



# TECHNICAL GUIDANCE MATERIAL for Cabin Crew Instructors and Oversight

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**SUBJECT:** Technical Guidance Material for Cabin Crew Instructors and Oversight

**DATE:** 01 October 2020

## 1. APPLICABILITY

1.1. This document applies as the following:

- 1.1.1. Guidelines for CCIs for the facilitation of theoretical and practical lessons,
- 1.1.2. Reference to Authorised Officers who conduct oversights on CCIs.

1.2. This document does not apply to any test or check that does not require a Cabin Crew Instructor.

## 2. PURPOSE

2.1. The purpose of this document is to:

- 2.1.1. Expand on the basic principles and methodologies applied by the CCI during the facilitation of a theoretical or practical class;
- 2.1.2. Expand on the basic principles and methodologies applied by the AO during the designation and re-designation process of a CCI;
- 2.1.3. Describe and emphasize the professional behaviours and conduct to be displayed by CCIs at all times while exercising their privileges;
- 2.1.4. Ensure that the training experience is maximized for both the learner and the CCI.

### 3. REFERENCE:

- i. ICAO Annex 6
- ii. ICAO Doc 10002
- iii. Civil Aviation Regulations Part 64

### 4. LIST OF ABBREVIATIONS

ABBREVIATION	DESCRIPTION
AO	Authorised Officer
ATO	Aviation Training Organisation
CCI	Cabin Crew Instructor
CDE	Cabin Designated Examiner
CTD	Cabin Training Device
DCA	Director of Civil Aviation
ICAO	International Civil Aviation Organisation
SACAA	South African Civil Aviation Authority
SACAR	South African Civil Aviation Regulation
SACATS	South African Civil Aviation Technical Standards
SAQA	South African Qualifications Authority
SOP	Standard Operating Procedures
TGM	Technical Guidance Material
TPM	Training and Procedures Manual
TS	Technical Standards

### 5. APPOINTMENT OF INSTRUCTORS

**5.1.** A person is appointed as Cabin Crew Instructor by the AO in compliance with the SACAR 64.01.10 and associated SA-CATS.

**5.2.** The appointment is granted at the entire discretion of the SACAA and shall therefore be considered a privilege and not a right.

**5.3.** It remains the obligation of the CCI to ensure the maintenance of the highest standards and to comply with all regulatory requirements to maintain the Appointment.

## **6. RESPONSIBILITIES OF CABIN CREW INSTRUCTORS**

Refer to Annex A: Code of Integrity

## **7. STANDARDISATION AND OVERSIGHTS**

- 7.1.** SACAA has the mandate to supervise the activities of all CCIs to ensure that the facilitation standards for theoretical and practical training are achieved uniformly and at a satisfactory level.
- 7.2.** To this effect, the DCA appoints Authorised Officers (AOs) who are trained and suitably qualified to conduct oversights on the activities of CCIs.
- 7.3.** The purpose of oversights is to ensure that the CCIs achieve the required standards and that they conduct themselves in conformity with the Code of Conduct and guidelines provided in this document.
- 7.4.** An oversight may only be conducted on one CCI at a time during the facilitation of a class. Where more than one CCI is being assessed on one day, or by the same AO, each CCI is responsible for his/her own briefing, facilitation component and debriefing; in essence, it remains an individual oversight.
- 7.5.** The oversight conducted in one category may count for the other category unless otherwise instructed by the SACAA.
- 7.6.** In the case of a theoretical or practical class, the CCI should inform the learner(s) about the oversight and its purpose. The CCI should establish if all learner(s) are comfortable with an oversight taking place.
- 7.7.** CCIs are responsible for arranging their oversight with the designated AO. The request for an oversight shall be addressed in writing via email to the AO and shall contain the following information:
  - 7.7.1.** date and time of facilitation/training
  - 7.7.2.** time allocated to the class
  - 7.7.3.** location
  - 7.7.4.** CTD type
  - 7.7.5.** component being trained
- 7.8.** Should the request not be accommodated at the time, the CCI will be required to propose another date and/or time.
- 7.9.** The AO may request a written lesson plan from the CCI prior to the oversight.

