



TECHNICAL GUIDANCE MATERIAL for Part 64 Theory and Practical Training

SUBJECT: TECHNICAL GUIDANCE MATERIAL FOR PART 64 ASSESSMENTS

DATE: 11 April 2025

1. APPLICABILITY

1.1. This document applies to the following:

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

1.1.2. Guidelines for CDEs for the conducting of skills tests for cabin crew students.

1.2. This document does not apply to the 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 CDE during the assessment of practical drills for cabin crew students.

2.1.2. Ensure that the learning experience is maximized for both the student and the CDE during assessments.

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

2.1.4. Ensure that the outcomes of drills comply with the regulations and best safety practices.

3. REFERENCE:

i. ICAO Annex 1

ii. ICAO Doc 10002

iii. ICAO Annex 6

iv. IATA Cabin Crew Manual

v. Civil Aviation Regulations Part 64

vi. SAQA Principles

4. LIST OF ABBREVIATIONS

ABBREVIATION	DESCRIPTION
AO	Authorised Officer
ATO	Aviation Training Organisation
CBA	Competency-based Assessment
CBT	Competency-based Training
CCI	Cabin Crew Instructor
CBTA	Competency-based Training and Assessment
CDE	Cabin Designated Examiner
CTD	Cabin Training Device
DCA	Director of Civil Aviation
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 and Standards Assurance
TGM	Technical Guidance Material
TPM	Training and Procedures Manual

5. ASSESSMENTS

- 5.1. SACATS 64.02.3 refers to the assessment of initial cabin crew students.
- 5.2. SACATS 64.02.2 details the curriculum for training for initial cabin crew students.

6. COMPETENCY-BASED TRAINING

- 6.1. 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.
- 6.2. 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.
- 6.3. 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.
- 6.4. CBTA is a training methodology sustained by robust course design, instructor qualification and data collection to continuously enhance training efficiency and effectiveness.

- 6.5. 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.
- 6.6. Competence is a person's ability to practice the knowledge acquired over time.
- 6.7. Being “competent” means you not only have the knowledge to perform a task but also possess the skills to provide solutions that matter to real-life problems.

7. GENERAL PRINCIPLES FOR ASSESSMENT

- 7.1. A CDE may not conduct and issue skills tests for the same group of students that he or she has trained. The only exception to this is when the students are a group consisting of only cabin crew instructors or cabin designated examiners or a combination of the two.
- 7.2. A CDE shall conduct the assessment(s) in a private area, free from distractions and should give the candidate(s) his/ her undivided attention.
- 7.3. During the conduct of a test in an approved CTD, the CDE shall ensure that the following conditions are met:
 - 7.3.1. The CTD used for the test is approved for the purpose.
 - 7.3.2. The CTD condition and capabilities can meet the expected drill outcomes.
 - 7.3.3. The CTD is representative of the aircraft type for which the drill is being done.
- 7.4. The practice of planning to complete the entire skills test for candidates in one day is not recommended.
- 7.5. 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.
- 7.6. Questions posed to candidate(s) should not lead to the correct answer but should confirm candidate(s) understanding for the CDE.
- 7.7. 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 daily.
- 7.8. 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.
- 7.9. 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.
- 7.10. Questions posed should have a practical drill outcome with an 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.
- 7.11. 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.
- 7.12. 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.

7.13. General principles:

- a. Questions should 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. A well-designed and structured 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.

8. PRINCIPLES OF EVALUATION

8.1. Evaluation Cycle

8.1.1. 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.

8.2. 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.

8.2.1. Reliability

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

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

8.2.1.2. 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.

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

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

8.2.2. 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.

8.2.3. 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/ Technical Standards.

8.2.4. 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.

8.2.5. 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.

8.3. 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.

8.3.1. Personal Bias Errors

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.

8.3.2. 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.

8.3.3. 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.

8.3.4. 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.

8.3.5. 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.

8.3.6. 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.

8.3.7. Standards error

Standards error is a result of all the errors discussed. However, if a CDE is not thoroughly familiar with established standards, as outlined in the applicable forms, SACATS and this document, assessing an applicant against those requirements, is virtually impossible.

