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ICAO Handbook for Cabin Crew Recurrent Training during COVID-19

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INTERNATIONAL CIVIL AVIATION ORGANIZATION

FOREWORD

Restrictions to mitigate the spread of the coronavirus disease (COVID-19), physical distancing and work place closures make it increasingly difficult for cabin crew members to complete the required annual recurrent training programme, mainly with regard to hands-on and simulated exercises such as donning of emergency equipment and participating in group drills. The inability to complete these portions of recurrent training will result in a lapse of cabin crew qualifications (and licences, where applicable), which is why a contingency plan should be implemented.

To alleviate the potential operational challenges faced by operators during the COVID-19 pandemic, States should consider options to extend the validity of cabin crew qualifications (and licences, where applicable) and allow alternative means for operators to provide recurrent training, using established regulatory approval processes. The development of online recurrent training programmes by operators can reduce the severity of operational training disruptions and enable a seamless transition when the normal operation of recurrent classroom (i.e. face-to-face) training programmes resumes.

The *ICAO Handbook for Cabin Crew Recurrent Training during COVID-19* (Doc 10148) was developed to provide guidance to States on interim measures that can be taken by operators to modify their approved training programmes due to restrictions that have been put in place to mitigate the spread of infection during the COVID-19 pandemic. It provides guidance that may be used to establish an online recurrent training programme, which can reduce the severity of operational training disruptions.

This handbook was developed with input from experts from civil aviation authorities, operators, aircraft manufacturers, training organizations and international organizations. It was thereafter submitted for an extensive peer review to account for comments from the expert community.

ICAO gratefully acknowledges the contributions of the ICAO Cabin Safety Group and experts who provided support, advice and input for this handbook.

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GLOSSARY

DEFINITIONS

Approved training — cabin crew. Training conducted under special curricula and supervision approved by a Member State that, where applicable, is conducted within an approved training organization.

Assessment. The determination by an instructor, assessor or evaluator as to whether a candidate meets a required competency standard under given conditions, by collecting evidence from observable behaviours. Assessment takes place during instruction and evaluation.

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.

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.

Classroom training. In-person, instructor-led training which may include group exercises and interactive instructional sessions.

Competency. A dimension of human performance that is used to reliably predict successful performance on the job. A competency is manifested and observed through behaviours that mobilize the relevant knowledge, skills and attitudes to carry out activities or tasks under specified conditions.

Competency standard. A level of performance that is defined as acceptable when assessing whether or not competency has been achieved.

Conditions. Anything that may qualify a specific environment in which performance will be demonstrated.

Computer-based training. Training involving instructional aids, such as computers and tablets. Computer-based training may encompass the use of data storage medium (such as CD-ROM or flash drive), as well as web-based training (commonly referred to as e-learning), distance learning and digital learning (such as virtual learning and gamification).

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.

Hands-on exercise. Exercise on the use of equipment or aircraft systems that is conducted without a specific context. Equipment that is removed from operation, or other representative training equipment considered acceptable by the State, can be used for the purposes of this training.

Hazard. A condition or an object with the potential to cause or contribute to an aircraft incident or accident.

Operator. The person, organization or enterprise engaged in or offering to engage in an aircraft operation.

Risk mitigation. The process of incorporating defences, preventive controls or recovery measures to lower the severity and/or likelihood of a hazard's projected consequence.

Safety management system (SMS). A systematic approach to managing safety, including the necessary organizational structures, accountability, responsibilities, policies and procedures.

Safety risk. The predicted probability and severity of the consequences or outcomes of a hazard.

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 or equipment characteristics (e.g. cabin, flight deck, accessible cargo compartment, crew rest area, etc.), or on an actual aircraft.

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.

ABBREVIATIONS AND ACRONYMS

AED	Automated external defibrillator
BLS	Basic life support
CBT	Computer-based training
COVID-19	Coronavirus disease 2019
CPR	Cardiopulmonary resuscitation
CRM	Crew resource management
EMK	Emergency medical kit
ELT	Emergency locator transmitter
FAK	First-aid kit
FRMS	Fatigue risk management system
LMS	Learning management system
PED	Portable electronic device
PPE	Personal protective equipment
SARPs	Standards and Recommended Practices
SMS	Safety management system
UPK	Universal precautions kit

Chapter 1

INTRODUCTION

1.1 GENERAL

1.1.1 Each operator is required to establish and maintain a training programme that is approved by the State of the Operator and is to be completed by each person before their assignment as a cabin crew member as per the requirements in Annex 6 — *Operation of Aircraft, Part I — International Commercial Air Transport — Aeroplanes*. ICAO Standards and Recommended Practices (SARPs) in Annex 6 also require cabin crew to undergo annual recurrent training.

