



TECHNICAL GUIDANCE MATERIAL for Part 64 Theory and Practical Training

SUBJECT: TECHNICAL GUIDANCE MATERIAL FOR PART 64 TRAINING

DATE: 15 MARCH 2025

1. APPLICABILITY

1.1. This document applies as follows:

1.1.1. Guidelines for Cabin Crew Training Managers for the initial training of cabin crew student applicants.

1.1.2. Guidelines for CCIs for the facilitation of initial theoretical and practical lessons for cabin crew students.

1.2. This document does not apply to training or assessment of flight deck crew.

2. PURPOSE

2.1. The purpose of this document is to:

2.1.1. Expand on the basic principles and methodologies applied by the CCI during the facilitation of a theoretical or practical classes for cabin crew students.

2.1.2. Ensure that the learning experience is maximized for both the student and the CCI during training.

2.1.3. Ensure that regulatory requirements are complied with for all training so that cabin crew are knowledgeable and confident in the execution of their daily duties.

2.2. Any specific information presented in this TGM relates to information that the Authority and industry seeks to standardize.

3. REFERENCE:

- i. Civil Aviation Regulations Part 64
- ii. Civil Aviation Technical Standards Part 64
- iii. IATA Cabin Crew Manual
- iv. IATA Cabin Operations Safety – Best Practices Guide
- v. ICAO Annex 1
- vi. ICAO Annex 6
- vii. ICAO Doc 10002
- viii. ICAO Doc 10086
- ix. SAQA

4. LIST OF ABBREVIATIONS

ABBREVIATION	DESCRIPTION
AO	Authorised Officer
ATO	Aviation Training Organisation
CBA	Competency-based Assessment
CBT	Competency-based Training
CBTA	Competency-based Training and Assessment
CCI	Cabin Crew Instructor
CDE	Cabin Designated Examiner
CIR	Circular
CTD	Cabin Training Device
DCA	Director of Civil Aviation
DOC	Document
FF	Firefighting
SACAA	South African Civil Aviation Authority
SACAR	South African Civil Aviation Regulation
SACATS	South African Civil Aviation Technical Standards
SAQA	South African Qualifications Authority
SOP	Standard Operating Procedures
SSA	Safety Standards and Assurance
TGM	Technical Guidance Material
TPM	Training and Procedures Manual

5. LANGUAGE

- 5.1. SACATS 64.01.8 refers to the English Language Competence Assessment prior to the acceptance of any student for initial cabin crew training.
- 5.2. The English Language Competency Assessment is not to be compared with or used in lieu of the ICAO English Language Proficiency Test.
- 5.3. The English Language Competency Assessment is only applicable to students that will be studying towards a South African cabin crew member licence, approved by the South African Civil Aviation Authority (SACAA).
- 5.4. The person conducting the assessment must be able to read, speak and understand the English language sufficiently to enable him/her to conduct such an assessment.
- 5.5. The person conducting the assessment must have sufficient knowledge of the cabin crew training programme and cabin crew working environment to enable him/her to make a reasonable determination on the applicant's ability to cope with the demands of the training programme and examinations.
- 5.6. In the case of operators that use their own ATO to conduct initial cabin crew training after an individual has been employed, the assessment may form part of the initial cabin crew interview process, provided that the form, as provided by the Authority, is used for this component of the interview.

- 5.7. The assessment must have a structured format and be documented.
- 5.8. The assessment must include a reading assessment. It is recommended that the reading material be aviation related, e.g. a safety announcement or extract from the cabin crew training manual.
- 5.9. The reading assessment must be audible however it is advisable to give the student time to prepare themselves. This will enable assessment of their understanding of the material as well.
- 5.10. The assessment must include a speaking assessment. It is recommended that this be conversational with the assessor creating an informal environment where the student may communicate information related to himself/herself, e.g. upbringing, interests, reasons for doing the cabin crew training, etc.
- 5.11. The duration of the assessment should be approximately 10 – 15 minutes, enabling the student to settle into the environment and communicate in a natural manner with the assessor.
- 5.12. The assessment must be conducted in a private space, i.e. without the interference or assistance of other people.
- 5.13. The ATO should forward a list of no more than 3 names and CVs of people to the SACAA that it has identified to be responsible for the English Language Competency Assessment. The SACAA will then advise the suitability of these individuals to conduct the English Language Competency Assessment.
- 5.14. Form CA 64-24 – English Language Competency Assessment is to be used to meet this requirement.

6. TRAINING

- 6.1. SACATS 64.02.2 refers to the training of initial cabin crew students.
- 6.2. SACATS 64.02.2 details the curriculum for training for initial cabin crew students.
- 6.3. Aircraft visits should be conducted as part of the initial training course to sensitise students to the daily duties of cabin crew members and to enable visual associations with theoretical knowledge.
- 6.4. It should be noted that there is no minimum time frames suggested as this is largely dependent on the number of students participating in the practical exercises. As the competency-based training model matures in South Africa, minimum time frame may be suggested, based on experience and best practice.
- 6.5. Airport and aircraft familiarization visits should be conducted, at a minimum, as follows:

MODULE	PURPOSE OF AIRCRAFT VISIT
Aviation indoctrination training	1. A visit to an operational 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

MODULE	PURPOSE OF AIRCRAFT VISIT
	<ul style="list-style-type: none"> 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 xiv. Boarding and disembarking of passengers xv. Fueling trucks and fueling procedures xvi. Ground power unit xvii. Aircraft hangar <p>2. A walk around an aircraft to enable viewing of the external components of the aircraft, as per Theory of Flight.</p> <p>3. A visit onboard a large aircraft to view and experience the operation of the following:</p> <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. footrests k. galley trolleys l. galley securing latches m. equipment brackets n. flight deck door
<p>Practical training for normal operations and abnormal and emergency procedures training</p>	<p>Practical training must take place on an approved cabin training device for the following component(s):</p> <ul style="list-style-type: none"> 1. Public address announcements 2. Safety demonstrations 3. Briefings for special categories of passengers 4. Briefings for passengers seated at exit rows 5. Pre-take off checks 6. Pre-landing checks 7. Post landing checks

MODULE	PURPOSE OF AIRCRAFT VISIT
	8. Simulated fire fighting 9. Pilot incapacitation 10. Cabin crew member incapacitation 11. Anticipated/Prepared emergency landings and ditching's 12. Unanticipated/Unprepared emergency landings and ditching's 13. Exit egress and slide jumps