## **8. DUTIES AND RESPONSIBILITIES OF THE AO DURING AN OVERSIGHT / ASSESSMENT**

- 8.1.** During an oversight, the AO is assuming an administrative duty. He or she may therefore by no means interfere with the flow or the outcome of the lesson unless it is imperative in the interests of safety.
- 8.2.** In the case of a CCI ending a lesson and the AO has observed that the learner(s) did not achieve the required standard and do not have the necessary understanding of the subject matter, the AO will discuss the matter with the CCI and the lesson may then be terminated in terms of the SACAR.
- 8.3.** An Oversight / Assessment may only be conducted during the presentation of a component which requires a CCI.
- 8.4.** During an oversight / assessment, the AO evaluates the CCI against all aspects and items listed in the “CCI oversight report”. The AO will also ensure that the CCI:
  - 8.4.1.** is acting within the limits of his or her authority;
  - 8.4.2.** displays a satisfactory level of knowledge and skills appropriate to the component presented;
  - 8.4.3.** is well conversant with the SACAR, SACATS and all SACAA Aeronautical Information Publications/Circulars;
  - 8.4.4.** conducts the lesson fairly, in compliance with the Technical Standards, and in accordance with the guidelines provided in this TGM;
  - 8.4.5.** covers all required sections and aspects, as applicable; and
  - 8.4.6.** follows administrative procedures in compliance with the requirements of the SACAR and SACATS.
- 8.5.** The AO should meet the CCI prior to the oversight for a briefing and to discuss the rules of engagement for the oversight.
- 8.6.** On completion of the lesson, and upon request from the CCI, the AO may provide input to the learner(s). The AO may also brief, coach or mentor the learner(s) and/or CCI on any matter(s) pertaining to the SACAA.
- 8.7.** After the learner(s) have departed, the AO shall debrief the CCI.

## **9. INITIAL CCI APPOINTMENT PROCESS**

### **9.1. CCI ASSESSMENT**

- 9.1.1.** The applicant for cabin crew instructor appointment shall be invited to write an examination conducted by the SACAA.
- 9.1.2.** The purpose of the examination is to determine the suitability of the candidate in respect of knowledge, skills and attitude.
- 9.1.3.** ICAO recommends that knowledge, skills and attitude form part of the attributes that are considered in determining the suitability of an applicant. These skills are different to those acquired as an active cabin crew member as the focus, objective and exposure is very different.
- 9.1.4.** Factors that shall be considered include:
- a.** The applicant shall hold a valid cabin crew member licence and medical certificate. This is necessary for the benefit of embedded knowledge and experience.
  - b.** Experience as a cabin crew member with a minimum of 1000 documented hours as an active cabin crew member. This is considered an acceptable minimum period in which to gain valuable experience to enable the applicant to develop the ability to make informed decisions as a CCI. Decisions made as a CCI, while being based on regulatory requirements, are also based on experience gained through skills acquired as a cabin crew member.
  - c.** Knowledge – An assessment of this is made during the examination process. The applicant shall be expected to be familiar with the following sections of the SACARs and SACATS, as applicable to cabin crew:
    - i.** Part 1
    - ii.** Part 64
    - iii.** Part 67
    - iv.** Part 91
    - v.** Part 121
    - vi.** Part 141
    - vii.** Part 185
  - d.** Skills – The skills acquired as a cabin crew member enable a CCI to make justifiable and sound decisions as a CCI, based on exposure to cabin crew duties and training activities. During the examination process, the applicant's ability to utilise these skills will be tested through the application of regulations.

- e. Skills – Further acquisition of skills shall be considered by the attainment of the following qualifications:
  - i. Train-the-Trainer course – this course shall be acceptable where there is a practical component attached;
  - ii. Assessor course – meeting with the outcome of the SAQA unit standards;
  - iii. Attitude – This will be evaluated by observation of the following elements:
  - iv. Punctuality
  - v. Time management
  - vi. Stress management
  - vii. Eloquence
  - viii. Personal presentation

9.1.5. The examination has a minimum required outcome of 75%.

9.1.6. On successful completion of the examination, the candidate may commence with a full developmental programme.

## **10. CCI DEVELOPMENTAL PROGRAMME**

### **10.1. The developmental programme shall consist of at least:**

- 10.1.1. Two observations of a group of at least 4 actual learners being trained by a designated cabin crew instructor;
- 10.1.2. Two co-facilitations of a group of at least 4 actual learners being trained with a designated cabin crew instructor;
- 10.1.3. Two facilitation sessions of a group of at least 4 actual learners being trained under the supervision of a cabin designated examiner.
- 10.1.4. Notes detailing the following information are required as part of the developmental programme:
  - a. Module / Subject that has been observed or co-facilitated or facilitated under the supervision of a cabin designated examiner;
  - b. Time spent on each module / subject;
  - c. Number of learner's present;
  - d. Appropriate interaction with learners;
  - e. Demonstration of sufficient knowledge of subject and regulations;
  - f. Application of appropriate facilitation / instructional techniques;
  - g. Adequate addressing of training needs;
  - h. Time management

- 10.1.5.** On successful completion of the documented developmental programme, a CDE affiliated with the ATO shall forward a recommendation letter to the PEL Inspector. This will indicate that the applicant is ready for oversights associated with the accreditation process.

