



CIVIL AVIATION AUTHORITY  
OF VIET NAM

ADVISORY CIRCULAR  
AC 14-004

## ACCEPTABLE CABIN CREW TRAINING AND APPROVAL

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### SECTION 1 GENERAL

#### 1.1 PURPOSE

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

#### 1.2 STATUS OF THIS ADVISORY CIRCULAR

This is an original issuance of this AC.

#### 1.3 BACKGROUND

- A. The training and qualification of the AOC holder's employees is critical to the cabin safety operations. Ensuring that the content of the Cabin Crew Training Program are in compliance with the applicable regulations, relevant safety standards and the approved procedures is critical to these operations.
- B. Cabin Crew Training Program applies, and is designed to be comprehensive in content, yet flexible in presentation. This training program incorporates the regulatory requirements of VAR 07, VAR 14 in order to qualify individuals as AOC Holder's Cabin Crew and to maintain qualification in that position.

#### 1.4 APPLICABILITY

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

#### 1.5 RELATED REGULATIONS

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

- VAR Part 7, Aviation Personnel License ;
- VAR Part 9, Approved Training Organizations;
- VAR Part 10, Operations of Aircraft;
- VAR Part 12, Air Operator Certification and Administration
- VAR Part 13, AOC Passenger Carrying Requirements;

- VAR Part 14, AOC Personnel Qualification ;
- VAR Part 15, Fatigue Management;
- VAR Part 18, Transportation of Dangerous Good by Air

## 1.6 RELATED PUBLICATIONS

For further information on this topic, individuals, instructors and examiners are invited to consult the following publications—

International Civil Aviation Organization (ICAO)

- ICAO Annex 1- Personnel Licensing,
- ICAO Annex 6- Operations of Aircraft, Parts 1 & 3 - International Commercial Air Transport,
- Document 10002, Cabin Safety Training Manual,
- Document 9941, Competency Based Training Methodology,
- Document 9995, Manual of Evidence-Based Training,
- Document 10072, Manual on the Establishment of Minimum Cabin Crew Requirements.

## 1.7 DEFINITIONS & ACRONYMS

**A. The following definitions are used in this advisory circular—**

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

supervision approved by a Contracting State that, where applicable, is conducted within an approved training organization.

- 9) **Attendant panel.** Control panel(s) intended for use by cabin crew to operate and/or monitor aircraft systems relevant to cabin crew duties during normal operations and in the event of emergency situations.
- 10) **Baggage.** Personal property of passengers or crew carried on an aircraft by agreement with the operator.
- 11) **Barostatic.** An atmospheric pressure, used in forecasting the weather and determining altitude, derived using a barometer.
- 12) **Base Aircraft.** An aircraft identified by a AOC holder for use as a reference to compare differences with another aircraft.
- 13) **Cabin crew member.** A crew member who performs, in the interest of safety of passengers, duties assigned by the operator or the pilot-in-command of the aircraft, but who shall not act as a flight crew member.
- 14) **Cabin Emergency Evacuation Training Dvice (CEET).** The Cabin Emergency Evacuation Training Dvice (CEET) provide a comprehensive and flexible solution to the training of cabin crew in Safety and Emergency Procedures (SEP) as required by the operator through an immersed cabin environment for cabin crew with these cabin simulators.
- 15) **Categories of Training.** A classification of training based on the previous qualification of the flight crew member. The categories of training are—
  - a) initial training
  - b) aircraft type training
  - c) differences training/transition training
  - d) upgrade training
  - e) recurrent training
  - f) requalification training.
- 16) **Change management.** A formal process to manage changes within an organization in a systematic manner, so that changes which may impact identified hazards and risk mitigation strategies are accounted for, before the implementation of such changes.
- 17) **Checking and Qualification Modules.** An integral part of a qualification curriculum segment, which contains checking and qualification requirements specified under Part 14.
  - For example, a qualification curriculum segment may contain a competency check module, a consolidation of knowledge and skills module.
- 18) **Classroom training.** In-person, instructor-led training which may include group exercises and interactive instructional sessions.
- 19) **Clean aircraft concept.** All critical surfaces of an aircraft must be clean of any surface contamination. The critical surfaces of an aircraft are the wings, control surfaces, rotors, propellers, horizontal stabilizers, vertical stabilizers or any other stabilizing surface. In the case of an aircraft with rear mounted engines, the upper surface of the fuselage is also a critical surface.

- 20) **Clear zone.** The area of the passenger cabin immediately in front of the flight crew compartment door, including galleys and lavatories.
- 21) **Common Type Rating.** Common type rating is a term used to describe a relationship between type ratings for aircraft with different type certificates (TC) that have no greater than level D training differences.
- 22) **Consolidation of Knowledge and Skills.** A process by which a cabin crew, through practice and practical experience, increases proficiency in newly acquired knowledge and skills.
- 23) **Courseware.** Instructional material developed for each curriculum.
- This is information in lesson plans, instructor guides, computer software programs, audiovisual programs, workbooks, aircraft operating manuals, and handouts.
  - Courseware must accurately reflect curriculum requirements, be effectively organized, and properly integrate with instructional delivery methods.
- 24) **Currency.** The experience necessary, within a specified period of time, for the safe operation of aircraft, equipment, and systems. Currency may include, but is not limited to, recent experience.
- 25) **Curriculum.** A complete training agenda specific to an aircraft type, a flight crew member duty position, and a category of training.
- An example is a “CC Initial New Hire” curriculum.
- 26) **Curriculum Segment.** The largest subdivision of a curriculum containing broadly related training subjects and activities based on regulatory requirements.
- Curriculum segments are logical subdivisions of a curriculum, which can be separately evaluated and individually approved.
  - Examples are a ground training segment and a flight training segment.
  - Each curriculum segment consists of one or more training modules.
- 27) **Dangerous goods.** Articles or substances which are capable of posing a risk to health, safety, property or the environment and which are shown in the list of dangerous goods in the Technical Instructions or which are classified according to those Instructions.

NOTE. — *Dangerous goods are classified in Annex 18 — The Safe Transport of Dangerous Goods by Air, Chapter 3.*

- 28) **Defences.** Specific mitigating actions, preventive controls or recovery measures put in place to prevent the realization of a hazard or its escalation into an undesirable consequence.
- 29) **Designated Related Aircraft.** Any two or more aircraft of the same make with different TCs that have been designated as related by the CAAV based on a request for the AOC holder.
- This designation may allow credit between those aircraft to be applied for training, checking, recent experience, supervised line experience, operating cycles, and line operating flight time for consolidation of knowledge and skills.
- 30) **Disinfection.** The procedure whereby health measures are taken to control or kill infectious agents on a human or animal body, in or on affected parts of aircraft, baggage, cargo, goods or containers, as required, by direct exposure to chemical or physical agents.

- 31) **Disinsection.** The procedure whereby health measures are taken to control or kill insects present in aircraft, baggage, cargo, containers, goods and mail.
- 32) **Duty Position.** The functional or operating position of a Cabin Crew crew member or flight dispatcher.
- For operations under Part 10, 12, duty positions are Cabin Crew
- 33) **Duty period.** A period which starts when a flight or cabin crew member is required by an operator to report for or to commence a duty and ends when that person is free from all duties.
- 34) **Duty.** Any task that flight or cabin crew members are required by the operator to perform, including, for example, flight duty, administrative work, training, positioning and standby when it is likely to induce fatigue.
- 35) **Embarkation.** The boarding of an aircraft for the purpose of commencing a flight, except by such crew or passengers as have embarked on a previous stage of the same through-flight.
- 36) **Emergency exit.** Door, window exit, or any other type of exit (e.g. hatch in the flight deck, tail cone exit) used as an egress point to allow maximum opportunity for cabin evacuation within an appropriate time period.
- 37) **Emergency locator transmitter (ELT).** A generic term describing equipment which broadcast distinctive signals on designated frequencies and, depending on application, may be automatically activated by impact or be manually activated. An ELT may be any of the following:
- Automatic-fixed ELT (ELT(AF)). An automatically activated ELT which is permanently attached to an aircraft.
  - Automatic-portable ELT (ELT(AP)). An automatically activated ELT which is rigidly attached to an aircraft but readily removable from the aircraft.
  - Automatic-deployable ELT (ELT(AD)). An ELT which is rigidly attached to an aircraft and which is automatically deployed and activated by impact, and, in some cases, also by hydrostatic sensors. Manual deployment is also provided.
  - Survival ELT (ELT(S)). An ELT which is removable from an aircraft, stowed so as to facilitate its ready use in an emergency, and manually activated by survivors
- 38) **Eligibility Period.** Three calendar-months (the calendar-month before the training/checking month, the training/checking month, and the calendar-month after the training/checking month).
- During this period, a crew member must satisfactorily complete the required recurrent ground or flight training, flight check, proficiency check, competency check, or line check to remain in a qualified status.
  - Training or checking completed during the eligibility period is considered to be completed during the training/checking month.
- 39) **Element.** An integral, subject-oriented (not task-oriented) part of a training, checking, or qualification module.
- For example, an electrical power ground training module may include such elements as a direct current (DC) power system, an alternating current (AC) power system, and circuit protection.

- 40) **Event.** An integral, task-oriented part of a training, checking, or qualification module that requires the use of a specific procedure or procedures.
- A training event provides a student an opportunity for instruction, demonstration, and/or practice using specific procedures.
  - A checking or qualification event provides an evaluator the opportunity to evaluate a student's ability to correctly accomplish a specific task without instruction or supervision.