7. COMPETENCY-BASED TRAINING

- 7.1. According to CAR Part 1, “competency-based training and assessment” means training and assessment that are characterized by a performance orientation, emphasis on standards of performance and their measurement, and the development of training to the specified performance standards.
- 7.2. ICAO developed guidance for a competency-based approach to cabin crew safety training so that cabin crew members could be proficient to perform their tasks, and with the goal of establishing an international baseline for cabin crew competencies.
- 7.3. The goal of competency-based training and assessment is to provide a competent workforce for the sake of a safe and efficient air transport system.
- 7.4. CBTA is a training methodology sustained by robust course design, instructor qualification and data collection to continuously enhance training efficiency and effectiveness.
- 7.5. As experience with CBTA has grown, the aviation industry has realized that CBTA is a better way to develop a competent workforce when compared to the traditional task- or hours-based training and checking.
- 7.6. Competence is a person's ability to practice the knowledge acquired over time.
- 7.7. Being “competent” means you don't only have the knowledge to perform a task but likewise possess the skills to provide solutions that matter to real-life problems.
- 7.8. One of the benefits of competency-based learning is that it focuses on the holistic development of students.
- 7.9. With this learning approach, students can learn how to acquire knowledge and skills and apply them to real-life situations.
- 7.10. It also helps them to develop the attitude of wanting to learn more and build their skills.
- 7.11. Competency-based learning helps students become relevant in the real world.
- 7.12. Competency-based learning focuses more on the practical application of acquired knowledge.
- 7.13. Competency-based learning is an approach to education that focuses on the student demonstrating the desired learning outcome at every step of the program.
- 7.14. A competency-based learning program doesn't concern itself with the learning journey as much as it pursues the final outcome.
- 7.15. Hence, the learning outcome must be clearly stated from the beginning.
- 7.16. Adult students tend to find this type of learning program more attractive since they can see the goal and benefits from the outset.
- 7.17. Competency-based learning promotes individualized learning.

7.18. This type of learning program accommodates multiple learning styles and levels of engagement.

8. APPROACH TO COMPETENCY-BASED TRAINING FOR CABIN CREW STUDENTS

8.1. When developing a training programme, it is vital that the different environments that a cabin crew member may experience are considered. This would include the single cabin crew operating environment, dual cabin crew operating environment and multi-cabin crew operating environment.

8.2. It is important to consider the world and frame of reference of the student when structuring lessons and training programmes.

8.3. Provision must also be made for the following dimensions of competence:

8.3.1. Knowledge - how it will be acquired.

8.3.2. Skills - how they will be developed.

8.3.3. Attitude – how this will be groomed; and

8.3.4. Behaviours – how they will be nurtured

8.4. A variety of training resources and tools must be utilized to ensure that different learning techniques are employed that will support different learning styles.

8.5. It is important to develop lesson plans to help all the different types of students absorb information in a way that fits their individual needs.

8.6. The different training resources and tools to be considered include the following:

8.6.1. PowerPoint presentations.

8.6.2. Practical exercises where students create or build items to supplement theoretical learning.

8.6.3. Practical exercises where students engage in group activities and discussions.

8.6.4. Roleplay scenarios.

8.6.5. Viewing of videos.

8.6.6. Listening to audio clips.

8.6.7. Simulated scenarios on board training devices.

8.6.8. Handling of actual equipment.

8.6.9. Presentation of reviewed materials.

8.6.10. Use of different e-learning platforms.

8.6.11. Use of appropriate social media platforms.

8.6.12. Interaction with various role players.

8.6.13. Exposure to different aviation environments.

8.6.14. Use of podcasts and webinars.

8.6.15. Activity sheets, quizzes and exercises.

8.6.16. Artificial intelligence.

8.6.17. Virtual reality.

8.6.18. Gamification.

8.6.19. Other solutions-based learning models

8.7. The different learning styles to consider when developing a training programme include:

- 8.7.1.** Visual – these are individuals who prefer to take in their information visually, be that with maps, graphs, diagrams, charts and others. These individuals don't necessarily respond well to photos or videos, and rather prefer their information being presented using different visual aids such as patterns and shapes. The best way to present it to visual learners is by showing them the relationship between different ideas visually, e.g. flow charts.
- 8.7.2.** Auditory – these learners are individuals who learn better when they take in information in auditory form when it is heard and spoken. They are prone to sorting their ideas after speaking, rather than thinking ideas through before, since, to them, saying things out loud helps them understand the concept. Auditory learners learn best when information is presented to them via strategies that involve talking, such as lectures and group discussions. They can benefit from repeating back the lessons, having recordings of the lectures, group activities that require classmates explaining ideas, etc.
- 8.7.3.** Reading and writing – these learners consume information best when it is in words, whether that is by writing it down or reading it. To them, text is more powerful than any kind of visual or auditory representation of an idea. These individuals usually perform very well on written assignments. There are different ways to get a reading/writing learner to engage and understand a lesson, including having them describe charts and diagrams by writing statements, taking written quizzes on the topics or giving them written assignments.; and
- 8.7.4.** Kinaesthetic – these are individuals who prefer to learn by doing. They enjoy hands-on experiences. They are usually more in touch with reality and more connected to it, which is why they require using tactile experience to understand something better. The best way to present new information to a kinaesthetic learner is through personal experience, practice, examples, or simulations.
- 8.8.** Most students will use a few learning styles but will prefer one or two predominantly.
- 8.9.** It is also important to consider the different personality styles that influence learning styles. These are:
- 8.9.1.** Logical/analytical learners – these learners depend on logic and analytical skills to understand a particular subject. These types of learners search for connections, causes, patterns and results in their learning. The instructor can engage and motivate analytical learners by posing questions that require interpretation, using material that activates problem-solving skills and stimulating students to reach conclusions based on facts or reasoning.
- 8.9.2.** Social/linguistic learners – these types of learners favour educational lessons that include peer work or participation. Social/linguistic learners get two things out of this participation: socializing (which they enjoy) and a better understanding of a subject. The instructor can motivate these types of learners by using role-playing, group activities, and encouraging student interaction (asking questions, sharing stories, etc).
- 8.9.3.** Solitary learners – These are also known as solo learners and are the opposite of social learners. Solitary learners prefer to study alone without having to interact with other learners. Individual work is a solo student's forte. The instructor can help these types of learners by using activities that require individual work and problem-solving skills, recognizing a student's individual accomplishments, etc. This does not mean that all exercises will be completed individually as, given the nature of the training, solitary learners will still have to interact with others.; and
- 8.9.4.** Nature learners – these types of learners excel when in contact with nature. A nature learner's ideal study environment is a calm and relaxing environment. Nature learners are like tactile learners but need to be outside to learn better. While learning in nature may not always be possible, instructors can still nurture this learning style

in students by assigning hands-on activities, having class outdoors when possible, and using nature examples when explaining a new lesson.