1.1.2 Restrictions to mitigate the spread of the coronavirus disease (COVID-19), physical distancing and work place closures make it increasingly difficult for cabin crew members to complete the required annual recurrent training programme, mainly with regard to hands-on and simulated exercises such as donning of emergency equipment and participating in group drills. The inability to complete these portions of recurrent training will result in a lapse of cabin crew qualifications (and licences, where applicable), which is why a contingency plan should be implemented.

1.2 TRAINING CONTINGENCY FOR CABIN CREW DURING COVID-19

1.2.1 The socio-economic impact of the COVID-19 pandemic is yet to be determined. It has already resulted in drastic restrictions and arrangements preventing aviation personnel, including licence holders, from timely completion of necessary training and assessments needed to ensure that their qualifications, ratings and other privileges are revalidated prior to expiry.

1.2.2 To alleviate the potential operational challenges faced by operators during the COVID-19 pandemic, the State should consider options to extend the validity of cabin crew qualifications (and licences, where applicable) and allow alternative means for operators to provide recurrent training, using established regulatory approval processes.

Note.—For the purpose of this manual, “State” refers to State of the Operator, unless specified otherwise.

1.2.3 The development of online recurrent training programmes by the operator can reduce the severity of operational training disruptions. This will enable a seamless transition when the normal operation of recurrent classroom (i.e. face-to-face) training programmes resumes.

1.2.4 Due to the unforeseen circumstances associated with the pandemic, the State should work closely with its national operators to:

- a) immediately respond to mitigate the socio-economic impact of the COVID-19 pandemic and reduce the severity of training disruptions on the qualification of cabin crew members and, consequently, line operations;
- b) allow alternate means of compliance with cabin crew recurrent training requirements and modified training delivery methods until alleviations expire or until classroom training can be safely resumed; and
- c) verify that all alleviations are established using a safety risk management approach, therefore, ensuring safety risks introduced from alleviations are addressed.

1.3 TEMPORARY NATURE AND SCOPE OF ALLEVIATIONS

1.3.1 Alleviations, including exemptions related to, and alternate means of compliance with cabin crew recurrent training requirements should be clearly presented as temporary in nature. These alleviations are a means to balance the need for physical distancing (and other measures, or national requirements, meant to slow the rate of infection of COVID-19) and management of safety risks, necessary for continued operations. Therefore, the State should include a specific expiry date for the alleviations when the operator will need to resume training in compliance to the previously approved programme and the associated delivery methods.

1.3.2 The State should also define the scope of the alleviations. These should apply to cabin crew members whose recurrent training must be completed in the alleviation period established by the State (i.e. crew members whose validity expires during that time) and ending no later than the expiry date of the alleviation. The State should not permit lapses in cabin crew qualifications once training has resumed as part of a return to normal operations.

1.3.3 The operator should not use alleviations to reduce the content in the approved cabin crew recurrent training programme syllabus. The training delivery method may be modified to satisfy the need for physical distancing, however, all content needs to be either addressed or deferred for successful completion at a later date by each cabin crew member (e.g. for hands-on and simulated exercises).

1.4 GUIDELINES ON DIGITAL LEARNING FOR CABIN CREW TRAINING

The *Guidelines on Digital Learning for Cabin Crew Training* (Cir 356) provide guidance on designing, developing and using digital learning for cabin crew safety training. They also provide basic concepts and information on the processes and resources involved in digital learning development. These guidelines focus on formal learning, specifically on structured courses designed to meet job-related learning objectives for cabin crew. This manual should be used in conjunction with Cir 356, particularly with regard to Chapter 1, on the different levels of user interactivity associated with digital learning and their suitability for cabin crew training.

Chapter 2

CABIN CREW RECURRENT TRAINING

2.1 ICAO PROVISIONS ON CABIN CREW RECURRENT TRAINING

2.1.1 The *Cabin Crew Safety Training Manual* (Doc 10002) provides guidance on the content of initial and recurrent training for cabin crew. Recurrent training is conducted annually to maintain and enhance cabin crew members' competence at the desired level through a series of hands-on exercises, simulated exercises, 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 is assigned to operate. It may also be provided to familiarize crew members with new requirements, procedures and equipment introduced since their last training. Recurrent training ensures that cabin crew members maintain the required level of performance by practising most tasks and their associated competencies.