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

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

- 42) **Error management.** The process of detecting and responding to errors with countermeasures that reduce or eliminate the consequence of errors and mitigate the probability of further errors or undesired states.
- 43) **Exanthematous diseases.** Relating to an exanthema: a skin eruption occurring as a symptom of an acute viral or coccal disease, as in scarlet fever or measles.
- 44) **Fatigue.** A physiological state of reduced mental or physical performance capability resulting from sleep loss or extended wakefulness, circadian phase, or workload (mental and/or physical activity) that can impair a crew member's alertness and ability to safely operate an aircraft or perform safety-related duties.
- 45) **Fatigue risk management system (FRMS).** A data-driven means of continuously monitoring and managing fatigue-related safety risks, based upon scientific principles and knowledge as well as operational experience that aims to ensure relevant personnel are performing at adequate levels of alertness.
- 46) **Ground handling.** Services necessary for an aircraft's arrival at, and departure from, an airport, other than air traffic services.
- 47) **Hands-on exercise.** Exercise on the use of equipment/aircraft systems that is conducted without a specific context. Equipment that is removed from operation, or other representative training equipment considered acceptable by State, can be used for the purposes of this training.
- 48) **Human factors principles.** Principles which apply to aeronautical design, certification, training, operations and maintenance and which seek safe interface between the human and other system components by proper consideration to human performance.
- 49) **Human performance.** Human capabilities and limitations which have an impact on the safety and efficiency of aeronautical operations.
- 50) **Hypoglycaemic attack.** Pertaining to or characterized by hypoglycaemia: abnormal decrease in concentration of glucose in the circulating blood, e.g. less than the minimum of the normal range.
- 51) **Hypothermia.** A subnormal body temperature significantly below 37°C.
- 52) **Hypoxia.** A deficiency of oxygen in inspired gases, arterial blood or tissue, short of anoxia (almost complete absence of oxygen)

- 53) **Initial Equipment/Procedures Training.** The training required for crew members or flight dispatchers when the operator is introducing new equipment or procedures as these are related to the particular variant of aircraft and the duty position of the employee.
- 54) **In-flight.** The period from the moment all external aircraft doors are closed following boarding through the moment when one external door is opened to allow passengers to leave the aircraft or until, if a forced landing, competent authorities take over responsibility for the aircraft and individuals and property on the aircraft. For the purpose of the Tokyo Convention an aircraft is considered to be in flight from the moment when power is applied for the purpose of take-off until the moment when the landing run ends.
- 55) **In-charge cabin crew member.** Cabin crew leader who has overall responsibility for the conduct and coordination of cabin procedures applicable during normal operations and during abnormal and emergency situations for flights operated with more than one cabin crew member
- 56) **Instructional Delivery Methods.** Methodology for conveying information to a student.
- This may include lectures, demonstrations, audiovisual presentations, programmed and directed self-study workshops, and drills.
  - Ground training devices (GTD), aircraft, and computer workstations are also considered instructional delivery methods.
- 57) **Modular Training.** The concept of program development in which logical subdivisions of training programs are developed, reviewed, approved, and modified as individual units.
- The same curriculum segments and modules may be used in multiple curricula.
  - The modular approach allows great flexibility in program development and reduces the administrative workload on both operators and instructors in the development and approval of these programs.
- 58) **New Hire.** This term is used to differentiate between the initial qualification curriculum requirements that will be required for a newly employed, crew member. There are two general types of new hire employees.
- New Hire: No Previous Airline Qualification
  - New Hire: Previous Airline Qualification
- 59) **Operations manual.** A manual containing procedures, instructions and guidance for use by operational personnel in the execution of their duties.
- 60) **Operator.** A person, organization or enterprise engaged in or offering to engage in an aircraft operation.
- 61) **Performance criteria.** Simple, evaluative statements on the required outcome of the competency element and a description of the criteria used to judge whether the required level of performance has been achieved.
- 62) **Person with disabilities.** Any person whose mobility is reduced due to a physical incapacity (sensory or locomotor), an intellectual deficiency, age, illness or any other cause of disability when using transport and whose situation needs special attention and the adaptation to the person's needs of the services made available to all passengers.
- 63) **Pilot-in-command.** The pilot designated by the operator, or in the case of general aviation, the owner, as being in command and charged with the safe conduct of a flight.

- 64) **Pressure-altitude.** An atmospheric pressure expressed in terms of altitude which corresponds to that pressure in the Standard Atmosphere.
- 65) **Prophylaxis.** Prevention of disease or injury or a process which can lead to disease or injury.
- 66) **Protective breathing equipment (PBE).** Breathing equipment providing full, sealed protection against smoke, fumes, etc., covering the head, the collar and upper shoulder area. Fifteen-minutes minimum oxygen supply per PBE is recommended.
- 67) **Programmed hours.** Each curriculum and curriculum segment must include the programmed hours that the AOC holder will apply to the training.
- 68) **Related Aircraft.** Any two or more aircraft of the same make with either the same or different TCs that have been demonstrated and determined by the CAAV to have commonality.
- 69) **Related Aircraft Differences Training.** The Cabin crew member training for aircraft with different TCs that have been designated as “related” by the CAAV
- 70) **Requalification Training.** The training required for Cabin crew members previously trained and qualified, but who have become unqualified due to not having met within the required period the applicable recurrent training requirements of Part 14, Subpart H or the proficiency or competency check requirements of Part 14, Subpart E.
- 71) **Safety management system.** A systematic approach to managing safety, including the necessary organizational structures, accountabilities, policies and procedures.
- 72) **Safety risk.** The predicted probability and severity of the consequences or outcomes of a hazard.
- 73) **Simulated exercise.** Exercise representing a full context scenario (e.g. aircraft evacuation) where cabin crew apply the operator’s procedures and associated crew responsibilities for dealing with the specific situation. This is typically conducted in a representative training device capable of reproducing the appropriate environment/equipment characteristics (e.g. cabin, flight deck, accessible cargo compartment, crew rest area, etc.), or on an actual aircraft.
- 74) **Simulator.** An apparatus which provides an accurate representation of the flight deck and/or cabin of a particular aircraft type to the extent that the mechanical, electrical, electronic, etc., aircraft systems control functions, the normal environment of flight crew members and/or cabin crew members and the performance and characteristics of that type of aircraft are realistically simulated.
- 75) **Special categories of passengers.** Persons who need special conditions, assistance, or equipment when travelling by air. These may include but are not limited to:
- a) infants;
  - b) unaccompanied children;
  - c) persons with disabilities;
  - d) persons with mobility impairments;
  - e) persons on stretchers; and
  - f) inadmissible passengers, deportees or persons in custody.



- 76) **Specialized Operations Training.** The training required for Cabin Crew for operations identified by the CAAV as “specialized” related to the particular variant of aircraft and the duty position of the employee
- 77) **State of the Operator.** The State in which the operator’s principal place of business is located or, if there is no such place of business, the operator’s permanent residence.
- 78) **Sterile flight deck.** During critical phases of flight and all flight operations (except cruise) conducted below 10 000 feet, no crew member may engage in any activity or conversation that is not required for safe operation of the aircraft. Non-essential cockpit-cabin communication is prohibited during this period.
- 79) **Technical Instructions.** The Technical Instructions for the Safe Transport of Dangerous Goods by Air (Doc 9284), approved and issued periodically in accordance with the procedure established by the ICAO Council
- 80) **Testing and Checking.** Methods for evaluating students as they demonstrate a required level of knowledge in a subject and, when appropriate, apply the knowledge and skills learned in instructional situations to practical situations.
- 81) **Training hours.** The total amount of time necessary to complete the training required by a curriculum segments. This must provide an opportunity for instruction, demonstration, practice, and testing (as appropriate).
- This time must be specified in hours on the curriculum segment outline.
  - A training hour includes time for normal breaks, usually 10 minutes each hour. Lunch breaks are not included.
- 82) **Training Module.** A subpart of a curriculum segment that constitutes a logical, self-contained unit.
- For example, a ground training curriculum segment could logically be divided into modules pertaining to aircraft systems (such as hydraulic, pneumatic, and electrical).
  - As another example, a flight training curriculum segment is normally divided into flight periods, each of which is a separate module.
- 83) **Training Program.** A system of instruction that includes curricula, facilities, CEET, training equipment, instructors, and DCCes, courseware, instructional delivery methods, and testing and checking procedures.
- This system must satisfy the training program requirements of Part 14 and ensure that each person remains adequately trained for each aircraft, duty position, and kind of operation in which the person serves.
- 84) **Training/Checking Month (Base month).** The calendar-month during which a cabin crew member is due to receive—
- a) required recurrent ground training,
  - b) a required competency check, or
  - c) a required line check.
- 85) **Transition/Difference Training.** The training required for cabin crew who have qualified and served in the same capacity on another aircraft type with the same operator.

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

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

Level 2 — Physically abusive behaviour;

Level 3 — Life-threatening behaviour;

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

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

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

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

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

90) **Tokyo Convention.** Convention on Offences and Certain Other Acts Committed on Board Aircraft, signed at Tokyo on 14 September 1963.

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

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

- A type rating is normally assigned to a single aircraft type, typically make and model (e.g., B787).
- However, in some cases, a different series of the same model may require a different type rating. For example, the B747-200 and B747-400 series require one type rating (B747), but the B-747-400 and -800 require a different type rating (B-747-4).
- An aircraft that has commonality with another aircraft may be assigned a type rating that is considered in common with another type rating (e.g., A330 and A350).

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

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

- 1) **AC** = Advisory Circular
- 2) **AOC** = Air Operator Certificate
- 3) **ATO** = Approved Training Organization
- 4) **AVEC** = Aviation Security
- 5) **CAAV** = Civil Aviation Authority of Vietnam
- 6) **CCM** = Cabin Crew Member
- 7) **CRM** = Crew Recourse Management

- 8) **DCCE** = Designated Cabin Crew Examiner
- 9) **FA** = First Aid
- 10) **FM** = Fatigue Management
- 11) **FSSD** = Flight Safety Standards Department
- 12) **PIC** = Pilot in Command
- 13) **PUR/CM** = Purser/Cabin Manager
- 14) **SIC** = Second in Command (Co-Pilot)
- 15) **SMS** = Safety Management System
- 16) **TOC** = Table of Contents
- 17) **VAR** = Vietnam Aviation Regulations

## **SECTION 2 REQUIREMENTS OF APPROVAL CABIN CREWS**

### **2.1 GENERAL**

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

### **2.2 EDUCATIONAL QUALIFICATION**

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

### **2.3 AGE**

The applicant shall be not less than 18 years of age.