- 8.9.5. Every student has a strategy they use to remember information more efficiently while studying. A well-developed training programme will incorporate all, or most, of these different strategies to ensure a positive, constructive learning experience for the student.
- 8.9.6. Given that everyone has a unique learning method, it would be wrong to say that a specific learning style is the best way to go.
- 8.9.7. Since the way someone best consumes information can be a deciding factor in their academic success, understanding what kind of learner they are, is vital.
- 8.9.8. There are many factors that affect how someone learns best, including the environment, and cognitive and emotional factors.
- 8.9.9. By using as many activities and exercises as possible that cater to different learning styles. This way, an instructor has a better chance of reaching a bigger “audience,” and every student gets an opportunity to gain experience in their preferred circumstances.

9. INSTRUCTION

9.1. According to Robert Gagne (1985) there are nine events that provide a framework for an effective learning process:

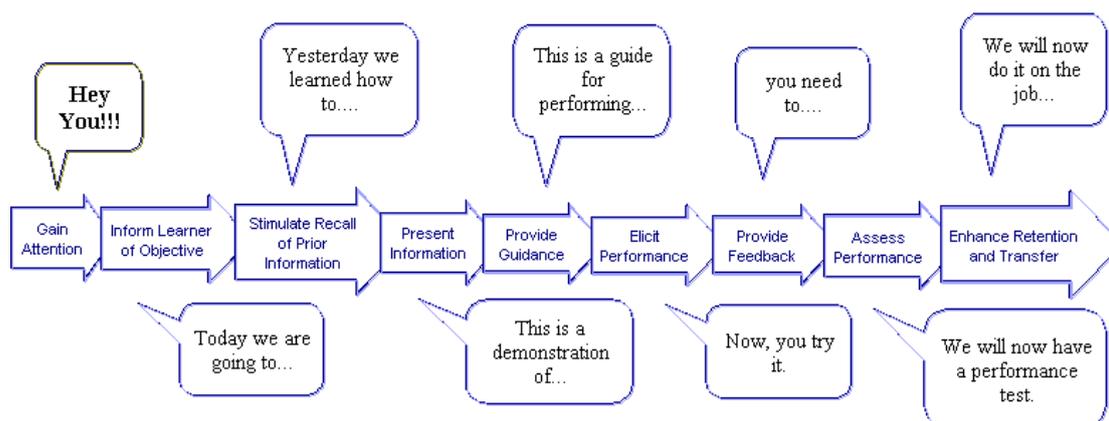


Figure 1: Robert Gagne’s nine steps of instruction.

- 9.2. “These nine steps are general considerations to be considered when designing instruction. Although some steps might need to be rearranged (or might be unnecessary) for certain types of lessons, the general set of considerations provide a good checklist of key design steps.” (Good, Brophy, 1977).
- 9.3. The Nine Steps
- 9.4. Gain attention: Present a story, problem, or a new situation that will grab the students’ attention. The ideal is to grab the student’s attention so that they will become involved in the learning process. Interest devices that can be used include:
 - 9.5. Story telling
 - 9.5.1. Demonstrations
 - 9.5.2. Presenting a problem to be solved

- 9.5.3. Identifying why it is important to them
- 9.5.4. Provide a learning objective: This allows the students to organise their thoughts on what they will learn and perform. The problem that some instructors run into is telling the students the formal learning objectives word for word, rather than breaking it down into a less formalised statement. Instead of objectives or intentions for lessons try setting “Big Questions” and then enable steps to answer those big questions.
- 9.5.5. Stimulate recall of prior knowledge: This allows the students to use two important learning processes:
- 9.5.6. Retrieval practice: Retrieval enhances learning by retrieval-specific mechanisms rather than by elaborative study processes and is an effective tool to promote conceptual learning (Butler, 2010; Karpicke, Janell, 2011).
- 9.5.7. Scaffolding: This is built upon the student’s previous knowledge and skills. The basic steps of scaffolding include:
- a. Start by building on what the students already know.
 - b. Add more details and information over a period of time.
 - c. Allow the students to perform on their own.
 - d. Afterwards, the fading process begins by slowly removing the support in order to give the students more responsibility.
- 9.6. Present the material:** Sequence and chunk the information to avoid cognitive overload. Blend the information to aid in information recall. This method allows the students to receive feedback on individualised tasks, thereby correcting isolated problems rather than having little idea of where the root of the learning challenge is.
- 9.7. Provide guidance for learning:** Provide coaching on how to learn the skill. The rate of learning increases because students are less likely to lose time and become frustrated by practicing the wrong way or using poorly understood concepts. Coaching the students to learn-to-learn also has the benefit of helping them to gain metacognitive skills that will aid them with future performance initiatives.
- 9.8. Elicit performance:** Practice by letting the student do something with the newly acquired behaviour, skills, or knowledge. Observational learning has several effects on students:
- 9.8.1. acquisition – new responses are learned by observing the model.
 - 9.8.2. inhibition – a response that otherwise may be made is changed when the observer sees a model being punished.
 - 9.8.3. disinhibition – a reduction in fear by observing a model’s behaviour go unpunished in a feared activity.
 - 9.8.4. facilitation – a model elicits from an observer a response that has already been learned.
 - 9.8.5. creativity – observing several models performing and then adapting a combination of characteristics or styles.
- 9.9. Provide feedback:** This can be a test, quiz or verbal comments. The feedback needs to be specific, rather than something similar to “you are doing a good job”. Tell them why they are doing a good job and/or provide specific guidance.
- 9.10. Assess performance:** Evaluate the students to determine if the lesson has been learned and provide general progress information.
- 9.11. Enhance retention and transfer:** Inform the students about similar problem situations, provide additional practice, put the students in a learning transfer situation and review the lesson.

