should measure the application of knowledge, not the use of language. Big words and high-sounding phraseology may allow the CDE to display command of language and vocabulary but only detract attention from the test. If candidates cannot understand the meaning of the words, they will not be able to answer the question. Therefore, CDEs must keep the vocabulary within the grasp of candidates.
- 24.6** All questions should derive from one single scenario or event. However, one question can assess the candidate in more than one aspect(s). Example: a question related to an anticipated emergency landing may require the candidate to demonstrate knowledge in firefighting, survival and terminology altogether.
- 24.7** Questions posed should have a practical drill outcome with understanding of the theoretical knowledge required. Asking a question that requires a YES/NO answer doesn't really tell the CDE much about the candidate's level of understanding and application/correlation.
- 24.8** Apart from using probing words such as "what", "why", "where", "when" and "how", the CDE is encouraged to use "action verbs" to emphasise the assessment of higher order thinking skills. Such verbs could be: "explain", "describe", "list", "interpret", etc.
- 24.9** A CDE must discipline himself/herself in allowing for a reasonable "waiting time" when asking questions. A reasonable "waiting time" encourages the candidate to answer with increased confidence and the answers will be longer and more detailed. However, "waiting times" that are too long create uncomfortable silences which serve no benefit in the assessment process.

- 24.10** It is more effective to guide the candidate's thoughts toward the area to be questioned and then ask the question. In this way the candidate can visualize the situation and then think about the answer(s) to the specific question. Knowing that something happens is not as important as understanding why it happens.
- 24.11** Tricky or irrelevant questions should be avoided. Questions should be challenging for the candidate but all the necessary background to come to the answer must be provided.
- 24.12** Scenario-based evaluation
- 24.12.1** The CDE uses specific verbal questions to measure and evaluate the extent of the candidate's knowledge and to determine that the candidate is capable of applying the knowledge to a real live scenario which may contain a specific condition of flight, specific state of the aircraft, events or abnormal events.
- 24.12.2** CDEs should go to the greatest extent possible to assess the applicant's application and correlation skills.
- 24.12.3** A scenario is a snapshot of an event, generally providing a brief overall description of a situation/problem that needs to be solved or be given advice on.
- 24.12.4** General principles
- a. Questions shall be carefully and specifically designed to achieve the objectives.
 - b. Ask only questions relevant to the field of operation of the candidate.
 - c. Ask only questions related to the subject(s) on which knowledge shall be expected.
 - d. One question can provide for the assessment of 2 or more aspects.
 - e. Answers should be complete and detailed.
 - f. A partial answer must be considered as a deficiency.
 - g. A deficiency must be dealt with appropriately.
 - h. The CDE may engage in a discussion with the candidate(s) to assess the thinking processes and decision making.
 - i. Plan for enough time.

25 PRINCIPLES OF EVALUATION

25.1 Evaluation Cycle

25.1.1 The evaluation process is a five-stage cycle:

- a. Objective: The first stage determines the objective of the drill aspects. Since it would be meaningless to evaluate the candidate's performance without considering what that performance should be, the process of evaluation should begin with clearly defined objectives. These objectives are specified in the applicable Technical Standards and drill form.
- b. Standards: To be proficient in evaluating a candidate's performance during a test or check, the CDE must be completely familiar with the standards for each aspect. These standards are described in the applicable Technical Standards, drill form and this document.

- c. Performance: The CDE assigns the tasks in accordance with their description and observes the candidate's performance in response to the situations and instructions presented.
- d. Observation: The CDE observes the performance and compares it to the performance criteria for the task.
- e. Assessment: Based on an observation of the candidate's performance under existing conditions, the CDE assesses the performance and assigns a grading of "Competent" or "Not yet competent". When a candidate commits significant errors during the performance of a drill, the CDE must state the nature of the problem(s) on the observation page of the applicable form. To be useful, the notes must be clear and support the grading which has been assigned.

25.2 Factors affecting the evaluation

An evaluation may become useless if certain principles are not respected. The following **5 (five)** characteristics, when used carefully in the conduct of a skills test, will result in an accurate and effective evaluation.

25.3 Reliability

25.3.1 Reliability ensures consistent results. As applied to the test, this would mean that two identical performances should result in the same test grading.