### **2.4 QUALIFICATIONS**

- A. The ability to read, speak, write and understand a designated common language to ensure appropriate communication with both crew members and passengers;
- B. The ability to retrieve safety and emergency equipment and open and close overhead bins on the aircraft, from a standing position;
- C. The ability and strength to operate equipment/systems, as applicable to the operator's procedures during normal, abnormal and emergency situations and to the aircraft type(s) to which the cabin crew member will be assigned duties;
- D. Clear of a criminal record/pass a security background check; and
- E. Meet any other requirements, as defined by the operator or the operator itself (e.g. pass a swim test, undergo a medical assessment).

### **2.5 ROLE OF CABIN CREW**

- A. A cabin crew member as a crew member who performs, in the interest of safety of passengers, duties assigned by the operator or the pilot-in-command of the aircraft, but who shall not act as a flight crew member. Traditionally, the role of cabin crew members

focused on the evacuation of an aircraft in the event of an accident. However, cabin crew members also play an important proactive role in managing safety, which can contribute to the prevention of accidents. This role includes, but is not limited to:

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

## **2.6 CABIN CREW SAFETY TRAINING**

- A. The role that cabin crew members play, both in terms of day-to-day safety management in normal operations and in the event of an abnormal or emergency situation, requires that they undergo specialized and thorough training to gain sound knowledge of their safety role and the required competencies needed to perform their duties and responsibilities.
- B. Training must focus on cabin crew members' duties and responsibilities in the event of an abnormal or emergency situation. Since accidents are statistically rare, the training programme needs to ensure that cabin crew members remain proficient and are able to execute the required tasks in the event that they occur.
- C. Cabin crew training should also address safety duties and responsibilities relating to normal day-to-day operations, and the role that cabin crew members play in maintaining safety.
- D. Joint safety and emergency training for both flight crew and cabin crew is recommended, particularly for some key topics such as crew resource management. Joint training enhances communication and coordination and promotes a better understanding of the crew members' roles and responsibilities.
- E. The role of cabin crew members is constantly expanding. Beyond safety and abnormal/emergency procedures, cabin crew members must manage security-related events, medical situations, and participate in the operator's overarching management programmes, such as safety management systems. Training should encompass all these aspects.
- F. A competency-based approach to cabin crew safety training so that cabin crew members may be proficient to perform their duties and responsibilities, and with the goal of establishing an international baseline for cabin crew competencies.

## **SECTION 3 CABIN CREW TRAINING PROGRAMME**

### **3.1 THE TRAINING PROGRAM**

A. The training program for Cabin Crews will be documented in Training Manual and approved by FSSD, CAAV and shall comprise of the following curriculum. The maximum training hours per day shall be 8 hours.

- 1) initial training;
- 2) aircraft type training;
- 3) differences training/transition training;

- 4) aircraft visit;
- 5) familiarization flight;
- 6) recurrent training;
- 7) upgrade training; and
- 8) requalification training.

NOTE.— *For assessment purposes, the pass percentage for all training shall be 80%.*

### 3.2 TRAINING CURRICULUM

- A. Each training curriculum shall include practical demonstration as applicable.
- B. Each training curriculum shall cover the differences between aircraft of the same type operated by the airline/operator to ensure that the Cabin Crew are adequately trained to perform their assigned duties on different aircraft being operated.

### 3.3 INITIAL TRAINING

- A. Initial training is required for persons who have not previously operated as a cabin crew member. The goal of initial training is to ensure that each trainee acquires the competencies, knowledge and skills required to perform the duties and responsibilities related to the safety of passengers and flight during normal, abnormal and emergency situations. This is accomplished through classroom instruction and computer-based training (CBT) complemented by a series of hands-on and simulated exercises such as first aid and fire-fighting. Cabin crew trainees must complete initial training before they are assigned duties as cabin crew members.
- B. The cabin crew member training programmes shall be adequate to ensure that each person is [Appendix 1 to VAR 13.011]:
  - 1) competent to execute those safety duties and functions which the cabin crew member is assigned to perform in the event of an emergency or in a situation requiring emergency evacuation;
  - 2) drilled and capable in the use of emergency and life-saving equipment required to be carried, such as life jackets, life rafts, evacuation slides, emergency exits, portable fire extinguishers, oxygen equipment, first-aid and universal precaution kits, and automated external defibrillators;
  - 3) when serving on aeroplanes operated above 3 000 m (10 000 ft), knowledgeable as regards the effect of lack of oxygen and, in the case of pressurized aeroplanes, as regards physiological phenomena accompanying a loss of pressurization;
  - 4) aware of other crew members' assignments and functions in the event of an emergency so far as is necessary for the fulfilment of the cabin crew member's own duties;
  - 5) aware of the types of dangerous goods, which may, and may not, be carried in a passenger cabin; and
  - 6) knowledgeable about human performance as related to passenger cabin safety duties including flight crew-cabin crew coordination.

NOTE. - *the training syllabus refer to Appendix 1*

### 3.4 AIRCRAFT TYPE TRAINING

- A. Aircraft type training is required to gain a qualification on the aircraft model that the cabin crew member will be assigned on (e.g., B787 or A350).
- B. This training should include, but is not limited to, the following elements, if applicable to the particular aircraft:
- 1) aircraft description;
  - 2) cabin configuration (number and distribution of cabin crew seats and number of passenger seats);
  - 3) cabin layout (interior design, stowage compartments such as overhead bins, and closets, etc.);
  - 4) galleys;
  - 5) lavatories;
  - 6) flight deck familiarization and egress;
  - 7) crew rest areas (normal and emergency egress) and other remote areas;
  - 8) exits (type, number, location and operation);
  - 9) assisting evacuation means (slide, slide-raft, life raft, rope, etc.);
  - 10) safety and emergency equipment, including location and operation;
  - 11) aircraft systems relevant to cabin crew duties:
    - a) air conditioning, ventilation, and pressurization systems;
    - b) communication systems and associated signaling panels;
    - c) control panels;
    - d) electrical system (galley, lavatory, in-flight entertainment system, in-seat electrical system, circuit breaker panels, etc.);
    - e) evacuation alarm system;
    - f) fire prevention system;
    - g) lighting system (interior, exterior and emergency lights);
    - h) oxygen system (cabin and flight deck);
    - i) smoke detection system and smoke removal; and
    - j) water and waste systems;
  - 12) installed emergency locator transmitter;
  - 13) normal procedures and the related hands-on and/or simulated exercises;
  - 14) abnormal and emergency procedures and the related hands-on and/or simulated exercises; and
  - 15) design-related elements that may impact on normal and/or emergency procedures (stairs, smoke curtain, social areas, non-forward facing passenger seats, cargo areas if accessible from the passenger compartment during flight, etc.).
- C. This training and the associated checking should be accomplished through classroom instruction, CBT as well as hands-on and simulated exercises with a representative training device capable of reproducing the appropriate environment/equipment characteristics, or on an actual aircraft.

NOTE.- *the training syllabus refer to Appendix 1*

### 3.5 DIFFERENCES TRAINING

- A. Differences training is required to gain competence before the cabin crew member is assigned to duty on an aircraft that has differences from the model or series that the crew member is previously qualified on. Examples of different models include an Airbus A320 vs. A340 or a Boeing B737 vs. B777. Examples of different series include a B777-200 vs. B777-300 or an A330-200 vs. A330-300.
- B. The training should include the following as a minimum, as applicable to the particular aircraft:
- 1) exits (type, number, location and operation);
  - 2) assisting evacuation means (slide, slide-raft, life raft, rope, etc.);
  - 3) safety and emergency equipment, including location and operation;
  - 4) aircraft systems relevant to cabin crew duties (refer to 1.7.2 (k));
  - 5) normal procedures and the related hands-on and/or simulated exercises;
  - 6) abnormal and emergency procedures and the related hands-on and/or simulated exercises; and
  - 7) design-related elements that may impact on normal and/or emergency procedures (stairs, smoke curtain, social areas, non-forward facing passenger seats, cargo areas if accessible from the passenger compartment during flight, etc.).
- C. This training and the associated checking should be accomplished through classroom instruction, CBT, as well as hands-on and simulated exercises with a representative training device capable of reproducing the appropriate environment/equipment characteristics, or on an actual aircraft.

### 3.6 AIRCRAFT VISIT

- A. The purpose of an aircraft visit is to familiarize each cabin crew member with the aircraft environment and its equipment. Each cabin crew trainee having no previous comparable operating experience should participate in a visit to an aircraft prior to participating on a familiarisation flight (refer to 3.7). The visit is typically conducted on board a stationary aircraft. Aircraft visits should be conducted by suitably qualified persons and in accordance with a syllabus described in the operations manual. They should be conducted in accordance with national regulations, where applicable.
- B. The aircraft visit should provide an overview of the aircraft's exterior, interior and systems including the following, if applicable to the particular aircraft:
- 1) cabin crew stations;
  - 2) cabin layout (interior design, stowage compartments such as overhead bins, and closets, etc.);
  - 3) galleys;
  - 4) lavatories;
  - 5) flight deck familiarisation and egress;
  - 6) crew rest areas and any other remote areas;
  - 7) safety and emergency equipment;
  - 8) exits (location and their environment);

- 9) assisting evacuation means (location and stowage);
- 10) aircraft systems relevant to cabin crew duties:
  - a) communication systems and associated signalling panels;
  - b) control panels;
  - c) electrical system (galley, lavatory, in-flight entertainment system, in-seat electrical system, circuit breaker panels, etc.);
  - d) evacuation alarm system;
  - e) fire prevention system;
  - f) lighting system (interior, exterior and emergency lights);
  - g) oxygen system (cabin and flight deck);
  - h) smoke detection system;
  - i) water and waste systems; and
- 11) cargo areas if accessible from the passenger compartment during flight.