2.1.2 The content of recurrent training may vary depending on the tasks covered, the training media used for

training as well as the competencies that may be assessed within a cycle (e.g. 36-month cycle). The content of recurrent training must be covered within the cycle defined by the State.

2.1.3 Recurrent training and assessments should be accomplished through classroom instruction and/or computer-based training (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.

2.1.4 Recurrent training should include the following, as a minimum (see Doc 10002, 1.11):

- a) exits (type, number, location and operation);
- b) assisting evacuation means (slide, slide-raft, life raft, rope, etc.);
- c) safety and emergency equipment, including location and operation;
- d) aircraft systems relevant to cabin crew tasks;
- e) normal procedures and the related hands-on and/or simulated exercises;
- f) abnormal and emergency procedures and the related hands-on and/or simulated exercises;
- g) crew resource management;
- h) passenger handling and crowd control;
- i) aviation security;
- j) first aid;
- k) dangerous goods;

- l) review of recent incidents and/or accidents pertinent to the operator; and
- m) identifying and responding to trafficking in persons.

2.1.5 In addition, the operator should provide recurrent training on its safety management system (SMS) and fatigue management.

2.1.6 The main challenges being faced by operators during the COVID-19 pandemic is meeting the requirements for cabin crew members to complete hands-on and simulated exercises, such as practical demonstrations on the use of emergency equipment and participation in group drills, as described in 2.1.3. Additionally, physical distancing requirements pose challenges for classroom instruction. States' orders related to public health may result in the complete shutdown of training facilities. In some States, facilities may remain open but travel restrictions, including those on domestic flights and movements between cities by any mode of transportation may make it impossible for cabin crew members to commute to the operator's training facilities.

2.2 ALTERNATE MEANS OF TRAINING DELIVERY

2.2.1 As part of the on-going operational challenges faced with the COVID-19 pandemic, the operator may propose the use of an online recurrent training programme to reduce the severity of the operational training disruptions. The operator should design new online modules, which may be used in conjunction with existing prerequisite CBT modules.

2.2.2 Through the online recurrent training programme, the operator can cover portions of the training programme, which are typically delivered through classroom lectures. Interactive platforms (e.g. webinars) can be used to cover topics that typically call for group discussions and "questions and answers" (Q&A) sessions. Theoretical aspects related to equipment and procedures may also be covered in the online recurrent training programme. However, the hands-on and simulated exercises associated to those pieces of equipment or procedures (e.g. physical opening of an aircraft door) should be deferred until the alleviation expires or until classroom training can be safely resumed.

2.2.3 The individual approval by the State of each operator's online recurrent training programme will assist to manage the backlog of crew members affected by the alleviations. As part of the approval process, the State should verify that the operator develops modules that ensure the standard of delivery is consistent across all areas of recurrent training (e.g. safety and emergency procedures, dangerous goods, aviation security). This approach will allow for a seamless transition when classroom-training programmes return to normal operations post-pandemic.

2.3 CABIN CREW ASSESSMENTS

2.3.1 The operator should assign the online recurrent training programme to those crew members who cannot attend annual recurrent training and would subsequently have their cabin crew qualification (or licence, if applicable) validity extended by a certain time period, as approved by the State.

2.3.2 The operator should develop a plan for cabin crew members to complete the required online modules. The plan should specify the implementation start date, list which learning modules will be launched, the associated launch dates for the different portions of training (e.g. dangerous goods, aviation security), and the time allocated for completion by cabin crew members. The operator should make the modules available on an online platform, as specified in the plan, and communicate the requirement to complete the modules and the time allocated for completion to all affected cabin crew members.

2.3.3 The operator should monitor the completion of each module and verify that each assigned cabin crew member has completed the module within the allocated timeframe. The timeframe allocated for completion should be in line with the validity period of each affected cabin crew member's qualifications (and licences, where applicable). The completion of modules should be documented and cabin crew records maintained.

2.4 ASPECTS FOR CONSIDERATION BY THE OPERATOR

When exploring the use of an online recurrent training programme as an alternate means of delivering training, the operator should consider:

- a) conducting safety risk assessments and develop risk mitigations, through the established processes of its SMS, to support approval by the State of the requested modifications/alternate means of compliance;
- b) conducting a detailed training needs analysis for the State to review, as part of the approval process, to establish and determine that the required level of knowledge is maintained by cabin crew members;
- c) evaluating the capability of the digital learning platform for providing data and feedback to measure instructor effectiveness, cabin crew member competence and programme quality; and
- d) assigning an appropriate qualified evaluator to conduct module completion checks (upon successful completion of the recurrent training and assessment by cabin crew members) and to complete relevant documentation for training records, management systems records and issuance of qualification.