## **11. CCI INITIAL OVERSIGHT PROCESS**

- 11.1.** This oversight process is applicable to all applicants for cabin crew instructor appointment.
- 11.2.** The applicant shall be oversighted on a minimum of two components in which s/he intends exercising privileges as a CCI.
- 11.3.** A CDE responsible for the development of an applicant shall be present during the oversights conducted by an AO. This is to minimize any disruption to the operation in the event of unsatisfactory performance by the candidate.
- 11.4.** On completion of the oversight the applicant shall be debriefed in accordance with the oversight report.
- 11.5.** Following completion of the successful oversight(s), the PEL Inspector will compile the required documentation and submit them to the necessary areas for approval.
- 11.6.** Once approved by the SACAA, the applicant's name shall be added to the CAA website as an instructor. It is only when the applicant receives his or her letter of accreditation that s/he may start exercising duties as a CCI.
- 11.7.** In the event of an unsatisfactory oversight, the applicant shall be advised of the requirements to achieve a satisfactory outcome. Sufficient and appropriate time shall be given for the necessary corrective action to be implemented.
- 11.8.** A follow up oversight shall then be scheduled to ensure that the corrective action has been adopted and the candidate is performing satisfactorily.
- 11.9.** Continued unsatisfactory performance may result in the recommendation that the candidate is not suited to becoming a CCI.
- 11.10.** A record of the unsatisfactory performance will be kept on the applicant's file.

## **12. RE-APPOINTMENT OF CABIN CREW INSTRUCTOR**

- 12.1.** This is applicable to all cabin crew instructors and CDEs that exercise duties as a CCI.
- 12.2.** A CCI is expected to present a minimum of 6 classes per quarter.
- 12.3.** A CDE that chooses to continue exercise privileges as a CCI is expected to present a minimum of 3 classes per quarter.
- 12.4.** Where applicable, a comprehensive report detailing reasons for a CCI not conducting the minimum of classes per quarter shall be submitted.
- 12.5.** The quarterly reports are to be kept on the CCIs file at the ATO. Quarterly reports are to be specific to each ATO.
- 12.6.** A CCI shall be assessed twice during a financial year, by a CDE, as part of ongoing surveillance and for purposes of re-designation.
- 12.7.** A CCI shall be oversighted once every 2 years by an AO as part of the re-designation process.

### **13. RE-ACTIVATION OF CCI APPOINTMENT AFTER 24 MONTHS**

**13.1.** Where a CCI has not exercised his or her privileges for a period of between 24 – 36 months the following guidelines for reactivation of the appointment shall apply:

- 13.1.1.** the CCI shall submit an application form for re-designation of the status and submit proof of payment, as stipulated in Part 187;
- 13.1.2.** complete a developmental programme, as detailed under section 5.2 of the TGM;
- 13.1.3.** the CCI shall be required to attend a CCI conference;
- 13.1.4.** have an oversight conducted by a PEL Inspector;
- 13.1.5.** On completion of the oversight the applicant shall be debriefed in accordance with the oversight report;
- 13.1.6.** Following completion of the successful oversight(s), the PEL Inspector will compile the required documentation and submit them to the necessary areas for approval;
  - a.** Once approved by the SACAA, the applicant's name shall be added to the CAA website as an instructor;
  - b.** It is only when the applicant receives his or her certificate of accreditation that s/he may start exercising duties as a CCI;
  - c.** In the event of an unsatisfactory oversight, the applicant shall be advised of the requirements to achieve a satisfactory outcome. Sufficient and appropriate time shall be given for the necessary corrective action to be implemented;
  - d.** A follow up oversight shall then be scheduled to ensure that the corrective action has been adopted and the candidate is performing satisfactorily;
  - e.** Continued unsatisfactory performance may result in the recommendation that the candidate is not suited to becoming a CCI;
  - f.** A record of the unsatisfactory performance will be kept on the applicant's file.
- 13.1.7.** Where a CCI has not exercised his or her privileges for a period longer than 36 months a full initial application process shall be followed.