8.3.8. While all the 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.

9. PRACTICAL ASSESSMENTS FOR NORMAL OPERATIONS AND ABNORMAL AND EMERGENCY SITUATIONS

- 9.1. The objective and philosophy of practical assessments 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 and must be demonstrated adequately to ensure proficiency in the job.
- 9.2. Assessments afford an opportunity to assess the competence of a cabin crew member, in a safe environment.
- 9.3. Practical assessments conducted at the ATO reinforces theoretical information, practical training, and provides a foundation for students moving into an airline operational environment.
- 9.4. Inevitably, the experience of the first exposure to assessment, in particular practical assessment, tends to be the basis for all future performance in assessments 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.
- 9.5. The practical assessment programme must reflect the training programme that has preceded it.
- 9.6. 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 assessment programme, to ensure that the steps being reinforced are congruent with those procedures generally practised by operators in South Africa.
- 9.7. 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. As with normal operations, it is important that the ATO conduct sufficient research prior to compiling any practical assessment programme, to ensure that the steps being reinforced are congruent with those procedures generally practiced by operators in South Africa.

10. DRILLS TO BE ASSESSED

10.1. Public Address announcements

- 10.1.1. This drill must be assessed using an approved CTD.

10.2. Safety demonstration

- 10.2.1. This drill must be assessed in an approved CTD or approved simulated environment.

10.3. Passenger briefings

- 10.3.1. Special categories of passengers
- 10.3.2. Passengers seated at non-crewed exits

10.4. Safety equipment pre-flight checks

- 10.4.1. This drill may be assessed in a simulated environment.

10.5. Safety equipment use

- 10.5.1. This drill may be assessed in a simulated environment.

10.6. Pre-Take off checks

- 10.6.1. This drill must be assessed on an approved CTD to enable the student to visualize the duties and actions of this specific drill.

10.7. Pre-landing checks

- 10.7.1.** This drill must be assessed on an approved CTD to enable the student to visualize the duties and actions of this specific drill.
- 10.8. Post landing checks**
- 10.8.1.** This drill must be assessed on an approved CTD to enable the student to visualize the duties and actions of this specific drill.
- 10.9. Anticipated/ Prepared emergency landing and ditching**
- 10.10.** This drill must be assessed on an approved CTD.
- 10.11. Unanticipated/ Unprepared emergency landing and ditching**
- 10.11.1.** This drill must be assessed on an approved CTD.
- 10.12. Simulated firefighting**
- 10.12.1.** This drill must be assessed in an approved CTD.
- 10.12.2.** As the simulated firefighting drill is assessed in a multi crew environment, the cabin crew member roles must be varied during the fighting of the different fires.
- 10.13.** The “LISTEN” acronym is commonly used as the communication guideline:
- 10.13.1.** L – Location of fire
- 10.13.2.** I – Intensity of smoke or flames
- 10.13.3.** S – Colour of smoke
- 10.13.4.** T – Type of fire/ what was burning
- 10.13.5.** E – Number of extinguishers that have been used
- 10.13.6.** N – Has the fire been neutralized or not
- 10.13.7.** Gloves and smoke hoods are to be worn when the drills are being assessed.
- 10.13.8.** Different firefighting scenarios must be assessed, including:
- 10.13.9.** Cabin area – under seat, seat (if electrically operated), overhead bin or closet
- 10.13.10.** If the seat is not electrically operated, the student must indicate that any non-flammable liquid may be used to extinguish the fire.
- 10.13.11.** Actual liquid does not have to be used when performing this drill.
- 10.13.12.** The simulated fire must be extinguished as soon as possible; therefore, speed and a sense of urgency is expected in response to the situation.
- 10.13.13.** As part of the simulated extinguishing process, any equipment that could exacerbate the situation must be removed, e.g. oxygen bottles, life jackets.
- 10.13.14.** 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.
- 10.13.15.** After the simulated fire has been extinguished, the overhead bin must be opened completely, and the source of the fire must be investigated.
- 10.13.16.** Galley area – garbage bin, upper electrical area or oven
- a) For the fighting of any of these simulated fires, the PBE and gloves must be donned.
 - b) The PBE must be donned before opening any areas suspected to be on fire.
 - c) The immediate area that may be prone to heat conduction must be checked for heat, using a tactile method.