10. RECOMMENDED RESOURCES FOR DEVELOPMENT OF TRAINING MATERIAL

- 10.1. ICAO website – www.icao.org
- 10.2. ICAO Annex 5 – Units of measurement to be used in air and ground operations
- 10.3. ICAO Annex 6 Part 1 – Operation of Aircraft, International Commercial Air Transport - Aeroplanes
- 10.4. ICAO Annex 10 Volume 11 – Aeronautical Telecommunications
- 10.5. ICAO Annex 17 – Aviation Security
- 10.6. ICAO Doc 10002 – Cabin Crew Safety Training Manual
- 10.7. ICAO Doc 10086 – Manual on Information and Instructions for Passenger Safety
- 10.8. ICAO Doc 8984 – Manual of Civil Aviation Medicine
- 10.9. ICAO CIR 352 - Guidelines on Identifying and Responding to Trafficking in Persons
- 10.10. IATA website – www.iata.org
- 10.11. IATA Cabin Crew Manual
- 10.12. IATA Cabin Operations Safety – Best Practices Guide
- 10.13. IATA Dangerous Goods Regulations
- 10.14. Air crash investigations
- 10.15. Pilot's Handbook of Aeronautical Knowledge
- 10.16. www.timeanddate.com
- 10.17. www.skybrary.aero
- 10.18. www.britannica.com

11. THEORETICAL TRAINING FOR INITIAL CABIN CREW MEMBER LICENCE

11.1. AVIATION INDOCTRINATION TRAINING

11.2. Aviation indoctrination training includes the following topics:

- 11.2.1. Regulatory overview
- 11.2.2. Aviation terminology and communication
- 11.2.3. Theory of flight and aircraft operations
- 11.2.4. Altitude physiology

11.3. Aviation indoctrination establishes a foundation for the training to be presented to the student.

11.4. Sufficient time should be spent on aviation indoctrination training to ensure thorough comprehension of the role of the cabin crew member on board an aircraft by the student.

11.5. NORMAL OPERATIONS TRAINING

11.6. Normal operations training is divided into the eight (8) phases of flight, which together constitute the daily duties exercised by a cabin crew member.

11.7. The eight phases of flight are:

- 11.7.1. Phase of flight 1 – Ground and pre-flight operations
- 11.7.2. Phase of flight 2 – Pushback and taxi
- 11.7.3. Phase of flight 3 – Take-off
- 11.7.4. Phase of flight 4 – Climb

- 11.7.5. Phase of flight 5 – Cruise
- 11.7.6. Phase of flight 6 – Descent and approach
- 11.7.7. Phase of flight 7 – Landing
- 11.7.8. Phase of flight 8 – Post-landing and post-flight operations (including transit)

11.8. ABNORMAL AND EMERGENCY SITUATIONS TRAINING

11.9. It should be clear to the student that, while being trained as separate modules, abnormal or emergency situations may arise during any phase of flight. For this reason, situational awareness is required at all phases of flight.

11.10. Fire fighting

11.10.1. Most common odors due to fire/smoke

DESCRIPTION OF ODOUR	PRIMARY CAUSE
Acrid	Electrical equipment / IFE system
Burning	Galley equipment; bird ingestion
Chemical	Contaminated bleed cuts, APU ingestion
Fuel	Fuel line
Oil	Engine or APU leaks
Skydrol	Engine hydraulic
Sulfur (Sulphur)	Wiring

11.10.2. Classes of fire

CLASS	TITLE	EXTINGUISHING AGENT
A	Solid combustibles	Water / Halon
B	Liquid combustibles and gases (Fire involving combustible or flammable liquids)	Halon
C	Electrical fires (Fires involving electrical equipment or energized materials)	Halon
D	Metal fires (Fires involving chemicals and combustible materials)	Halon
F	Consumable liquids (Fires involving cooking oils and fats)	Halon

11.10.3. Fire Extinguishers

11.10.3.1. Halon fire extinguisher

- i. Traditionally, halogenated hydrocarbons (halons) have been the only fire extinguishing agents used in civil aviation transport as fire extinguishers because they are effective on different kinds of fires, and they are very lightweight.
- ii. However, due to their high ozone depletion, the Montreal Protocol on substances that deplete the Ozone layer called for an end to their production by 1994 in developed countries and by 2010 in

developing countries. As a result of this international agreement, production of halon is prohibited, and halon supplies are diminishing.

12. PRACTICAL TRAINING FOR NORMAL OPERATIONS AND ABNORMAL AND EMERGENCY SITUATIONS

- 12.1. The objective and philosophy of practical training for cabin crew members is based on the idea that the practical part of the day-to-day activities of a cabin crew member is on the job itself.
- 12.2. Well-structured and well-planned practical training allows the student to become familiar with the daily duties of a cabin crew member, in a safe environment.
- 12.3. Practical training conducted at the ATO reinforces theoretical information and provides a foundation for students moving into an airline operational environment.
- 12.4. Retention of information is also more likely and more successful when practical training reinforces the theoretical concepts, and when there is regular use of practical training as a resource in the training programme.
- 12.5. Inevitably, the experience of the first exposure to training, in particular practical training, tends to be the basis for all future training experienced by the student. The concept of “muscle memory” implies that students will tend to revert to what they were taught initially when in a very tense or, conversely, a very relaxed situation.
- 12.6. Normal operations are procedures that are likely to be exercised daily, and it is therefore important that the ATO conduct sufficient research prior to compiling any practical training programme, to ensure that the steps being reinforced are congruent with those procedures generally practised by operators in South Africa.
- 12.7. Abnormal and emergency situations are less likely to be experienced or exercised daily, and it is therefore important that the student develops the confidence to deal with a variety of situations like this in the training environment. This may necessitate repetition of several different drills to ensure understanding and to encourage lateral thinking by the students. As with normal operations, it is important that the ATO conduct sufficient research prior to compiling any practical training programme, to ensure that the steps being reinforced are congruent with those procedures generally practiced by operators in South Africa.
- 12.8. The instructor is expected to demonstrate the execution of the drill as part of the training exercise, before allowing every student an opportunity to practice the drill.
- 12.9. All training must be completed before the student attempts the examination with the Authority.
- 12.10. The following drills must be practiced with specific practice details noted in the SACATS 64 and this TGM.
 - 12.10.1. Public address announcements
 - 12.10.2. Safety demonstration
 - 12.10.3. Briefings for special category passengers
 - 12.10.4. Briefings for passengers seated at non-crewed exit row
 - 12.10.5. Pre-flight checks of equipment
 - 12.10.5.1. Portable Oxygen Bottle
 - 12.10.5.2. First Aid Kit
 - 12.10.5.3. Flashlight
 - 12.10.5.4. Crew Life Jacket
 - 12.10.5.5. Extra Adult Life Jackets
 - 12.10.5.6. Extra Infant Life Jackets