25.3.2 Human factors can have a significant effect on skills test reliability.

25.3.3 Some of these factors are:

- a) **fatigue** - insufficient sleep or rest prior to the test
- b) **emotions** - work or home personal problems
- c) **health** - cold, flu, etc.
- d) **time of day** - very early in the morning, or late in the afternoon / evening
- e) **distractions** - noise, interruptions, etc.

25.3.4 CDEs should be conscious of these factors and attempt to limit their effects as much as possible for they may adversely affect the candidate's performance.

Note: The CDE may also be affected by these factors, which could deteriorate his or her assessing capabilities.

25.3.5 Validity. Tests are valid if they measure what they are supposed to measure and nothing else. Assessment of drill aspects must remain within the bounds of the appropriate test standards. The scope of the test must be such that when candidates are graded as competent, they have met the knowledge, skill and attitude requirements for the issuance or maintenance of a specific licence or rating.




25.3.6 Comprehensive. A test is comprehensive if it contains a sample of all course material and measures each area of skill and knowledge required to ensure the standard is met. Skills tests will be comprehensive if the CDE conforms to the aspects listed in the applicable form and/or Technical Standards.

25.3.7 Discernment. In testing, discernment enables the CDE to detect different levels of achievement among candidates. Discernment separates a standard performance from an excellent, mediocre or poor performance. For this reason, CDEs must take care with their requests for demonstration of various drill aspects.

- 25.3.8** Objectivity. Objectivity ensures that the CDEs personal opinions will not affect the outcome or assessment of the test. Gradings awarded must be made in accordance with the applicable performance criteria. Assessments will be more valid and less subjective, where the CDE is an experienced cabin crew member, has sound and adequate background knowledge of the instruction process and the expertise to accurately assess the applicant's performance without prejudice.
- 25.4** **Evaluation Errors** To test effectively, the CDE requires not only a sound knowledge of the characteristics of evaluation and principles of assessment but also a firm understanding of the possible errors that can occur throughout the evaluation process. Errors in evaluation fall into several categories.
- 25.4.1** Personal Bias Error. A bias is defined as a prejudice in favour of or against someone or something. CDEs must not allow personal prejudices to interfere with the objective evaluation of a candidate's performance.
- 25.4.2** Generosity errors. Generosity errors are indicated by a tendency to grade an individual as "competent" based on recommendations or personal relationships with the candidate. This could be caused by a CDEs desire to be known as a nice person.
- 25.4.3** Severity errors. In this case, a candidate may be graded as "not yet competent" because the CDE may feel that the published standards are too low and score the test against their own set of standards. This type of CDE feels that few people can perform the job as well as they can.
- 25.4.4** Halo Effect. The halo effect is the tendency for an impression created in one area to influence opinion in another area. It is a cognitive bias in which an observer's overall impression of a person influences his or her feelings and thoughts about that person. This occurs when a CDEs overall impression of a candidate influences the assessment of performance. For example, when testing a friend, acquaintance, or high-profile individual, a CDE may give undeservedly "competent" gradings.
- 25.4.5** Logical error. Logical error occurs when a CDE assumes that a high degree of ability in one area means a similar degree of competency in another. If a candidate is assessed as competent in one or two aspects, it does not mean the candidate is also competent in all remaining aspects. The full drill must be completed and assessed.
- 25.4.6** Error of delayed grading. This type of error occurs when there is a delay in the assessment of a performance, resulting in a tendency to award a grading due to the lack of information and/or poor recall. By not making an assessment immediately after observing the performance, CDEs may award a grading based upon an overall impression of the test. This results in an erroneous assessment that is of little value to the training industry and SACAA standards monitoring system.
- 25.4.7** Standards error. Standards error is a result of all the errors we have discussed. However, if a CDE is not thoroughly familiar with established standards, as outlined in the applicable forms, SA-CATS and this document, assessing an applicant against those requirements is virtually impossible.
- 25.4.8** While all above-mentioned errors may appear obvious on paper, they may not be under the test conditions, especially as the judgment of the CDE may be obscured by a combination of two or more errors. CDEs must

therefore be aware of these errors to consciously prevent them from influencing the validity of the tests or checks they conduct.

26 AUTHORISATION

DEVELOPED BY:		
	PAUL PHOOKO	15 SEPTEMBER 2023
SIGNATURE OF M: E	NAME IN BLOCK LETTERS	DATE
REVIEWED:		
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SIGNATURE OF SM: PEL	NAME IN BLOCK LETTERS	DATE
APPROVED BY:		
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