2.5 ASPECTS FOR CONSIDERATION BY THE STATE

When evaluating the operator's proposal for the use of an online recurrent training programme as an alternate means of delivering training, the State should consider:

- a) approval of content and online delivery;
- b) the operator's experience with digital learning (including technological proficiency of its cabin crew members);
- c) the assignment of modules;
- d) the completion of modules and method for tracking completion;
- e) the use of progressive assessments (e.g. quizzes) by the operator, based on module content, to establish cabin crew understanding;
- f) assessment methods (invigilated assessment in class availability with physical distancing or online non-invigilated assessment in lockdown circumstances);
- g) documentation process (how, when, where, tracking, date signoff extension);
- h) cabin crew members' access to internet and a computer;

- i) ease of access through the operator's learning management system (LMS);
- j) contact time allocated for cabin crew members to complete training (e.g. allocating 10 modules over a two-week period and/or providing rostered days for the completion of the modules);
- k) assessments to establish cabin crew understanding throughout modules and/or webinars for Q&A of modules;
- l) the operator's recurrent training matrix (which may be already approved by the State) – for example, for States where the content of recurrent training may be covered over a 24 or 36-month cycle; and
- m) operator's documented safety risk assessments and associated risk mitigations.

2.6 ADAPTING A TRADITIONAL TRAINING PROGRAMME DURING COVID-19

2.6.1 In a traditional approach to cabin crew recurrent training, theoretical aspects are typically covered during in-person, instructor-led training, as they encompass predominantly knowledge-based items, which do not call upon the use of equipment or aircraft systems or the application of the operator's procedures by cabin crew members. Some of these theoretical aspects may be covered via CBT. In this approach, training related to abnormal and emergency procedures, safety and emergency equipment and aircraft systems are concurrently augmented by hands-on exercises and simulated exercises. These exercises offer an acceptable level of practical experience close to what can be expected in actual occurrences.

2.6.2 In the context of the COVID-19 pandemic, all theoretical aspects usually covered in classroom training and CBT can be addressed in the online recurrent training programme. For each online module, the operator should use videos or virtual reality to demonstrate the practical application of competencies, procedures, use of equipment and aircraft systems (e.g. decompression procedures, use of oxygen) to reinforce the retention of knowledge. It should also incorporate progressive assessments (e.g. quizzes) and revision sessions (e.g. via webinars) to establish cabin crew understanding of the content. The hands-on and simulated exercises, which are an integral part of the operator's cabin crew recurrent training programme, would need to be deferred, as described in 2.2.

2.7 CONTENT OF ONLINE RECURRENT TRAINING PROGRAMME

2.7.1 The content of a recurrent training is based on the topics listed in Doc 10002 (see 2.1.4). From that list of topics, there are a series of theoretical items, which the operator may transfer to the online training programme, so that cabin crew members can complete them, as part of the alleviation measures. The operator should ensure that cabin crew members, affected by the alleviation, complete the hands on and simulated exercises, that are more critical in nature, as soon as practicable when the alleviation expires or classroom training can be safely resumed. Other items, less critical in nature, may be covered as part of the next recurrent training cycle.

2.7.2 Detailed content of an operator's online recurrent training programme is presented in Table 2-1 below. Operators can use this table as an example to modify their recurrent training programme so that it may be temporarily completed virtually. States must approve any changes to the operator's training programme and its content should be in accordance with national regulations. States can also use this table when reviewing the proposed modifications to the operator's approved recurrent training programme to ensure its completeness. The table contains information on:

- a) the recurrent training items, which the operator should address in its training programme, as per Doc 10002;

- b) theoretical items that may be covered in the online recurrent training programme;
- c) critical items (i.e. hands-on and simulated exercises, deferred due to the pandemic), which affected cabin crew members should complete when the alleviation expires or classroom training can be safely resumed; and
- d) other (less critical) items, which may be covered as part of the next recurrent training cycle.