- 12.10.5.7. Fire Extinguisher
- 12.10.5.8. Portable Breathing Equipment
- 12.10.5.9. Fire Gloves
- 12.10.5.10. Fire Axe
- 12.10.5.11. Megaphone

12.10.6. Use of equipment

- 12.10.6.1. Portable Oxygen Bottle
- 12.10.6.2. Flashlight
- 12.10.6.3. Use of Adult Life Jacket
- 12.10.6.4. Use of Adult Life Jacket on a Child
- 12.10.6.5. Use of Infant Life Jacket
- 12.10.6.6. Fire Extinguisher
- 12.10.6.7. Portable Breathing Equipment
- 12.10.6.8. Megaphone

12.11. Public address announcements

- 12.11.1. This drill may be practiced in a simulated environment, using an approved microphone or aircraft public address system.
- 12.11.2. Each student must have the opportunity to practice at least 2 announcements in the presence of the instructor and other students.
- 12.11.3. While accent is not the focus of this drill, the instructor must note and correct any words or sentences that are incorrectly understood by the audience due to a very heavy regional accent or tone.
- 12.11.4. The aim of the drill is for the student to develop a confident, well-modulated, evenly paced and pleasantly toned voice that is easy to listen to and understand, whilst using a public address system.

12.12. Safety demonstration

- 12.12.1. This drill must be practiced using an approved cabin training device.
- 12.12.2. Each student must have the opportunity to practice the drill at least twice, in the presence of the instructor and other students. The student should occupy different positions each time when practicing the drill.
- 12.12.3. The aim of the drill is for the student to be able to perform the safety demonstration confidently and professionally.

12.13. Passenger briefings

- 12.13.1. This drill may be practiced in a simulated environment.
- 12.13.2. Each student must have the opportunity to practice a minimum of 3 different briefings, 1 of which must be the exit row briefing, in the presence of the instructor and other students.
- 12.13.3. All students must have listened to, practiced a briefing or participated in a briefing of all different types of briefings and passengers that may travel on aircraft.
- 12.13.4. The aim of the drill is for the student to understand the different requirements and needs of a variety of passengers and be able to apply this knowledge practically with ease.

12.14. Safety equipment pre-flight checks

12.14.1. This drill may be practiced in a simulated environment.

12.14.2. Each student must have the opportunity to practice the pre-flight checks of all pieces of equipment, in the presence of the instructor and other students.

12.14.3. The aim of the drill is for the student to be able to conduct pre-flight checks efficiently and effectively, being aware of the time constraints when conducting pre-flight checks on board an aircraft.

12.15. Safety equipment use

12.15.1. This drill may be practiced in a simulated environment.

12.15.2. Each student must have the opportunity to practice the use of all pieces of equipment, in the presence of the instructor and other students.

12.15.3. The aim of the drill is for the student to be comfortable with the use of all pieces of equipment, irrespective of the different variants of equipment that may be used by different operators.

12.16. Pre-take off checks

12.16.1. This drill must be practiced on an approved cabin training device, to enable the student to visualise the duties and actions of this specific drill.

12.16.2. Each student must have the opportunity to practice the drill, at least twice, in the presence of the instructor and other students.

12.16.3. The aim of the drill is for the student to develop the habit of checking the cabin effectively, prior to take-off.

12.17. Pre-landing checks

12.17.1. This drill must be practiced on an approved cabin training device, to enable the student to visualise the duties and actions of this specific drill.

12.17.2. Each student must have the opportunity to practice the drill, at least twice, in the presence of the instructor and other students.

12.17.3. The aim of the drill is for the student to develop the habit of checking the cabin effectively, prior to landing.

12.18. Post landing checks

12.18.1. This drill must be practiced on an approved cabin training device, to enable the student to visualise the duties and actions of this specific drill.

12.18.2. Each student must have the opportunity to practice the drill, at least twice, in the presence of the instructor and other students.

12.18.3. The aim of the drill is for the student to demonstrate an understanding of the duties required of the cabin crew member after the aircraft has landed.

12.19. Anticipated/Prepared emergency land or ditching

12.19.1. This drill must be practiced on an approved cabin training device.

- 12.19.2. Each student must have the opportunity to practice the drill at least twice for an anticipated/prepared emergency landing and at least twice for anticipated/prepared ditching.
- 12.19.3. When practicing the drill in a multi-crew environment, the student must occupy different working positions to enable a better understanding of the duties required at each station.
- 12.19.4. When practicing the drill, the instructor must focus on the correct execution of procedures as well as the quality and timeliness of the execution of the procedures.
- 12.19.5. Shouted commands must be loud enough to be heard over a white noise simulation.
- 12.19.6. Shouted commands must be clear, concise and at a pace that can be understood by non-English speaking passengers, first-time passengers, and very nervous passengers.
- 12.19.7. Any physical action must be executed in a manner that does not endanger the cabin crew members but still allows the passengers to understand what is required and act accordingly.
- 12.19.8. Cabin checks must be conducted in a deliberate manner, with instructions that are easy to hear and understand.
- 12.19.9. Different drill variables must be incorporated into each exercise so that the students can apply themselves appropriately to different situations.
- 12.19.10. The aim of the drill is for the student to understand and demonstrate the sense of urgency required in an emergency and to be able to respond appropriately.