### **3.7 FAMILIARIZATION FLIGHT [VAR 14.095]**

- A. A familiarization flight is also referred to as “line indoctrination”. Each cabin crew trainee having no previous comparable operating experience should participate in a familiarisation flight as described below. Familiarization flights should be conducted in accordance with VAR 14.095.
- B. The familiarization flight should be completed within a specified number of days of fulfilling the requirements of the ground-training portion of the operator's training programme.
- C. During the familiarization flight, the cabin crew trainee should be additional to the minimum number of operating cabin crew members required VAR 13. The familiarization flight should be conducted under supervision. It should be structured and involve the cabin crew trainee in the participation of safety-related pre-flight, in-flight, pre-landing and post-flight duties. Familiarization flights should form part of the training record for each cabin crew member.

### **3.8 RECURRENT TRAINING [VAR 14.123]**

- A. Recurrent training is conducted annually to ensure the maintenance of competencies, knowledge and skills through a series of hands-on exercises, simulated exercises, written exams, etc. for general training elements such as first-aid as well as for training elements relevant to each aircraft type on which the cabin crew member will be assigned duties. It may also be provided to familiarize crew members with new requirements, procedures and/or equipment introduced since their last training.
- B. Recurrent training ensures that cabin crew members, by practicing most competencies and skills, maintain the level of performance required for their duties and responsibilities
- C. CAAV require cabin crew to undergo annual recurrent training. For recurrent training, the content may vary in regards to the competency elements covered, the conditions used for training as well as the knowledge and skills that may be assessed, which for example may be covered over a 12-month cycle. The content of recurrent training must be covered within the cycle defined by the Operator.
- D. Recurrent training should include the following, as a minimum:



- 1) exits (type, number, location and operation);
  - 2) assisting evacuation means (slide, slide-raft, life raft, rope, etc.);
  - 3) safety and emergency equipment, including location and operation;
  - 4) aircraft systems relevant to the cabin crew duties;
  - 5) normal procedures and the related hands-on and/or simulated exercises;
  - 6) abnormal and emergency procedures and the related hands-on and/or simulated exercises, including:
    - a) fire-fighting (including a live fire-fighting exercise, as required);
    - b) smoke removal;
    - c) decompression;
    - d) evacuation on land and on water (including a wet drill, as required); and
    - e) flight and cabin crew member incapacitation;
  - 7) crew resource management;
  - 8) passenger handling and crowd control;
  - 9) aviation security procedures;
  - 10) first aid;
  - 11) dangerous goods; and
  - 12) review of recent incidents and/or accidents pertinent to the operator.
- E. This training and the associated checking should be accomplished through classroom instruction and/or CBT, and hands-on and simulated exercises with a representative training device capable of reproducing the appropriate environment/equipment characteristics, or on an actual aircraft.

NOTE.— *the training syllabus refer to Appendix 1*

### 3.9 REQUALIFICATION TRAINING

- A. Requalification training should be defined for cabin crew members whose qualifications have expired for any reason (e.g. prolonged absence from flying duties), as part of the process to regain qualification enabling the cabin crew member to perform the required duties and responsibilities. This is determined based on the applicable validity period(s), namely the time elapsed since the cabin crew member's last required training. The cabin crew member may need to follow a specific series of steps in order to regain qualification.
- B. Requalification should be conducted in accordance with VAR 14.115 see Appendix 2. The operator should establish a process, based on the applicable validity periods of the required training, to monitor when a cabin crew member's qualification(s) expire. The cabin crew member should complete the training required for requalification prior to being assigned as part of the operating crew.
- C. This training and the associated checking should be accomplished through classroom instruction, and/or CBT, as well as hands-on and simulated exercises with a representative training device capable of reproducing the appropriate environment and the equipment characteristics, or on an actual aircraft.
- D. The details of requalification programmes are provided in Appendix 1.

NOTE.— *the training syllabus refer to Appendix 1*

### 3.10 TRAINING FACILITIES AND DEVICES

#### A. Facilities and equipment for classroom-based training

##### 1) General space requirements

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

- a) the trainee work stations;
- b) the area required for hands-on exercises;
- c) the instructor work stations; and
- d) the storage area.

##### 2) Classroom facilities

The size of classrooms is dependent on the following:

- a) number of trainees in a class;
- b) trainee work station size;
- c) class configuration;
- d) size of aisles;
- e) use of media (in particular projected media); and
- f) hands-on exercises (if applicable).

The range of recommended space for each adult in a classroom varies from 1.4 m<sup>2</sup> to 6.7 m<sup>2</sup>. The wide range in recommended figures is due to the different classroom environments envisioned by designers, or the variance in allocation for certain spaces within the classroom, such as aisles and front setback.

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

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

##### 3) The learning environment

The key to a good learning environment is the elimination of discomforts and other undesirable characteristics. A good learning environment includes the following:

- a) the temperature should be comfortable;
- b) ventilation should be adequate;
- c) lighting should be of adequate level for work or viewing;
- d) distracting sound should be kept to a minimum;

- e) work areas should be aesthetically pleasing;
- f) work stations, including chairs, should be comfortable;
- g) work space should be adequate;
- h) work area should be clean;
- i) training equipment should be adequate;
- j) visual media should be visible from all angles and seats; and
- k) audio media should be audible to all present.

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

#### **4) Use of instructional aids**

Instructional aids include the use of computer-based training (CBT). For the purposes of this manual CBT may encompass the use of CD-ROMs as well as web-based training (commonly referred to as eLearning). Instructional aids can be used in a classroom setting or as part of distance learning.

CBT can provide dynamic and interactive tools to address specific portions of a training programme. CBT is predominantly relevant for knowledge objectives. A knowledge objective relates to the recall of facts, the identification of policies, rules or procedures; generally committing concepts to memory. CBT is less appropriate for evaluating hands-on motor skills or soft skills. CBT provides flexibility, allowing trainees to study at their own pace and according to their schedule. When exploring the possibility of CBT, the operator should give consideration to the technology accessible and the equipment that is required to deliver the training.

Instructor and/or technical support are recommended for CBT. If the operator chooses to conduct the CBT as part of distance learning, the review/testing of material delivered should be considered in a classroom environment. Regardless of the method used for CBT (classroom vs. distance learning), the training programme should contain a means of testing or evaluation to ensure training effectiveness, currency, and that training objectives have been met.

CBT should be accompanied by a learning management system (LMS). Consideration should be given to the design of the programme and to each individual module. These should be maintained accordingly.

#### **5) Trainee to instructor ratio**

In order to assess and evaluate a trainee's competency, there should be limits on the ratio of trainees per instructor. The different training environments and delivery methods, such as classroom, computer-based training, and hands-on instruction will require different numbers of instructors. The operator have to determine a ratio of trainees per instructor, which is satisfactory to CAAV.

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

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

When conducting practical instruction such as hands-on exercises, the trainee to instructor

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

When conducting a familiarisation flight, A maximum 01 trainees to the person who conducts the familiarisation flight.

#### **6) Representative training devices**

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

Representative training devices include:

- a) safety and emergency equipment;
- b) cabin training devices;
- c) emergency exit trainers; and
- d) facilities used for fire-fighting and water survival training.

#### **7) Safety and emergency equipment**

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

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

- **Safety equipment** means equipment installed/carried to be used during day-to-day normal operations for the safe conduct of the flight and protection of occupants (e.g. seat belts).
- **Emergency equipment** means equipment installed/carried to be used in case of abnormal or emergency situations that demand immediate action for the safe conduct of the flight and protection of occupants, including life preservation (e.g. fire extinguisher).

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

- a) general description;;
- b) use;
- c) location(s);
- d) pre-flight serviceability check(s);
- e) removal from stowage;
- f) operation;
- g) conditions for operation;
- h) operational limitations and duration of use;
- i) operation under adverse conditions;
- j) precautions for use; and
- k) post-use procedures (including relocation of equipment, if applicable).

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

- a) portable fire extinguishers;
- b) axe;
- c) protective gloves;
- d) smoke goggles;
- e) protective breathing equipment (PBE);
- f) portable oxygen equipment (bottles, passenger mask, full face mask, flight deck oxygen mask);
- g) emergency flashlight;
- h) megaphone;
- i) adult/child and infant life jackets, or other individual flotation device;
- j) baby survival cots;
- k) life raft;
- l) survival kit;
- m) installed/portable emergency signaling system (e.g. beacon, emergency locator transmitter, radio locator beacon);
- n) child restraint systems;
- o) extension seat belt;
- p) restraining device;
- q) first-aid kit, universal precaution kit, and medical kit;
- r) automated external defibrillator and associated equipment (CPR masks, shields, resuscitator bags, etc.); and
- s) any other equipment (including any additional equipment suited to the likely environment (e.g. arctic gear).

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

## **8) Cabin training devices**

Cabin Training Devices (CTDs) that are capable of recreating realistic situations can be used to provide effective training on safety and abnormal/emergency procedures. When applicable, a mock-up or simulator should be used to enable realistic simulation of cabin crew's duties without continuous need for use of actual aircraft.

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

The following components/items should be representative of those found on an aircraft:

- a) dials, handles, switches, restraint brackets, and mounting devices to be operated and the force required for their operation;

- b) the weight of emergency exit hatches;
- c) the direction of movement, associated forces and travel of all controls for all equipment, including the weight of emergency exits when operated without power assist, where applicable; and
- d) stowage location of safety and emergency equipment, secured with representative brackets or mounting devices.

If CTDs are not available, or do not meet the criteria specified in above paragraph, training may be covered through other means.