Table 2-1. Content of online recurrent training programme

Recurrent training topic	Theoretical items for online recurrent training programme	Critical items to complete post-alleviation	Other items for next recurrent training cycle
Exits	<ul style="list-style-type: none"> – Aircraft door pre-flight checks – Aircraft door arming and disarming procedures – Aircraft door opening and closing procedures in normal operations – Aircraft door operation in emergency situations – Usable and unusable exits <p><i>Note. — For all aircraft types cabin crew will operate.</i></p>	<ul style="list-style-type: none"> – Hands-on exercise on opening and closing aircraft door (in normal and emergency modes) – Hands-on exercise on arming and disarming aircraft door, if applicable 	None/all items are critical
Assisting evacuation means	<ul style="list-style-type: none"> – Aircraft type slides and slide-rafts, as applicable – Life-raft with life-saving equipment – Lifeline <p><i>Note.— Items may be covered in evacuation.</i></p>	<ul style="list-style-type: none"> – Hands-on exercise on assisting evacuation means, if applicable <p><i>Note.— Items may be covered in evacuation.</i></p>	None/all items are critical
Safety and emergency equipment	<ul style="list-style-type: none"> – Pre-flight safety checks/equipment checks – Location and use of emergency equipment: <ul style="list-style-type: none"> • Life jackets • Oxygen equipment (portable oxygen bottle, passenger mask, full face mask, flight deck oxygen mask) • Portable breathing equipment • Portable fire extinguisher • Fire containment device • Equipment for making the pyrotechnical distress signals • Life-saving equipment (including means of sustaining life/survival kit/any additional equipment suited to the 	<ul style="list-style-type: none"> – Hands-on exercise on portable oxygen devices – Hands-on exercise on flight deck oxygen system – Hands-on exercise on donning life jacket – Hands-on exercise on retrieving and operating firefighting and protective equipment <p><i>Note.— Equipment may be covered in abnormal and emergency situations (e.g. fire, decompression, evacuation).</i></p>	<ul style="list-style-type: none"> – Axe or crowbar – Emergency response kit – Child restraint systems – Extension seat belt – Passenger safety briefing card – Safety demonstration kit – Safety harness – Seat belt – Emergency flashlight – Megaphone – Emergency locator transmitter (ELT) (automatic portable ELT and/or survival ELT) – Signalling devices (e.g. mirrors)

Recurrent training topic	Theoretical items for online recurrent training programme	Critical items to complete post-alleviation	Other items for next recurrent training cycle
	<p>likely environment, e.g. arctic gear)</p> <p><i>Note.— Equipment may be covered in abnormal and emergency situations (e.g. fire, decompression, evacuation).</i></p>		
Aircraft systems relevant to the cabin crew tasks	<ul style="list-style-type: none"> – Emergency lights – Evacuation alarm system – Oxygen systems (cabin and flight deck) – Fire suppression and extinguishing systems (smoke detectors) <p><i>Note.— Emergency lights and evacuation alarm system may be covered in the simulated exercise of an evacuation.</i></p>	<ul style="list-style-type: none"> – Hands-on exercise on the operation of the flight deck oxygen system <p><i>Note.— System may be covered in flight crew incapacitation.</i></p>	<ul style="list-style-type: none"> – Air conditioning, ventilation and pressurization systems – Communication systems and associated signalling panels – Control panels – Electrical systems – Lighting systems (interior, exterior) – Water and waste systems
Normal procedures and related hands-on and/or simulated exercises	<ul style="list-style-type: none"> – Procedures for securing the cabin and stowage of carry-on baggage – In-flight safety procedures – Turbulence procedures 	<ul style="list-style-type: none"> – Simulated exercise of the correct safety seating position in cabin crew seat for take-off/landing <p><i>Note.— The correct safety seating position may be covered in the simulated exercise of an evacuation.</i></p>	<ul style="list-style-type: none"> – Simulated exercise on conducting a pre-flight briefing – Hands-on exercise on verifying operative equipment – Hands-on exercise on securing galley equipment – Simulated exercise on securing the cabin – Simulated exercise on conducting announcements to passengers – Simulated exercise on conducting a passenger briefing – Hands-on exercise on the use of cabin crew seat belt and harness – Simulated exercise on conducting a safety demonstration – Simulated exercise of flight deck access procedures <p><i>Note.— The use of cabin crew seat belt and harness may be covered in the simulated exercise of an evacuation.</i></p>
Firefighting	<ul style="list-style-type: none"> – Firefighting procedures – Lithium battery firefighting procedures – Fire containment device – Class A and Class B firefighting techniques – Use of portable fire 	<ul style="list-style-type: none"> – Hands-on exercise on retrieving and operating firefighting and protective equipment – Simulated firefighting exercise 	<ul style="list-style-type: none"> – Live firefighting exercise using firefighting equipment <p><i>Note.— As per approved training programme or as required by the State (e.g. every 24 or 36 months).</i></p>