12.20. Unanticipated/Unprepared emergency land or ditching

- 12.20.1. This drill must be practiced on an approved cabin training device, to enable the student to grasp the space and size dynamics that they are working within.
- 12.20.2. Each student must have the opportunity to practice the drill at least twice for an unanticipated/unprepared emergency landing and at least twice for unanticipated/unprepared ditching.
- 12.20.3. When practicing the drill in a multi-crew environment, the student must occupy different working positions to enable a better understanding of the duties required at each station.
- 12.20.4. Each student must have the opportunity to practice the drill at least twice for an unanticipated/unprepared emergency landing and at least twice for unanticipated/unprepared ditching, in a single crew environment.
- 12.20.5. When practicing the drill, the instructor must focus on the correct execution of procedures as well as the quality of the execution of the procedures.
- 12.20.6. Shouted commands must be loud enough to be heard over a white noise simulation.
- 12.20.7. Shouted commands must be clear, concise and at a pace that can be understood by non-English speaking passengers, first-time passengers and very nervous passengers.
- 12.20.8. Any physical action must be executed in a manner that does not endanger the cabin crew members but still allows the passengers to understand what is required and act accordingly.
- 12.20.9. Cabin checks must be conducted in a deliberate manner, with instructions that are easy to hear and understand.
- 12.20.10. Different drill variables must be incorporated into each exercise so that the students can apply themselves appropriately to different situations.
- 12.20.11. The aim of the drill is for the student to understand and demonstrate the sense of urgency required in an emergency and to be able to respond appropriately.

12.21. Simulated Firefighting

- 12.21.1. This drill must be practiced in an approved cabin training device.
- 12.21.2. Each student must have the opportunity to practice the drill in each area as the fire fighter, in the presence of the instructor and other students.
- 12.21.3. Each student must have the opportunity to practice the drill in each area as the communicator, in the presence of the instructor and other students.
- 12.21.4. For simulated firefighting, the student must demonstrate the communication process under multi cabin crew member conditions.
- 12.21.5. The "LISTEN" acronym is commonly used as the communication guideline:
 - 12.21.5.1. **L** – Location of fire
 - 12.21.5.2. **I** – Intensity of smoke or flames
 - 12.21.5.3. **S** – Colour of smoke
 - 12.21.5.4. **T** – Type of fire/ what was burning / How much time was spent fighting the fire
 - 12.21.5.5. **E** – Number of extinguishers/equipment that have been used
 - 12.21.5.6. **N** – Has the fire been neutralised or not
- 12.21.6. When communicating with the flight deck crew, the student is to give the general location of the fire as well as the specific area, i.e. not only the seat number but also the general area where the seat is located, e.g. close to the front of the cabin or near the exits in the middle of the cabin or close to the back of the cabin.
- 12.21.7. Each student must have the opportunity to practice the drill in each area as the coordinator, in the presence of the instructor and other students.
- 12.21.8. Gloves and smokehoods are to be worn when practicing the drills to ensure reinforcement of the need to wear protective equipment whenever fighting any fire.
- 12.21.9. Different firefighting
- 12.21.10. scenarios must be considered, including:
 - 12.21.10.1. Cabin area – under seat, seat (if electrically operated), overhead bin or closet
 - 12.21.10.2. The instructor must emphasise the different extinguishing methods if the seat is electrically operated.
 - 12.21.10.3. If the seat is not electrically operated, any non-flammable liquid may be used to extinguish the fire.
 - 12.21.10.4. Actual liquid does not have to be used when performing this drill.
 - 12.21.10.5. The simulated fire must be extinguished as soon as possible; therefore, speed and a sense of urgency are expected in their response to the situation.
 - 12.21.10.6. As part of the simulated extinguishing process, any equipment that could exacerbate the situation must be removed, e.g. oxygen bottles, life jackets.
 - 12.21.10.7. After the fire extinguisher deployment has been simulated in the overhead bin, the surrounding bins must be checked for heat and possible spread of fire.
 - 12.21.10.8. After the simulated fire has been extinguished, the overhead bin must be opened completely, and the source of the fire must be investigated.
 - 12.21.10.9. Galley area – garbage bin, upper electrical area or oven
 - 12.21.10.9.1. For the fighting of any of these simulated fires, the PBE and gloves must be done.

- 12.21.10.9.2. The PBE must be done before opening any areas suspected to be on fire.
- 12.21.10.9.3. The entire area must be checked for heat, using a tactile method.
- 12.21.10.9.4. When using the tactile method, one glove must remain on, and one glove may be removed to test for heat.
- 12.21.10.9.5. When using the tactile method, the back of the hand must be used.
- 12.21.10.9.6. The students must ensure that they are in a protected position before opening any area suspected to be on fire.

12.21.10.10. Confined area – lavatory waste bin

- 12.21.10.10.1. The PBE and gloves must be done before entering the lavatory area.
- 12.21.10.10.2. The entire area must be checked for heat, using a tactile method.
- 12.21.10.10.3. When using the tactile method, one glove must remain on, and one glove may be removed to test for heat.
- 12.21.10.10.4. When using the tactile method, the back of the hand must be used.
- 12.21.10.10.5. The students must ensure that they are in a protected position before opening any door where a fire is suspected.
- 12.21.10.10.6. The protected position is commonly known as the “proposal” position. If the student is unable to assume the “proposal” position due to physical limitations, the student must demonstrate an ability to get as low as possible while preventing the lavatory door from being forced open uncontrollably.
- 12.21.10.10.7. After entering the toilet/lavatory area, the toilet door is to remain open.
- 12.21.10.10.8. If a fire in the toilet bowl or garbage bin is neutralised, the item does not need to be removed and placed into a different container before being doused with water.
- 12.21.10.10.9. The toilet door must be closed once the fire has been extinguished.
- 12.21.10.10.10. Hidden area – behind panels
- 12.21.10.10.11. The PBE and gloves must be done before accessing the simulated hidden fire.
- 12.21.10.10.12. The entire area must be checked for heat, using a tactile method.
- 12.21.10.10.13. When using the tactile method, one glove must remain on, and one glove may be removed to test for heat.
- 12.21.10.10.14. When using the tactile method, the back of the hand must be used.
- 12.21.10.10.15. The students must ensure that they are in a protected position before prying open the panel where a fire is suspected.

12.21.10.11. Dangerous goods items

- 12.21.10.11.1. The PBE and gloves must be done before dealing with a dangerous goods fire.
- 12.21.10.11.2. Dangerous goods protocol must be followed when dealing with a dangerous goods item.

12.21.11. The aim of the drill is for the student to be comfortable and confident with the procedures for fighting a fire, while wearing the required PBE.