- d) When using the tactile method, one glove must remain on and one glove may be removed to test for heat.
- e) When using the tactile method, the back of the hand must be used.
- f) The students must ensure that they are in a protected position before opening any area suspected to be on fire.

10.13.17. Confined area – lavatory waste bin

- a) The PBE and gloves must be donned before entering the lavatory area.
- b) The immediate area that may be prone to heat conduction must be checked for heat, using a tactile method.
- c) When using the tactile method, one glove must remain on and one glove may be removed to test for heat.
- d) When using the tactile method, the back of the hand must be used.
- e) The students must ensure that they are in a protected position before opening any door where a fire is suspected.
- f) 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.
- g) After entering the toilet/ lavatory area, the toilet door is to remain open.
- h) The toilet door must be closed once the fire has been extinguished.

10.13.18. Hidden area – behind panels

- a) The PBE and gloves must be donned before accessing the simulated hidden fire.
- b) The immediate area that may be prone to heat conduction must be checked for heat, using a tactile method.
- c) When using the tactile method, one glove must remain on and one glove may be removed to test for heat.
- d) When using the tactile method, the back of the hand must be used.
- e) The student must ensure that they are in a protected position before prying open the panel where a fire is suspected.

10.13.19. Dangerous goods items

- a) The PBE and gloves must be donned before dealing with a dangerous goods item fire.
- b) Dangerous goods protocol must be followed when dealing with a dangerous goods item.

11. Live firefighting

11.1. This drill must be assessed in a simulator approved for live firefighting.

11.2. The student is required to fight actual fires in each of the areas.

11.3. Each student must be assessed individually when fighting each fire.

11.4. Because this is a single crew assessment, the communication protocol need only be assessed for one of the firefighting scenarios.

11.5. Gloves and smoke hoods are to be worn when fighting any fire.

11.6. Different firefighting scenarios must be assessed, including:

11.6.1. Cabin area – under seat, seat (if electrically operated), overhead bin or closet

- a) If the seat is not electrically operated, any non-flammable liquid may be used to extinguish the fire.

- b) The fire must be extinguished as soon as possible; therefore speed and a sense of urgency is expected in response to the situation.
- c) After the fire extinguisher has been deployed in the overhead bin, the surrounding bins must be checked for heat and possible spread of fire.
- d) After the fire has been extinguished, the overhead bin must be opened completely, and the source of the fire must be investigated.
- e) As part of the extinguishing process, any equipment that could exacerbate the situation must be removed, e.g. oxygen bottles, life jackets.

11.6.2. Galley area – garbage bin, upper electrical area or oven

- a) For the fighting of any of these fires, the PBE and gloves must be donned.
- b) The PBE must be donned before opening any areas suspected to be on fire.
- c) The immediate area that may be prone to heat conduction must be checked for heat, using a tactile method.
- d) When using the tactile method, one glove must remain on, and one glove may be removed to test for heat.
- e) When using the tactile method, the back of the hand must be used.
- f) The students must ensure that they are in a protected position before opening any area suspected to be on fire.

11.6.3. Confined area – lavatory waste bin

- a) The PBE and gloves must be done before entering the lavatory area.
- b) The immediate area that may be prone to heat conduction must be checked for heat, using a tactile method.
- c) When using the tactile method, one glove must remain on and one glove may be removed to test for heat.
- d) When using the tactile method, the back of the hand must be used.
- e) The students must ensure that they are in a protected position before opening any door where a fire is suspected.
- f) 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.
- g) After entering the toilet/ lavatory area, the toilet door is to remain open.
- h) The toilet door must be closed once the fire has been extinguished.

11.6.4. Hidden area – behind panels

- a) The PBE and gloves must be donned before opening the hidden fire.
- b) The immediate area that may be prone to heat conduction must be checked for heat, using a tactile method.
- c) When using the tactile method, one glove must remain on, and one glove may be removed to test for heat.
- d) When using the tactile method, the back of the hand must be used.
- e) The students must ensure that they are in a protected position before prying open the panel where a fire is suspected.