Recurrent training topic	Theoretical items for online recurrent training programme	Critical items to complete post-alleviation	Other items for next recurrent training cycle
	extinguisher		
Fume events	Incorporate into case study webinar, as part of firefighting	Not applicable / fully covered online	Not applicable / fully covered online
Decompression	<ul style="list-style-type: none"> – Decompression procedures and scenarios 	<ul style="list-style-type: none"> – Hands-on exercise on portable oxygen devices – Simulated decompression exercise 	None / all items are critical
Evacuation on land and on water	<ul style="list-style-type: none"> – Anticipated emergency landing procedures – Ditching scenarios – Passenger management, crowd control and post-evacuation procedures – Scenarios – sea, jungle, desert, polar and mountainous regions – Case review on previous evacuations 	<ul style="list-style-type: none"> – Hands-on exercise on the applicable equipment used during the cabin preparation for an emergency landing (e.g. donning life jacket) – Hands-on exercise on assisting evacuation means, if applicable – Hands-on exercise on survival equipment – Simulated exercise of an anticipated emergency landing or ditching – Simulated exercise of an unanticipated emergency landing or ditching – Simulated exercise of an aircraft evacuation 	None / all items are critical
Flight and cabin crew member incapacitation	<ul style="list-style-type: none"> – Flight and cabin crew incapacitation procedures – Flight deck oxygen system 	<ul style="list-style-type: none"> – Hands-on exercise on the operation of the flight deck seat, harness and flight deck oxygen system – Hands-on exercise on administering first aid <p><i>Note.— This exercise may be covered under first-aid.</i></p>	Simulated exercise of an incapacitated cabin crew member (such as crew restraint/harness)
Crew resource management (CRM)	<ul style="list-style-type: none"> – Stress and stress management, fatigue and vigilance – Workload management – Situation awareness and management of information – Cabin crew reporting of safety information (including the proactive identification of hazards) – Case studies (e.g. recent 	Not applicable/fully covered online	Other competencies outlined in the Cabin Crew Competency Framework (refer to Doc 10002)

Recurrent training topic	Theoretical items for online recurrent training programme	Critical items to complete post-alleviation	Other items for next recurrent training cycle
	accidents and incidents)		
Passenger handling and crowd control	<ul style="list-style-type: none"> – Captured under competency “passenger management”, refer to evacuation 	Refer to evacuation	Refer to evacuation
Aviation security	<ul style="list-style-type: none"> – Unruly passengers: <ul style="list-style-type: none"> • Unruly behaviour • Legal aspects of unruly passengers • Levels of threat associated with unruly behaviour • Procedures associated with each level of different threat levels • Post-incident follow-up – Preventive security measures: <ul style="list-style-type: none"> • Security measures and emerging threats • Security measures and shortfalls. • Security searches – Hijacking: <ul style="list-style-type: none"> • Flight deck access control • Cyber security • Hijacking scenarios, statistics, and procedures for hijack resolution 	<ul style="list-style-type: none"> – Hands-on exercise on the use of non-lethal protective devices assigned to crew members where their use is authorized by the State of the Operator 	<ul style="list-style-type: none"> – Hands-on exercise on appropriate self-defence responses (e.g. physical breakaway and controlling skills); – Simulated exercise of an unruly passenger situation where cabin crew apply the operator’s procedures and associated crew responsibilities for dealing with the situation – Simulated exercise on applying the bomb search and location procedures – Simulated exercise on various threat conditions, where cabin crew apply the operator’s procedures and associated crew responsibilities for dealing with the situation <p><i>Note.— As per approved training programme or as required by the State.</i></p>
First aid	<ul style="list-style-type: none"> – Basic life support (BLS) and cardiopulmonary resuscitation (CPR) – CPR in adult, child and infant – BLS (CPR and automated external defibrillator (AED)), in consideration of aircraft environment – Unconscious person, including unconscious breathing casualty 	<ul style="list-style-type: none"> – Hands-on exercise on demonstrating CPR and operating the AED, if applicable – Hands-on exercise on retrieving and using the portable oxygen bottle – Simulated exercise of an ill passenger/crew member where the cabin crew member demonstrates that they can recognize and respond to the situation using the appropriate first-aid techniques to the specific illness or injury 	<ul style="list-style-type: none"> – Hands-on exercise on retrieving the first-aid kit (FAK), universal precautions kit (UPK), emergency medical kit (EMK), and telemedicine device, as available – Hands-on exercise on using the FAK – Hands-on exercise on using the EMK, UPK, telemedicine device, if applicable – Simulated exercise where the cabin crew will apply the operator’s procedures for responding to an in-flight medical event