12.22. Live Firefighting

- 12.22.1. This drill must be practiced in a simulator approved for live firefighting.
- 12.22.2. Each student must have the opportunity to practice the drill in each area as the fire fighter, in the presence of the instructor and other students.
- 12.22.3. At least two (2) areas must have actual fires for the purpose of practicing.
- 12.22.4. Gloves and smoke hoods are to be worn when fighting any fire for the following reasons:
 - 12.22.4.1. The consistency of procedures eliminates/minimises unnecessary thinking and time wasting when dealing with a fire.
 - 12.22.4.2. The protection of the fire fighter is equally as important as the protection of the aircraft and other passengers in a fire fighting scenario.
- 12.22.5. Different firefighting scenarios must be considered, including:
 - 12.22.5.1.1. Cabin area – under seat, seat (if electrically operated), overhead bin or closet
 - 12.22.5.1.2. The instructor must emphasize the different extinguishing method if the seat is electrically operated.
 - 12.22.5.1.3. If the seat is not electrically operated, any non-flammable liquid may be used to extinguish the fire.
 - 12.22.5.1.4. The fire must be extinguished as soon as possible; therefore, speed and a sense of urgency are expected in response to the situation.
 - 12.22.5.1.5. As part of the extinguishing process, any equipment that could exacerbate the situation must be removed, e.g. oxygen bottles, life jackets.
 - 12.22.5.1.6. Galley area – garbage bin, upper electrical area or oven
 - 12.22.5.1.7. For the fighting of any of these fires, the PBE and gloves must be done.
 - 12.22.5.1.8. The PBE must be done before opening any areas suspected to be on fire.
 - 12.22.5.1.9. The entire area must be checked for heat, using a tactile method.
 - 12.22.5.1.10. When using the tactile method, one glove must remain on, and one glove may be removed to test for heat.
 - 12.22.5.1.11. When using the tactile method, the back of the hand must be used.
 - 12.22.5.1.12. The students must ensure that they are in a protected position before opening any area suspected to be on fire.
- 12.22.6. Confined area – lavatory waste bin
 - 12.22.6.1.1. The PBE and gloves must be done before entering the lavatory area.
 - 12.22.6.1.2. The entire area must be checked for heat, using a tactile method.
 - 12.22.6.1.3. When using the tactile method, one glove must remain on, and one glove may be removed to test for heat.
 - 12.22.6.1.4. When using the tactile method, the back of the hand must be used.
 - 12.22.6.1.5. The students must ensure that they are in a protected position before opening any door where a fire is suspected.
 - 12.22.6.1.6. The protected position is commonly known as the “proposal” position. If the student is unable to assume the “proposal” position due to physical limitations, the student must demonstrate an

ability to get as low as possible while preventing the lavatory door from being forced open uncontrollably.

- 12.22.6.1.7. After entering the toilet/lavatory area, the toilet door is to remain open.
- 12.22.6.1.8. If a fire in the toilet bowl or garbage bin is neutralised, the item does not need to be removed and placed into a different container before being doused with water.
- 12.22.6.1.9. The toilet door must be closed once the fire has been extinguished.
- 12.22.6.1.10. Hidden area – behind panels
- 12.22.6.1.11. The PBE and gloves must be done before the hidden fire opened.
- 12.22.6.1.12. The entire area must be checked for heat, using a tactile method.
- 12.22.6.1.13. When using the tactile method, one glove must remain on, and one glove may be removed to test for heat.
- 12.22.6.1.14. When using the tactile method, the back of the hand must be used.
- 12.22.6.1.15. The students must ensure that they are in a protected position before prying open the panel where a fire is suspected.

- 12.22.7. The student must demonstrate an ability to communicate with the flight deck crew in relation to the scenario.
- 12.22.8. For live firefighting, the student must demonstrate the communication process under single cabin crew member conditions.
- 12.22.9. The students must practice the communication process with the fighting of each fire.
- 12.22.10. The “LISTEN” acronym is commonly used as the communication guideline:
 - 12.22.10.1.1. **L** – Location of fire
 - 12.22.10.1.2. **I** – Intensity of smoke or flames
 - 12.22.10.1.3. **S** – Colour of smoke
 - 12.22.10.1.4. **T** – Type of fire/ what was burning / Time taken to fight the fire
 - 12.22.10.1.5. **E** – Number of extinguishers/equipment that have been used
 - 12.22.10.1.6. **N** – Has the fire been neutralised or not
- 12.22.11. When communicating with the flight deck crew, the student is to give the general location of the fire as well as the specific area, i.e. not only the seat number but also the general area where the seat is located, e.g. close to the front of the cabin or near the exits in the middle of the cabin or close to the back of the cabin.
- 12.22.12. The aim of the drill is for the student to be comfortable and confident with fighting a fire, while wearing the required PBE.

12.23. Wet ditching

- 12.23.1. This drill must be practiced in an approved swimming pool.
- 12.23.2. Each student must have the opportunity to practice every aspect of the drill in water, in the presence of the instructor.
- 12.23.3. Each student must dress in clothing that will simulate the feeling of resistance offered by clothing in water.
- 12.23.4. The instructor must explain the different methods of entering the water so that the student can select the best method for himself or herself. This may include a “starfish” jump or a “missile” jump.
- 12.23.5. A student may not touch the side of the swimming pool while practicing the drill.

- 12.23.6. A student may not gain support by standing in the swimming pool while practicing the drill.
- 12.23.7. A student must be allowed to orientate himself or herself after entering the water, and before the timing commences for the next phase of the drill.
- 12.23.8. Timing for the various phases of the drill must be realistic.
- 12.23.9. Raft management and the various components of the raft may be discussed as a group exercise.
- 12.23.10. Raft management and the various components of the raft do not have to be conducted in water.
- 12.23.11. The aim of the drill is for the student to be comfortable and confident when in water, such that they can act in a manner that is conducive to survival in water.

12.24. Pilot incapacitation

- 12.24.1. This drill must be practiced using an approved flight deck crew member seat.
- 12.24.2. Each student must have the opportunity to practice every aspect of the drill, at least twice, in the presence of the instructor and other students.
- 12.24.3. The aim of the drill is for the student to be familiar with the requirements and duties following an incapacitated pilot event.

12.25. Cabin crew member incapacitation

- 12.25.1. This drill must be practiced using an approved cabin crew member seat.
- 12.25.2. Each student must have the opportunity to practice every aspect of the drill, in a multi crew environment, in the presence of the instructor and other students.
- 12.25.3. Each student must have the opportunity to practice every aspect of the drill, in a single crew environment, in the presence of the instructor and other students.
- 12.25.4. The aim of the drill is for the student to be familiar with the requirements and duties following an incapacitated cabin crew member event.