A CTD used for cabin crew training should include the following features, according to the applicable scenario:

- a) safety and emergency equipment currently required on an aircraft in locations and the restraint brackets representative of those installed on an aircraft;
- b) aircraft systems relevant to cabin crew duties representative of those installed on an aircraft, including but not limited to:
  - i. operational cabin call chimes (aural and visual indicators);
  - ii. cabin crew communications equipment and associated control panels, including an operational public address/intercom system and appropriate attendant panel(s) at the cabin crew station;
  - iii. normal and emergency cabin lighting, including fail features; and
  - iv. deployable oxygen masks for passenger and cabin crew;
- c) internal cabin markings, such as placards and exit markings;
- d) emergency exit(s);
- e) a flight deck door and related-security features;
- f) operational ordinance signs visible from each passenger seat and cabin crew station/seat;
- g) seat dimensions and seat pitch;
- h) simulated cabin windows and features necessary to darken the cabin;
- i) facilities and sufficient speakers to simulate sound effect/crash noises audible throughout the cabin; and
- j) smoke simulation capabilities.

A CTD used for emergency evacuation training should include the following features, according to the applicable scenario:

- a) dimensions and layout of the cabin that are representative of an aircraft in relation to emergency exits, galley areas and safety and emergency equipment stowage;
- b) cabin crew and passenger seat positioning that is representative to that on an aircraft, with particular accuracy for seats immediately adjacent to exits;
- c) capability to operate exits in normal and emergency modes – particularly in relation to method of operation and forces required to operate them;
- d) width, height and angle of inflated evacuation slides;
- e) a minimum of two operational emergency exits (one door and one alternate exit or two doors, as applicable) – plus one operational window exit (where applicable). CTDs may be equipped with exits representative of more than one aircraft type. However,

where possible, consideration should be given to ensure the same exit device is opposite e.g. two B747 doors opposite each other as opposed to one B747 and one A330 door;

- f) at least one cabin crew station located at an operational exit, and additional cabin crew stations depending on the grouping of exits contained in the trainer;
- g) cabin crew stations and the associated attendant panel(s) that are representative of an aircraft;
- h) simulation of an unserviceable exit(s); and
- i) simulation of hazards at emergency exits (e.g. obstacle, fire, water).

### **9) Emergency exit trainer**

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

The emergency exit trainer should:

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

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

### **10) Fire-fighting**

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

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

### **11) Water survival**

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

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

### **12) Instructional personnel**

Cabin Crew Training should be conducted by suitably qualified instructors, who have the knowledge, ability and experience to perform such training. Hence, Cabin Crew Instructors should undergo a selection process designed to assess that the individual's knowledge, capability, and competency are suitable to meet the training needs. Similarly, they have to be reassessed periodically in order to ensure that they have maintained the required level of proficiency. The Cabin Crew Instructors shall meet the criteria listed in 3.11 and Appendix 3 and have to be authorized by CAAV before assigning them with any kind of instructional privileges;

Modules and topics concerning aircraft technical shall be conducted by approved ground instructors. Human factors (CRM), FM, DGR, Security, First Aids shall be conducted by facilitators authorized by the CAAV. Topics concerning, legislation, SMS may be conducted by subject matter experts (SMEs) authorized by the post-holder training. Cabin Crew functions shall be instructed by approved Cabin Crew Instructor. Familiarization flight may be conducted under an approved In Charge Cabin Crew – Purser authorized by the post-holder training.

### **13) Use of other operator or ATO training devices**

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

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

## **3.11 COMPETENCY CHECK FOR CABIN CREW [VAR 14.085]**

- A. Since the beginning of the 12th calendar month before that service, Cabin Crew has passed the competency check prescribed in Appendix 1 to VAR 14.085 performing the emergency duties appropriate to that person's assignment.
- B. The operator shall ensure that this check is adequate to determine that the cabin crew member is competent to execute those safety duties and functions which he/she is assigned to perform in the event of an emergency or in a situation requiring emergency evacuation.
- C. Refer to Appendix 4 of this AC for competency framework for cabin crew member's duties and responsibilities during abnormal and emergency situations.

## **SECTION 4 UPGRADE TRAINING**

### **4.1 IN-CHARGE CABIN CREW (PURSER)**

- A. The In-charge cabin crew member (also referred to as cabin leader, lead cabin crew member, onboard leader, senior cabin crew member, etc.) is a cabin crew leader who has overall responsibility for the conduct and coordination of cabin procedures applicable during normal operations and during abnormal and emergency situations for flights operated with more than one cabin crew member.
- B. In multi-cabin crew operations, an In-charge cabin crew member should be designated by the operator. The In-charge cabin crew member has the responsibility to the flight crew for coordination of normal, abnormal and emergency procedures specified in the operations manual and for managing situations with the other cabin crew members. Prior to being designated as an In-charge cabin crew member, the following criteria should be met:
  - 1) minimum experience 3 years of uninterrupted serve as Cabin Crew Member and



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

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

- C. Completion of the operator's cabin crew training programme provides specialized competencies and skills relevant to becoming a qualified cabin crew member. In-charge cabin crew training is usually additional or enhanced training which is specific to the duties and responsibilities of a cabin crew member leader and provides him/her with the competencies and skills required to assume that role.
- D. The training encompasses specific aspects of the operator's standard operating procedures, which are relevant to the in-charge cabin crew member. Since the scope of this manual is limited to safety training, aspects of service training are excluded from this chapter.
- E. The goal of this training is to enable the in-charge cabin crew member to carry out all the specific tasks that are assigned to him/her during day-to-day operations and normal, abnormal and emergency situations in order to participate in the safe operation of aircraft. This training includes the interactions with the flight and cabin crew, the management of the cabin environment and interfacing with other personnel, such as ground staff, law enforcement officers, airport security, medical personnel, etc. It also includes the completion of administrative tasks related to the cabin operations.

#### **4.2 IN-CHARGE CABIN CREW TRAINING**

- A. Operators should develop a specific training programme for in-charge cabin crew members. The content of this training programme should be in accordance with national regulations, where applicable. It is highly recommended that operators make this training mandatory for any cabin crew member that is designated as In-charge cabin crew member.
- B. Overall, in-charge cabin crew member training should cover the following topics, to address the competencies specified in the competency frameworks:
  - 1) briefings (in normal, abnormal and emergency situations) taking due account of special circumstances of flights (e.g. weather forecast conditions, political turmoil at destination, special categories of passengers, etc.);
  - 2) communication, cooperation and coordination with the crew and with other personnel;
  - 3) operator's procedures and legal requirements;
  - 4) administrative tasks required by the operator;
  - 5) human performance;
  - 6) reporting systems and requirements;
  - 7) fatigue management; and
  - 8) leadership skills.

Further guidance on these topics is presented refer to ICAO doc 10002 Cabin Crew Safety Training.

#### **4.3 CABIN CREW INSTRUCTOR REQUIREMENT**

- A. CAAV will issue of a cabin crew instructor qualification (e.g. certificate or authorization), all candidates should hold a cabin crew qualification, for which the privilege to instruct is being sought.

NOTE. - *The above requirement does not preclude a subject matter expert from being authorized to instruct on matters that deal with their area of expertise.*

#### B. Operational Experience

- 1) Work Experience: Shall have at least 5 years of uninterrupted and active in-flight experience as a cabin crew member. Out of which 2 years of experience as an In-charge Cabin Crew will be required for conducting training on aircraft operating with more than one cabin crew.
- 2) Fleet Experience: Fleet Experience (type rating) of each aircraft or successfully complete an approved type course of each aircraft type for which the instructional privilege is sought
- 3) Qualified and authorized instructors may be assigned to carry out instruction, and auditing duties to determine that all required performance standards have been satisfactorily achieved. The instructor qualifications should be in accordance with VAR 14.133 (c).

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

### 4.4 CABIN CREW INSTRUCTOR TRAINING

A. Training programmes for the instructor role should focus on development of the competencies listed in the Appendix 2 to Appendix 4. The competency framework consists of competency units, competency elements, and performance criteria. The competency framework for instructors of cabin crew should be based on the following competency units:

- 1) manage safety of the training environment;
- 2) prepare the training environment;
- 3) manage and support the trainee;
- 4) conduct training;
- 5) perform trainee assessment;
- 6) perform course evaluation; and
- 7) continuously improve performance.

NOTE. — *The operator or training organization may administer an online course evaluation, rather than tasking the instructor with performing it.*

- B. Prior to the issue of an instructor qualification, all candidates should successfully complete a formal competency assessment in the role, during the conduct of practical training. The final assessment of instructor competence should be made against the competency framework contained in the Attachment to this chapter.
- C. All instructors should receive recurrence training annual, and be re-assessed according to paragraph A in twenty-four months using a documented training and assessment process acceptable to the CAAV, implemented by the operator or training organization, or at intervals in accordance with national regulations.

#### 4.5 DESIGNATED CABIN CREW EXAMINER REQUIREMENT (DCCE)

- A. Cabin Crew has to undergo different tests and examinations before being qualified to act as a cabin crew member. These tests are to be designed to check both the theoretical interpretations and practical skills and include written examinations and performance checks as well. The cabin crew training program must contain test and check procedures which are to be carried out periodically in order to ensure that the cabin crew retains required level of knowledge and competencies all the time. Hence, the operators shall designate cabin crew examiners/check cabin crew to perform the qualifying checks and examinations as appropriate to the type of assignments. The cabin crew examiners/check cabin crew should successfully complete a formal competency assessment in their role of carrying out the prescribed tests to determine all required performance standards have been satisfactorily achieved.
- B. Authorized Cabin Crew Instructors can be designated as DCCE and will carry out all the required tests and examinations. Instructors who have imparted the training will be restricted from conducting the qualifying checks and evaluation.
- C. CAAV will issue of a DCCE qualification (e.g. certificate or authorization), all candidates should hold a cabin crew qualification, for which the privilege to examine is being sought.