Recurrent training topic	Theoretical items for online recurrent training programme	Critical items to complete post-alleviation	Other items for next recurrent training cycle
Dangerous goods (within 24 months of previous training) ¹	<ul style="list-style-type: none"> – General philosophy – Limitations – Labelling and marking – Recognition of undeclared dangerous goods – Provisions for passengers and crew – Emergency procedures 	Not applicable/fully covered online	<ul style="list-style-type: none"> – Hands-on exercise on retrieving and operating firefighting and protective equipment for use in a fire involving a portable electronic device (PED) or a stand-alone lithium battery – Simulated exercise of managing a dangerous goods spillage <p><i>Note.— Fire involving a PED may be covered in the simulated firefighting exercise.</i></p>
Review of recent accidents and/or incidents pertinent to the operator	<ul style="list-style-type: none"> – Captured under CRM 	Refer to CRM	Refer to CRM
Trafficking in persons	<ul style="list-style-type: none"> – Changes to legislation or national regulations related to trafficking in persons – Changes to operator policy and procedures related to trafficking in persons – Case studies – References to agencies dealing with trafficking in persons and useful information 	Not applicable/fully covered online	Not applicable/fully covered online
Safety management system	<ul style="list-style-type: none"> – Changes to SMS processes/updates, if applicable 	Not applicable/fully covered online	Not applicable/fully covered online
Fatigue management	<ul style="list-style-type: none"> – Rules and operational processes, including any changes – Personal fatigue management strategies – Review of the operator's occurrences (related to fatigue) – Changes to fatigue risk management system (FRMS) processes, where applicable 	Not applicable/fully covered online	Not applicable/fully covered online

¹ Refer to the *Technical Instructions for the Safe Transport of Dangerous Goods by Air* (Doc 9284).

Chapter 3

ADDITIONAL CONSIDERATIONS

3.1 GENERAL

In addition to recurrent training, the operator should consider the need to provide training and communications to its cabin crew members on new procedures and temporary measures associated with the COVID-19 pandemic. To do so, the operator may incorporate all of these procedural changes and relevant information into one COVID-19 online training programme (see Table 3-1 below), which can be continually updated once it is developed and launched. After formal procedural notification is released, the operator may conduct webinars to provide detailed information to cabin crew members. The operator should use the established means of communication to relay updated information related to COVID-19 (e.g. safety bulletin informing crew of a change to a procedure).

Table 3-1. COVID-19 online training programme content

Topic	Specifics for online training programme
Live safety demo modification	Modifications or restrictions on the use of equipment during live safety demonstration by cabin crew members (e.g. not donning life jackets or placing oxygen mask on the face)
Safety demonstration (live or video)	New points to address, including: <ul style="list-style-type: none"> – the use of oxygen masks in the event of a decompression if passengers are wearing personal protective equipment (PPE) – the ability to don life jackets over face shield/goggles, etc.
Introduction of PPE for cabin crew members	Training aspects, including: <ul style="list-style-type: none"> – when to apply and remove parameters – proper use of PPE – removal/use when occupying crew seats and crew rest areas – decompression/first aid/firefighting – disposal of used PPE
Passenger requirements (e.g. masks) and changes to operator procedures	<ul style="list-style-type: none"> – Safety demo (explanation of when to apply and remove PPE) – Parameters for passengers – Disposal of passenger PPE – Restrictions on types of passenger PPE permitted on board
Operational considerations related to a pandemic	<ul style="list-style-type: none"> – Any changes to carry-on baggage allowances – Any temporary variations to existing flight and duty time limitations – Lavatory allocation for crew – Location and procedures for crew nutrition – Crew rest – Quarantine area on aircraft – Use of thermometers/temperature checks of passengers (if required by State)

Topic	Specifics for online training programme
	<ul style="list-style-type: none"> – Regular sanitizing of high traffic areas – Monitoring of physical distancing (e.g. restrictions on congregation of passengers in galleys) – Limiting access to the flight deck – Procedures for suspected cases of COVID-19 on board
Flights to transport cargo in the cabin (without passengers)	<p>Any additional training for cabin crew specific to this type of operation, including:</p> <ul style="list-style-type: none"> – additional fire extinguishers or other equipment – additional or different types of fire extinguishers carried due to the carriage of cargo in the cabin – webbing removal in case of fire – monitoring of the cabin – verifying that non-essential cabin and galley equipment is isolated
Unruly passenger events related to the pandemic	<p>Address some of the new issues that may cause unruly passenger occurrences:</p> <ul style="list-style-type: none"> – increased passenger stress due to new airport processes, restrictions and overall travel experience – fear of infection from passengers and overreactions – passengers refusing to comply with requirements, such as continued use of PPEs – de-escalating passenger-on-passenger conflict