11.7. For live firefighting, the student must demonstrate the communication process under single cabin crew member conditions.

11.8. The “LISTEN” acronym is commonly used as the communication guideline:

11.8.1. L – Location of fire

- 11.8.2. I – Intensity of smoke or flames
- 11.8.3. S – Colour of smoke
- 11.8.4. T – Type of fire/ what was burning
- 11.8.5. E – Number of extinguishers that have been used
- 11.8.6. N – Has the fire been neutralized or not

11.9. Wet ditching

- 11.9.1. This drill must be assessed in an approved swimming pool.
- 11.9.2. Each student must dress in clothing that will simulate the feeling of resistance offered by clothing in water.
- 11.9.3. The student must not touch the side of the swimming pool while demonstrating the drill.
- 11.9.4. The student must not gain support by standing in the swimming pool while demonstrating the drill.
- 11.9.5. The 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.
- 11.9.6. Raft management and the identification of the various components of the raft do not have to be conducted in water.

11.10. Pilot incapacitation

- 11.10.1. This drill must be assessed using an approved flight deck crew member seat.

11.11. Cabin crew member incapacitation

- 11.11.1. This drill must be assessed using an approved cabin crew member seat.

12. TIMING OF ASSESSMENTS

- 12.1. Planning of the assessment schedule shall consider adequate time to be given for all candidates to participate in all required drills during the assessment.
- 12.2. Planning of the assessment schedule shall consider adequate time to be given for the re-assessment of candidates, if required.
- 12.3. The guideline for the time allocated to assessments is as below.
- 12.4. It must 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 that require drills to be assessed in both the single crew environment and multi-crew environment.

INDIVIDUAL ASPECTS	TIME PER PERSON
Communication system <ul style="list-style-type: none"> • Public address 	5 minutes
Passenger briefing <ul style="list-style-type: none"> • Non-crewed exit • Special category pax 	10 minutes
Passenger briefing <ul style="list-style-type: none"> • Safety demonstration 	5 minutes
Equipment drills	20 minutes

INDIVIDUAL ASPECTS	TIME PER PERSON
PFCs of the following equipment (minimum) <ul style="list-style-type: none"> • Portable Oxygen Bottle • First Aid Kit • Flashlight • Crew Life Jacket • Extra Adult Life Jackets • Extra Infant Life Jackets • Fire Extinguisher • Portable Breathing Equipment • Fire Gloves • Fire Axe • Megaphone 	
Equipment drills Use of the following equipment (minimum) <ul style="list-style-type: none"> • Portable Oxygen Bottle • Flashlight • Adult Life Jacket • Adult Life Jacket on a Child • Infant Life Jacket • Fire Extinguisher (at least 1 type) • Portable Breathing Equipment (at least 2 types) • Megaphone 	25 minutes
Pilot Incapacitation	5 minutes
Pre-take-off checks	3 minutes
Pre-landing checks	3 minutes
Post landing checks	3 minutes
Live Firefighting	20 minutes
Wet Ditching including Raft management	15 minutes
Evacuation – Unanticipated emergency - land and ditching	15 minutes
MULTI CREW ASPECTS	INITIAL TRAINING PER GROUP
Simulated Firefighting	15 minutes
Evacuation – Anticipated emergency landing and ditching	45 minutes
Cabin Crew Member Incapacitation	3 minutes

12.5. The time planned must allow for:

12.5.1. Meeting the candidate(s)

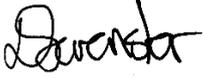
12.5.2. Conducting the pre-assessment briefing

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

12.5.4. Conducting the evaluation

12.5.5. Conducting the post-assessment debriefing

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

DEVELOPED BY: ROWLENE JANTJES		
	Danette Sevenster	08/04/2025
SIGNATURE OF M: E	NAME IN BLOCK LETTERS	DATE
REVIEWED & VALIDATED BY:		
	Paul Phooko	08 April 2025
SIGNATURE OF SM: PEL	NAME IN BLOCK LETTERS	DATE
APPROVED BY:		
	Dean Khumalo	8 April 2025
SIGNATURE OF E: SSA (Act)	NAME IN BLOCK LETTERS	DATE