NOTE. — *The above requirement does not preclude a subject matter expert from being authorized to examine on matters that deal with their area of expertise.*

- D. Qualified and authorized DCCE may be assigned to carry out assessments, and auditing duties to determine that all required performance standards have been satisfactorily achieved. The DCCE is responsible for making a determination of the actual standards attained and any recommendation for corrective action, if necessary.
- E. The DCCE qualifications should be in accordance with VAR 14.140(c).
- F. Prior to an organization authorizing the provision of examination within competency-based training environments, DCCE should undergo a selection process designed to assess that the individual's knowledge, capability and competency are suitable for the DCCE role and to determine the person's motivation. In addition, selection of an DCCE should be based on criteria intended to define a proven capability in the subject for which he/she intends to examine.
  - 1) manage safety of the training environment;
  - 2) prepare the training environment;
  - 3) manage and support the trainee;
  - 4) conduct training and competence;
  - 5) perform trainee assessment;
  - 6) perform course evaluation; and
  - 7) interview and acceptable by CAAV- FSSD.

#### 4.6 DESIGNATED CABIN CREW EXAMINER TRAINING

- A. Training programmes for the DCCE role should focus on development of the competencies listed in the Appendix 3 to Appendix 4. The competency framework consists of competency units, competency elements, and performance criteria. The competency framework for DCCE of cabin crew should be based on the following competency unit: Conduct competency-based assessment, according to paragraph 4.5F.

- B. Prior to the issue of an DCCE qualification, all DCCE should successfully complete a formal competency assessment in the role, during the conduct of practical training. The final assessment of DCCE competence should be made against the competency framework contained in the Appendix 4.
- C. All DCCE should receive recurrence training annual, and be renewal using a documented training and assessment process acceptable to the CAAV, implemented by the operator or training organization, or at intervals in accordance with VAR 14.140(c)

## Appendix 1 TRAINING SYLLABUS

Requalification and Aircraft Type Training (A/C Type), shall follow the scope as published for Initial.

	INITIAL	ANNUAL	RE-QUALIFICATION	A/C TYPE
<b>PART ONE AVIATION INDOCTRINATION</b>				
<b>AIR OPERATOR INDOCTRINATION</b>				
Air Operator Specific	X			
Cabin crew Specific	X			
<b>REGULATORY OVERVIEW</b>				
Regulatory Overview	X			
Legislation	X	X	X	
<b>AVIATION TERMINOLOGY</b>				
Terminology	X			
Terms of Reference	X			
<b>THEORY OF FLIGHT</b>				
General Aircraft Description	X			
Aerodynamics of Flight	X			
Air Traffic Control	X			
<b>PHYSIOLOGY OF FLIGHT</b>				
General	X	X	X	
Effects of Altitude	X	X	X	
<b>Total Duration (h)</b>	<b>25</b>	<b>1.5</b>		
<b>PART TWO ROLES AND RESPONSIBILITIES</b>				
<b>AIR OPERATOR</b>				
Operating Requirements	X		X	
Operations Manual/ Cabin crew Manual	X		X	
<b>CREW MEMBER</b>				
General	X	X	X	
<b>CAA VIETNAM – AVIATION/ CABIN SAFETY INSPECTORS</b>				
General	X			
<b>Total Durations (h)</b>	<b>08</b>	<b>0.5</b>		
<b>PART THREE SAFETY PROCEDURES</b>				
<b>CREW COORDINATION</b>				

General	X		X	
Crew Coordination	X	X	X	
<b>COMMUNICATION</b>				
General	X	X	X	
Communication	X	X	X	
Passenger Announcements	X			
<b>SURFACE CONTAMINATION</b>				
General	X	X	X	
Crew Member Responsibilities	X	X	X	
De-icing/Anti-icing	X	X	X	
<b>BRIEFINGS</b>				
Crew Briefings	X	X	X	
Passenger Briefings	X	X	X	
<b>SAFETY CHECKS</b>				
General	X	X	X	
<b>PASSENGER HANDLING</b>				
General	X	X	X	
Passenger Boarding	X	X	X	
<b>PASSENGER AND CREW MEMBER SEATS AND RESTRAINTS</b>				
Passenger Seating	X	X	X	X
Crew Seating	X	X	X	X
<b>CARRY-ON BAGGAGE</b>				
Passenger Carry-on Baggage	X	X	X	X
Crew Carry-on Baggage	X	X	X	X
<b>ELECTRONIC DEVICES</b>				
General	X	X		
<b>SERVICE TO PASSENGERS ON THE GROUND</b>				
General	X		X	
Crew Member Responsibilities	X	X	X	
<b>FUELLING WITH PASSENGERS ONBOARD</b>				
General	X	X	X	
Crew Member Responsibilities	X	X	X	
<b>PRE-TAKE-OFF AND PRE-LANDING</b>				
Cabin Preparation	X		X	
Crew Member Responsibilities	X	X	X	

Abnormal Situations	X	X	X	
<b>PROPELLER ABNORMALITIES</b>				
General	X	X	X	X
<b>APRON SAFETY</b>				
Hazards on Aprons	X	X	X	
Crew Member Responsibilities	X	X	X	
Helicopter Operators	X	X	X	
<b>TURBULENCE</b>				
General	X	X	X	
Crew Member Responsibilities	X	X	X	
<b>CREW MEMBER INCAPACITATION</b>				
General	X	X	X	
Pilot Incapacitation	X	X	X	
Cabin crew Incapacitation	X	X	X	
<b>FLIGHT DECK PROTOCOL</b>				
General	X		X	
<b>FUEL DUMPING</b>				
General	X		X	
<b>POST-FLIGHT DUTIES</b>				
Documentation	X	X	X	
Communication	X	X	X	
<b>OXYGEN ADMINISTRATION</b>				
General	X		X	
Procedures	X		X	
<b>Total Duration (h)</b>	<b>16</b>	<b>02</b>		
<b>PART FOUR EMERGENCY PROCEDURES</b>				
<b>FIRE FIGHTING</b>				
General	X	X	X	
Crew Member Responsibilities	X	X	X	
Procedures – Cabin	X	X	X	
Procedures – External	X	X	X	
<b>SMOKE/FUMES IN THE CABIN</b>				
General	X	X	X	
Crew Member Responsibilities	X	X	X	X
<b>RAPID DECOMPRESSIONS AND CABIN PRESSURIZATION PROBLEMS</b>				

General	X	X	X	
Crew Member Responsibilities	X	X	X	
<b>EVACUATIONS</b>				
General	X	X	X	
Crew Member Responsibilities	X	X	X	
External Factors	X	X	X	
Communication	X	X	X	
Evacuation Responsibilities	X	X	X	
Preparation for Evacuation	X	X	X	
Evacuation Procedures	X	X	X	
Rapid Deplanement	X	X	X	
Post-Evacuation	X	X	X	
Accident/Incident Review	X			
<b>CARGO FIRE TRAINING</b>				
General	X	X	X	X
Crew Responsibilities	X	X	X	X
Procedures	X	X	X	X
<b>Total Duration (h)</b>	<b>16</b>	<b>02</b>		
<b>PART FIVE EMERGENCY EQUIPMENT</b>				
<b>EQUIPMENT OVERVIEW</b>				
General	X		X	X
Accident/Incident, New Equipment and Procedures Review		X		X
<b>Total Duration (h)</b>	<b>02</b>	<b>01</b>		
<b>PART SIX AIRCRAFT SPECIFIC</b>				
<b>PHYSICAL DESCRIPTION</b>				
General	X			X
Exterior Description	X			X
Interior Description	X		X	X
<b>GALLEYS</b>				
General	X	X		X
<b>COMMUNICATION SYSTEMS</b>				
General	X			X
Interphone	X		X	X



Public Address System	X		X	X
Passenger Call System	X		X	X
Entertainment System	X		X	X
Automatic Announcement System	X		X	X
<b>LIGHTING SYSTEMS</b>				
General	X	X	X	X
<b>WATER AND WASTE SYSTEMS</b>				
General	X	X	X	X
<b>OXYGEN SYSTEMS</b>				
General	X	X	X	X
Oxygen Systems and Safety/Emergency Equipment		X		
<b>HEATING AND VENTILATION SYSTEMS</b>				
General	X	X	X	X
<b>EXITS</b>				
General	X	X	X	X
Normal Operation	X	X	X	X
Abnormal Operation	X	X	X	X
Emergency Operation	X	X	X	X
Airstairs	X	X	X	X
<b>UNIQUE FEATURES</b>				
General	X	X	X	X
<b>Total Duration (h)</b>	<b>12</b>	<b>02</b>		
<b>PART SEVEN</b>				
<b>DRILLS</b>				
Public Address System and Interphone System Drills	X		X	
Passenger Briefing Drills	X		X	
<b>AIRCRAFT EXIT OPERATION DRILLS – EACH AIRCRAFT TYPE</b>				
Equipment Criteria	X	X	X	X
Normal Door Operation Performance Criteria	X		X	X
Emergency Door Operation Performance Criteria	X	X		X
Cabin Window Exit Operation	X	X		X

Evaluation Criteria	X	X	X	X
<b>EVACUATION DRILLS</b>				
General	X	X		X
Simulation Scenarios	X	X		X
Unprepared Land and Inadvertent Water Contact Evacuation Drill Performance Criteria	X	X		
Evaluation Criteria	X	X		
Crew Prepared Land and Ditching Evacuation Drill Performance Criteria	X	X		X
Evaluation Criteria	X	X		X
<b>RAFT DRILL</b>				
Equipment Criteria	X	X	X	
Performance Criteria	X	X	X	
<b>LIFE PRESERVER DRILL</b>				
Equipment Criteria	X	X		
Performance Criteria	X	X		
<b>AIRCRAFT SLIDE DRILL</b>				
Equipment Criteria	X	X		
Performance Criteria	X	X		X
<b>FIRE FIGHTING DRILLS</b>				
General	X	X		
Equipment Criteria	X	X		
Equipment Practice	X	X		
Live Fire Fighting	X	X		
Fire Fighting/ Cabin Performance Criteria	X	X	X	
Evaluation Criteria	X	X	X	
Fires/Class B Main Deck Cargo Compartment	X	X	X	X
<b>OXYGEN ADMINISTRATION DRILL</b>				
Equipment Criteria	X		X	
Portable Oxygen Bottle Performance Criteria	X		X	
Fixed First	X		X	X