3.2 CABIN CREW INSTRUCTORS AND EVALUATORS

3.2.1 Similar to the cabin crew competencies, a set of cabin crew instructor and evaluator competencies are defined in Doc 10002, which enable an instructor or evaluator to perform instruction and evaluation tasks, and manage the full spectrum ranging from ground instruction to evaluations during line operations. Doc 10002, presents the recommended content of an initial training programme for cabin crew instructors and evaluators. Additionally, the document states that all cabin crew instructors and evaluators should receive refresher training and be reassessed using a documented training and assessment process acceptable to the State, implemented by the operator, or at intervals in accordance with national regulations. Instructor/evaluator refresher training should be undertaken if a period of absenteeism has occurred. This provides the instructor/evaluator with the opportunity to familiarise themselves with changes to training modules, content and facilities.

3.2.2 The operator will face similar challenges for its instructors and evaluators, as with cabin crew members during the COVID-19 pandemic. In cases where the State approves the appointment and on-going qualification of cabin crew instructors and evaluators (including requirements for refresher training), the operator should seek an alleviation, through the established process.

3.2.3 The operator should develop online refresher training programmes for the temporary extension of instructor and evaluator qualifications. In addition, standardization sessions via webinar should be used to ensure consistent training delivery and assessments.

3.3 RETURN TO NORMAL OPERATIONS PLAN

3.3.1 The State should ensure that the operator develops a “return to normal operations plan” to manage the completion of recurrent training, as per the approved training programme, by each cabin crew member affected by the alleviation when it expires. To assist with the development and review of this plan, the operator should use its established records management process to keep track of all cabin crew members affected by the alleviation. The State should verify these records as part of its on-going surveillance activities. Due to the complexity to restart or resume normal training operations, it is imperative to plan the gradual resumption. The operator should ensure the plan is in line with State requirements that all hazards are identified and risks managed appropriately.

3.3.2 A return to normal operations plan should include:

- a) recurrent training programmes for cabin crew members whose aircraft type qualification has expired (determined based on the applicable validity period);
- b) public health-related guidelines to adhere to when reopening cabin crew training facilities (refer to 3.3.3); and
- c) a change management process to identify and address hazards (refer to 3.3.4).

3.3.3 Public health-related guidelines to adhere to when reopening cabin crew training facilities should include the following, at a minimum:

- a) hygiene and safety materials that should be ordered for the facilities (e.g. hand sanitizers, liquid soap, face masks, cleaning supplies, thermometers);
- b) actions to oversee the cleaning of the facilities (e.g. instances/intervals when a thorough cleaning is needed, cleaning of all classrooms, administrative offices, rest facilities, common areas, toilets and other facilities to meet the required health and safety standards);
- c) identification of risk factors for severe infection and mitigations, particularly for persons with existing medical conditions which may place them at higher risk (including cabin crew members, instructors, evaluators and administrative personnel) – this may include appropriate work arrangements and/or leave of absence; and
- d) physical distancing, including measures to ensure that all cabin crew members are able to maintain the minimum required distance between workstations and each other.

3.3.4 The return to normal operations plan should be developed in accordance with the operator’s change management process. As part of the change management activities, the operator should identify hazards and conduct a safety risk assessment related to the changes resulting from, but not limited to:

- a) national measures in place to contain the spread of COVID-19 (e.g. physical distancing, PPE requirements);
- b) cumulative risk of multiple alleviations in place;
- c) lack of financial resources;
- d) unavailability of key operator personnel (e.g. cabin crew training manager and other key personnel for training operations);
- e) lack of competency checks of cabin crew, instructors and evaluators;

- f) inability to complete certain portions of recurrent training due to unavailability of training facilities during the pandemic;
- g) incomplete internal surveillance required to maintain validity (e.g. internal audits);
- h) serviceability of equipment, tools or infrastructure (e.g. due to calibration not being completed);
- i) specific areas where regulatory compliance could not be met; and
- j) any other safety concern resulting from non-compliance with applicable rules or internal procedures (e.g. organizational culture, the reporting system, effectiveness of safety risk controls, internal findings).

— END —