13. HUMAN PERFORMANCE TRAINING FOR INITIAL CABIN CREW MEMBER LICENCE

- 13.1. This subject must be presented by a designated cabin crew instructor, as it forms part of the initial cabin crew training syllabus recommended by ICAO Doc 10002.
- 13.2. Different components of this subject may be combined, included in other subjects or taught as stand
- 13.3. alone modules, however, the incorporation of the components must be clearly identified.
- 13.4. This includes the following components:
 - 13.4.1. Human factors in aviation;
 - 13.4.2. Human error;
 - 13.4.3. Cabin crew competencies;
 - 13.4.4. Crew resource management;
 - 13.4.5. Threat and error management;
 - 13.4.6. Fatigue management; and
 - 13.4.7. Human performance in relation to SMS.

14. IDENTIFYING AND RESPONDING TO TRAFFICKING IN PERSONS

14.1. ICAO CIR for reference – CIR 352 (Guidelines on Identifying and Responding to Trafficking in Persons) and CIR 357 (Guidelines for reporting trafficking in persons by Flight and Cabin Crew)

14.2. Resources available

14.2.1. Organisations that advertise information and, in some cases, training opportunities – Brave to Love (Instagram page) and Act Africa (Instagram page)

14.2.2. ICAO website - short training course with quiz

14.2.3. IATA website - short training course with quiz

15. DIFFERENCES IN SINGLE CABIN CREW OPERATION VS MULTI-CREW OPERATION

15.1. The world of single cabin crew members is very different to that of the cabin crew members that operate in a multi-crew environment.

15.2. Competency expectations are also different for a single cabin crew member as there are no other colleagues, or team members, to assist in checking information or support when handling situations.

15.3. Competency is considered a combination of knowledge, skills and attitude.

15.4. As with all cabin crew members, the single cabin crew members are expected to have sound knowledge of their duties, role and responsibilities.

15.5. The significant difference in the single cabin crew environment, is that this individual does not have the luxury of support from another cabin crew member when onboard the aircraft.

15.6. The skills required to be efficient and competent as a single cabin crew member are also different to those required in an environment where one can rely on colleagues to assist and support one another. This is because the single cabin crew members must be able to perform all duties and meet with all the flight outcomes without the support of other cabin crew members.

15.7. In respect of attitude, the single cabin crew members must be aware of the effect of their personality in an environment where the personality cannot be diluted by other cabin crew members.

15.8. The cabin crew member's attitude is likely to set the tone for the flight from the onset, i.e. sign-on, through boarding and serving of passengers to the handling of briefings and potential emergency situations.

15.9. Single cabin crew member specifics must be emphasised during the training, at the following phases of flight:

15.9.1. Theory training for initial cabin crew member licence:

15.9.1.1. Normal operations

15.9.1.1.1. Phase of flight 1 - Ground and pre-flight operations: planning tasks, flight crew and cabin crew briefings, pre-flight checks, passenger boarding and pre-pushback tasks.

15.9.1.1.2. Phase of flight 2 - Pushback and taxi: Door opening/closing procedure and arming/disarming of doors, if applicable; safety announcements and demonstration.

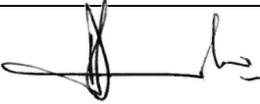
15.9.1.1.3. Phase of flight 3- Take-off responsibilities.

15.9.1.1.4. Phase of flight 4- Climb responsibilities.

15.9.1.1.5. Phase of flight 5 - Cruise: cruise tasks (both safety and service), security tasks.

- 15.9.1.1.6. Phase of flight 6 - Descent and approach: Pre-landing checks.
- 15.9.1.1.7. Phase of flight 7 – Landing responsibilities.
- 15.9.1.1.8. Phase of flight 8 - Post-landing and transit duties.
- 15.9.1.2. Abnormal and emergency situations training:
 - 15.9.1.2.1. Fire fighting
 - 15.9.1.2.2. Smoke and fume events
 - 15.9.1.2.3. Prepared/Anticipated emergency land and ditching
 - 15.9.1.2.4. Unprepared/Unanticipated emergency land and ditching
 - 15.9.1.2.5. Evacuation and rapid disembarkation
 - 15.9.1.2.6. Flight deck crew member incapacitation
 - 15.9.1.2.7. Single cabin crew member incapacitation
- 15.9.2. Additionally, it is important to emphasise the differences in the single cabin crew environment vs the multi cabin crew environment, including in the training of each of the following components:
 - 15.9.2.1. Security awareness training for initial cabin crew member licence.
 - 15.9.2.2. Dangerous goods awareness training for initial cabin crew member licence.
 - 15.9.2.3. Cabin health and first aid training for initial cabin crew member licence.
 - 15.9.2.4. Human performance training for initial cabin crew member licence.
- 15.9.3. **Practical training for initial cabin crew member licence**
 - 15.9.3.1. The CCI must demonstrate the correct execution of the practical drills before affording students the opportunity to practice the drills.
 - 15.9.3.2. All students must be given the opportunity to practice all drills in the presence of the CCI and other students.
 - 15.9.3.3. The CCI must then give feedback on the performance of each student and ensure that each student is competent in the execution of the drills before completing the training.
 - 15.9.3.4. The following drills must be trained in both the single and multi-crew capacity:
 - 15.9.3.4.1. Safety demonstration.
 - 15.9.3.4.2. Unanticipated/Unprepared emergency land and ditching
 - 15.9.3.4.3. Anticipated/Prepared emergency land and ditching.
 - 15.9.3.4.4. Fire fighting
 - 15.9.3.4.5. Flight deck crew member incapacitation
 - 15.9.3.4.6. Single cabin crew member incapacitation

16. AUTHORISATION

DEVELOPED BY: ROWLENE JANTJES		
	DANETTE SEVENSTER	12/03/2025
SIGNATURE OF ACTING M: E	NAME IN BLOCK LETTERS	DATE
REVIEWED & VALIDATED BY:		
	PAUL PHOOKO	12-03-2025
SIGNATURE OF ACTING SM: PEL	NAME IN BLOCK LETTERS	DATE
APPROVED BY:		
	DEAN KHUMALO	12 MARCH 2025
SIGNATURE OF ACTING E: SSA	NAME IN BLOCK LETTERS	DATE