Aid Oxygen Performance Criteria				
<b>Total durations (h)</b>	<b>As Appropriate</b>	<b>As Appropriate</b>	<b>As Appropriate</b>	<b>As Appropriate</b>
<b>PART EIGHT</b>				
<b>OTHER TRAINING</b>				
<b>CABIN HEALTH AND FIRST AID TRAINING</b>				
Introduction	X			
Management of on-board medical events	X	X		
Food Safety	X	X		
<b>Total Duration (h)</b>	<b>12</b>	<b>04</b>		
<b>DANGEROUS GOODS TRAINING</b>				
General philosophy	X			
Limitations	X	X		
Labelling and marking	X	X		
Recognition of undeclared dangerous goods	X	X		
Provisions for passengers and crew; and	X	X		
Emergency procedures	X	X		
<b>Total Duration (h)</b>	<b>24</b>	<b>04</b>		
<b>HUMAN PERFORMANCE</b>				
Human factors in aviation	X			
Human error	X	X		
Cabin crew skills	X	X		
Crew resource management (may be covered separately)	X	X		
Threat and error management (tailored to cabin operations)	X	X		
Case studies (e.g. accidents/incidents)	X	X		
<b>Total Duration (h)</b>	<b>16</b>	<b>06</b>		
<b>AVIATION SECURITY</b>				
Determination of the seriousness of any occurrence	X			
Crew communication	X	X		

and coordination				
Appropriate self-defense responses	X			
Use of non-lethal protective devices assigned to crew members whose use is authorized by the CAAV	X			
Understanding of behavior of terrorists so as to facilitate the ability of crew members to cope with hijacker behavior and passenger responses	X	X		
Live situational training exercises regarding various threat conditions	X	X		
Flight crew compartment procedures to protect the aeroplane; and	X	X		
Aeroplane search procedures and guidance on least-risk bomb locations where practicable	X	X		
<b>Total Duration (h)</b>	<b>32</b>	<b>08</b>		
<b>SAFETY MANAGEMENT SYSTEM (SMS)</b>				
SMS fundamentals and overview of the operator's SMS	X			
The operator's safety policy	X	X		
Hazard identification and reporting; and	X	X		
Safety communication	X	X		
<b>Total Duration (h)</b>	<b>04</b>	<b>01</b>		
<b>FATIGUE MANAGEMENT</b>				
VAR Part 15 and applicable regulatory requirements for flight, duty and rest	X	X		
The basics of fatigue including sleep fundamentals and the effects of disturbing the	X			

	circadian rhythms;				
	The causes of fatigue, including medical conditions that may lead to fatigue	X	X		
	The effect of fatigue on performance	X			
	Fatigue countermeasures	X			
	The influence of lifestyle, including nutrition, exercise, and family life, on fatigue	X			
	Familiarity with sleep disorders and their possible treatments	X			
	Where applicable, the effects of long range operations and heavy short range schedules on individuals	X	X		
	The effect of operating through and within multiple time zones; and	X			
	The crew member responsibility for ensuring adequate rest and fitness for flight duty	X	X		
	<b>Total Duration (h)</b>	<b>16</b>	<b>02</b>		
	<b>TOTAL DURATION (h)</b>	<b>183*</b>	<b>34*</b>		

\* Duration for theory only

NOTE. — *The details training syllabus, competency frameworks, outlining a baseline for cabin crew competencies for each Module, Topic Refer to ICAO Doc 10002, Chapters 5, 6, 7, 9, 10 and 14;*

— *Duration time of recurrence training shall be completed in consecutive twelve months.*

## Appendix 2

### REQUALIFICATION TRAINING

**A) REQUALIFICATION TRAINING** – Designed to ensure that the trainee, who is returning to work following an absence during which qualifications lapsed, receives sufficient instruction to enable qualifications to be regained by successful completion of annual training.

This will encompass:

Verification of, and/or review or instruction and practice (where necessary) of those subjects which are required requalification training program content and which will not be included in the annual training;

Update on company's operating policy and procedures, company operations manual, cabin crew manual, and pre-flight safety responsibilities; and

Equipment and procedures training for any equipment or operational procedures introduced by the air operator during the term of absence.

The required subject content for requalification training is based upon initial training subject matter content; however, the air operator has some flexibility regarding the scope of the material covered. Using the initial training subject matter content as a base level, the onus is on the air operator to ensure that the trainee has sufficient knowledge and skills levels to enable the regaining of qualifications through successful completion of annual training.

### **B) CABIN CREW REQUALIFICATION REQUIREMENTS**

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

**Annual Training** – The validity of the annual training expires on the first day of the thirteenth month following the month in which the training was completed.

Where the annual training has expired, the cabin crew shall requalify as follows:

- 1) Before being returned to perform cabin crew functions, a cabin crew member whose current and qualified status has lapsed shall complete all applicable recurrent and recency requirements of VAR Part 14.
- 2) In addition to the requirements of paragraph (1), the cabin crew member shall complete, if that the period of absence from duty exceeded:
  - a) 6 consecutive months, the initial aircraft-type specific emergency training and drills; and
  - b) 12 consecutive months, all other initial training and qualification requirements

## Appendix 3

<b>COMPETENCY FRAMEWORK FOR CABIN CREW INSTRUCTOR</b>	
<b>Competency unit: 1. Manage safety of the training environment</b>	
The instructor must ensure a safe training environment at all times. The instructor must ensure the safety of trainees in his/her care.	
Competency element	Performance criteria
1.1 Ensure a safe training environment	1.1.1 Ensure that equipment meets safety requirements
	1.1.2 Communicate evacuation and occupational, health and safety procedures of the training facility
	1.1.3 Create an appropriate safe learning environment (e.g. facilities, cabin simulator, fire fighting facilities, etc.)
	1.1.4 Identify hazards and manage them (e.g. slippery floor)
<b>Competency unit: 2. Prepare the training environment</b>	
The instructor should have adequate facilities for performing the required training and possess or agree to obtain all required equipment prior to conducting any training. The instructor should consider the following sub-elements as essential to a successful outcome.	
Competency element	Performance criteria
2.1 Ensure adequate facilities and equipment	2.1.1 Ensure the facilities are scheduled and adequate to meet the learning outcomes objectives
	2.1.2 Ensure that the physical environment is suitable for learning
	2.1.3 Ensure environment and conditions exist for the training objectives
	2.1.4 Ensure that the training equipment is available, accessible and functional
	2.1.5 Follow approved training syllabus or checklists
<b>Competency unit: 3. Manage and support the trainee</b>	
The instructor should ensure that training is communicated appropriately to meet the needs of the trainee.	
Competency element	Performance criteria
3.1 Understand trainee	3.1.1 Identify and demonstrate awareness of trainee characteristics (experience, language, culture)
	3.1.2 Determine learning needs
	3.1.3 Demonstrate awareness of learning styles
3.2 Coach trainee	3.2.1 Recognize and be flexible and supportive to trainee's performance and needs
	3.2.2 Maintain appropriate interaction with trainee
<b>Competency unit: 4. Conduct training</b>	
The instructor must perform a variety of instructional methods as required for the training.	
Competency element	Performance criteria
4.1 Establish and maintain credibility	4.1.1 Demonstrate an exemplary role model's behaviour (meaning the behaviours expected in the technical role being trained, according to the competencies and related knowledge and skills)
	4.1.2 Demonstrate respect for organizational goals and requirements (SOPs, dress code, appearance, acceptable personal conduct, etc.)
	4.1.3 Clear objectives and clarify roles for the training or evaluation being undertaken
	4.1.4 Establish and maintain an atmosphere of open communication and mutual respect
4.2 Demonstrate effective presentation skills	4.2.1 Stimulate and sustain trainee's interest
	4.2.2 Sequence and pace instruction appropriately
	4.2.3 Use his/her voice effectively
	4.2.4 Use eye contact effectively

	4.2.5 Use gestures, silence, movement and training aids effectively
	4.2.6 Demonstrate effective variety of questioning skills
4.3 Demonstrate effective instruction and facilitation	4.3.1 Communicate effectively both verbally and non-verbally
	4.3.2 Listen actively and read non-verbal cues correctly and clarify, if necessary
	4.3.3 Ask appropriate questions to encourage learning or to confirm understanding
	4.3.4 Answer questions, correctly and adequately
	4.3.5 Generate content by questioning, redirecting, balancing participation, etc.
	4.3.6 Provide structure by confirming understanding, paraphrasing, summarizing, etc.
	4.3.7 Maintain a realistic approach in the conduct of the scenario
	4.3.8 Monitor comprehension and ensure proficiency
4.4 Manage time	4.4.1 Allocate time appropriately on activities
	4.4.2 Adjust time spent on activities to ensure that objectives are met
	4.4.3 Implement contingency plans for situations in which activities must be eliminated, reduced or replaced
<b>Competency unit: 5. Perform trainee assessment</b>	
The instructor should assess the trainee during instruction prior to a formal assessment by the examiner.	
<b>Competency element</b>	<b>Performance criteria</b>
5.1 Conduct general assessment	5.1.1 Monitor trainee's performance during instruction
	5.1.2 Make objective assessments on trainee's performance
	5.1.3 Provide understandable and actionable feedback to trainee
5.2 Report information on outcomes	5.2.1 Identify issues, difficulties and barriers faced by trainee
	5.2.2 Make recommendations to the training manager and/or examiner relating the performance of trainee prior to a formal assessment, if applicable
<b>Competency unit: 6. Perform course evaluation</b>	
The instructor should evaluate the effectiveness of the training system.	
<b>Competency element</b>	<b>Performance criteria</b>
6.1 Evaluate the effectiveness of a course or phase of a course	6.1.1 Evaluate trainee's feedback on the training process
	6.1.2 Evaluate trainee's mastery of end-of-course objectives
	6.1.3 Evaluate the effect of facilities, equipment and training materials on trainee's performance
6.2 Report information on course evaluation	6.2.1 Identify systemic safety issues, unexpected outcomes and barriers to the transfer of learning and strengths and/or weaknesses of the training content
	6.2.2 Make recommendations to the training programme developer for improvements relating to course design, course documentation and training media and facilities
	6.2.3 Share information with other instructors and management
<b>Competency unit: 7. Continuously improve performance</b>	
The instructor should evaluate his/her effectiveness and sustain personal development.	
<b>Competency element</b>	<b>Performance criteria</b>
7.1 Evaluate effectiveness	7.1.1 Evaluate his/her own performance as an instructor and learn from the results
	7.1.2 Seek feedback on the training course and his/her own performance from trainees and peers
	7.1.3 Encourage and welcome feedback on his/her performance as an instructor
7.2 Sustain personal development	7.2.1 Maintain required qualifications



development	7.2.2 Strive to increase and update relevant knowledge and skills
	7.2.3 Demonstrate continuous improvement of instructor competencies

NOTE. — *CAAV-FSSD guidance content of competency check. AOC and ATO shall completed form of competency check-list.*

## Appendix 4

<b>COMPETENCY FRAMEWORK FOR DESIGNATED CABIN CREW EXAMINER</b>	
<b>Competency unit: 1. Conduct competency-based assessment</b>	
The examiner must assess the trainee appropriately, objectively and correctly.	
<b>Competency element</b>	<b>Performance criteria</b>
1.1 Apply assessment methodology	1.1.1 Clarify assessment process and rules with trainee
	1.1.2 Communicate to trainee the criteria against which his/her performance will be assessed
	1.1.3 Ensure trainee is prepared to begin
1.2 Monitor trainee's performance	1.2.1 Observe behaviours and comment
	1.2.2 Allow trainee to self-correct, if applicable
	1.2.3 Identify individual differences in learning rates
1.3 Conduct objective assessments	1.3.1 Compare trainee's performance outcomes to defined objectives
	1.3.2 Apply performance standards fairly and consistently in accordance with performance criteria
	1.3.3 Ensure a level of knowledge and skill that achieves an appropriate level of safety
	1.3.4 Observe and encourage self-assessment of performance against performance standards
	1.3.5 Confidently make decision on outcome of the task
	1.3.6 Ensure assessment techniques are sufficient, valid, reliable and authentic
1.4 Provide clear and concise feedback	1.4.1 Ensure trainee fully comprehends the assessment
	1.4.2 Apply appropriate corrective actions
	1.4.3 Use facilitation techniques where appropriate
	1.4.4 Provide positive reinforcement/feedback
	1.4.5 Provide and confirm plan for improvement or remediation
1.5 Document training and performance reports	1.5.1 Submit appropriate and adequate training documentation (e.g. evaluation forms)
	1.5.2 Report clearly and accurately on trainee's performance measured against performance criteria
	1.5.3 Follow up corrective action plan, if applicable
	1.5.4 Report recognized training opportunities within the training system for the purpose of process improvement
	1.5.5 Respect confidentiality

NOTE. — CAAV-FSSD guidance content of competency check. AOC and ATO shall completed form of competency check-list.

## Appendix 5

## ANNUAL CABIN CREW COMPETENCY CHECK

<b>COMPETENCY FRAMEWORK FOR CABIN CREW MEMBER'S DUTIES AND RESPONSIBILITIES DURING ABNORMAL AND EMERGENCY SITUATIONS</b>			
<b>Competency unit: 1. Perform duties and responsibilities during an abnormal or emergency situation</b>			
The competencies described below relate to duties and responsibilities that are performed by a cabin crew member in the event of an abnormal or emergency situation.			
<b>Competency element</b>	<b>Performance criteria</b>	<b>I/C Duty</b>	<b>Reference</b>
1.1 Apply fire-fighting procedure	1.1.1 Detect and eliminate fire hazards		Operations Manual
	1.1.2 Locate source of fire		
	1.1.3 Identify the type of fire		
	1.1.4 Apply communication procedures		
	1.1.5 Use appropriate fire-fighting equipment and protective equipment, as required		
	1.1.6 Fight fire		
	1.1.7 Manage passengers and cabin, as required		
	1.1.8 Apply post-fire-fighting procedure		
	1.1.9 Complete the applicable documentation	X	
1.2 Apply smoke removal procedure	1.2.1 Detect and eliminate smoke and fumes hazard/odour		Operations Manual
	1.2.2 Identify source of smoke (or fumes)		
	1.2.3 Apply communication procedures		
	1.2.4 Use appropriate fire-fighting equipment and protective equipment, as required		
	1.2.5 Apply smoke removal technique		
	1.2.6 Manage passengers and cabin, as required		
	1.2.7 Apply post-smoke removal procedure		
	1.2.8 Complete the applicable documentation	X	
1.3 Manage cabin pressurization problem/decompression	1.3.1 Recognize signs and symptoms of		Operations Manual
	1.3.2 Don nearest Oxygen mask		
	1.3.3 Secure self and occupy nearest seat, if available		
	1.3.4 Apply communication procedures		
	1.3.5 Apply post-decompression procedure		
	1.3.6 Complete the applicable documentation	X	
1.4 Apply procedures for an anticipated emergency landing or ditching	1.4.1 Recognize emergency signal from the flight crew		Operations Manual
	1.4.2 Obtain briefing from the flight crew on the situation	X	
	1.4.3 Stow service-related items and stand-by		
	1.4.4 Brief cabin crew on the situation	X	
	1.4.5 Brief passengers		
	1.4.6 Don life jacket, in case of ditching		
	1.4.7 Assign, relocate and brief able-bodied passengers, as required		
	1.4.8 Secure cabin		
	1.4.9 Check galley		
	1.4.10 Check cabin		
	1.4.11 Check lavatory		
	1.4.12 Check crew rest area, if applicable		
	1.4.13 Check remote area, if applicable		

	1.4.14 Confirm "cabin readiness" to the flight crew	X	
	1.4.15 Comply with signal from the flight crew		
	1.4.16 Take assigned station/seat		
	1.4.17 Check aircraft door status, if applicable		
	1.4.18 Perform silent review		
	1.4.19 Comply with flight crew emergency communication		
	1.4.20 Take brace position		
	1.4.21 Shout brace commands		
	1.4.22 Complete the applicable documentation	X	
1.5 Apply procedures for an unanticipated emergency landing or ditching	1.5.1 Recognize emergency signal from the flight crew		Operations Manual
	1.5.2 Take assigned station/seat		
	1.5.3 Check door status, if applicable		
	1.5.4 Perform silent review		
	1.5.5 Comply with flight crew emergency communication		
	1.5.6 Take brace position		
	1.5.7 Shout brace commands		
	1.5.8 Complete the applicable documentation	X	
1.6 Evacuate aircraft	1.6.1 Obtain evacuation order or initiate evacuation, as applicable		Operations Manual
	1.6.2 Shout evacuation commands		
	1.6.3 Operate emergency lighting systems, if applicable		
	1.6.4 Don life jacket, in case of unanticipated ditching		
	1.6.5 Assess inside and outside conditions prior to opening exit		
	1.6.6 Open exit		
	1.6.7 Hold on to fixed part of the aircraft to prevent fall		
	1.6.8 Control crowd/manage cabin		
	1.6.9 Conduct cabin search		
	1.6.10 Take survival equipment prior to exiting the aircraft, if applicable		
	1.6.11 Evacuate the aircraft		
	1.6.12 Operate life raft or slide-raft, in case of ditching		
	1.6.13 Gather passengers away from the aircraft		
	1.6.14 Perform post-evacuation duties		
	1.6.15 Apply survival procedures		
	1.6.16 Complete the applicable documentation	X	
1.7 Apply flight crew member incapacitation procedures	1.7.1 Respond to call from the flight crew		Operations Manual
	1.7.2 Move the incapacitated flight crew member away from the controls		
	1.7.3 Secure the incapacitated flight crew member		
	1.7.4 Administer first aid		
	1.7.5 Assist the remaining flight crew member (pilot-in-command), as instructed	X	
	1.7.6 Complete the applicable documentation	X	
1.8 Apply cabin crew member incapacitation procedures	1.8.1 Administer first aid		Operation Manual
	1.8.2 Secure the incapacitated cabin crew member		
	1.8.3 Inform the flight crew		
	1.8.4 Reassign required cabin crew stations, if applicable	X	
	1.8.5 Complete the applicable documentation	X	
	1.9.1 Notify the flight crew immediately		

1.9 Apply single cabin crew member incapacitation procedures*	1.9.2 Secure the incapacitated cabin crew member		Operations Manual
	1.9.3 Administer first aid		
	1.9.4 Assign an able-bodied passenger to care for the cabin crew member		
	1.9.5 Complete the applicable documentation		
1.10 Conduct a rapid disembarkation	1.10.1 Recognize signal from flight crew or cabin crew for a rapid disembarkation		Operations Manual
	1.10.2 Apply procedure for a rapid disembarkation using applicable door(s)		
	1.10.3 Apply communication procedures		
	1.10.4 Control crowd/manage cabin		
	1.10.5 Exit the aircraft		
	1.10.6 Move away from the aircraft and manage crowd		
	1.10.7 Complete the applicable documentation	X	

NOTE. — CAAV-FSSD guidance content of competency check. AOC and ATO shall completed form of competency check-list.