#### **14. ASSESSMENTS CONDUCTED BY CDE**

- 14.1. An assessment may only be conducted during the presentation of a lesson which requires a CCI, i.e. cabin crew safety and emergency procedures training, pilot safety and emergency procedures training.
- 14.2. During an assessment, the CDE evaluates the CCI against all aspects and items listed in the "CCI assessment report".  
The CDE will ensure that the CCI:
- 14.2.1. is acting within the limits of his or her SACAA;
  - 14.2.2. displays a satisfactory level of knowledge and skills appropriate to the lesson being delivered;
  - 14.2.3. is well conversant with the SACAR, SACATS and all SACAA Aeronautical Information Publications/Circulars;
  - 14.2.4. delivers the lesson fairly, in compliance with the Technical Standards, and in accordance with the guidelines provided in the TGM for CCIs;
  - 14.2.5. covers all required sections and aspects contained in the lesson plan; and
  - 14.2.6. follows administrative procedures in compliance with the requirements of the SACAR and SACATS.
- 14.3. On completion of the lesson, and upon request from the CCI, the CDE may provide input to the learner(s). The CDE may also brief, coach or mentor the learner(s) and/or CCI on matter(s) pertaining to the SACAA.
- 14.4. After the departure of the learner(s), the CDE shall debrief the CCI.
- 14.5. Should a CCI score between 70% and 74%, a follow up oversight by a PEL Inspector is required but the CCI may continue exercising his or her privileges until a PEL Inspector is available.
- 14.6. Should a CCI score 69% or below, the CCI may not exercise any privileges until the follow up oversight has been satisfactorily conducted.
- 14.7. A record of the unsatisfactory performance will be kept on the CCI's file.
- 14.8. Should a CCI be dissatisfied with the outcome of an assessment or the manner in which CDE the assessment was conducted, the CCI should submit a written report to the SACAA within 7 days of the assessment.

#### **15. OVERSIGHTS CONDUCTED BY AO**

- 15.1. The bi-ennial re-appointment oversight for CCIs shall be conducted by an AO whilst the CCI presents a lesson.
- 15.2. On completion of the oversight the applicant shall be debriefed in accordance with the oversight report.
- 15.3. In the event of an unsatisfactory oversight, the CCI shall be advised of the requirements to achieve a satisfactory outcome. Sufficient and appropriate time shall be given for the necessary corrective action to be implemented.
- 15.4. A follow up oversight shall then be scheduled to ensure that the corrective action has been adopted and the CCI is performing satisfactorily.
- 15.5. The CCI may not exercise any privileges until the follow up oversight has been satisfactorily conducted.
- 15.6. Continued unsatisfactory performance may result in the recommendation that the candidate is not suited to retaining the CCI status.

- 15.7. A record of the unsatisfactory performance will be kept on the applicant's file.
- 15.8. Following completion of the successful oversight(s), the PEL Inspector will compile the required documentation and submit them to the necessary areas for approval.
- 15.9. Once approved by the SACAA, the applicant will be issued with a renewal certificate which permits him/her to continue exercising privileges as a CCI.
- 15.10. The applicant's name will also be added to the CAA website as an instructor.

## **16. TRAINING SCHEDULE**

- 16.1. The CCI shall submit an individual training schedule, detailing his or her training and assessment activities and duties, to an authorised officer, on a monthly basis.
- 16.2. The training schedule shall be submitted to the AO by the last day of the month preceding the month in question.
- 16.3. The training schedule shall include the following details:
  - 16.3.1. Date of training;
  - 16.3.2. Type of training (module) to be conducted;
  - 16.3.3. Commencement time;
  - 16.3.4. Venue.

## **17. MAXIMUM NUMBER OF LEARNERS FOR TRAINING**

- 17.1. A maximum number of 24 candidates per CCI per day shall be permitted in the theoretical training environment. This may be further reduced, dependent on the approval received by the ATO for accommodating learner(s) in a particular classroom.
- 17.2. A maximum number of 12 candidates per CCI per day shall be permitted in the practical training environment where such training is being conducted on the aircraft / cabin training device.
- 17.3. The maximum number of candidates per CCI per day permitted in the practical training environment where such training is being conducted in the classroom will be restricted by the approval for each classroom as per the ATO TPM.
- 17.4. For initial learners, planning of the practical training schedule shall consider adequate time to be given for the CCI to demonstrate the performance of the drills and thereafter for all candidates to participate in all required drills during the training.
- 17.5. For recurrent or refresher learners, planning of the practical training schedule shall consider adequate time to be given for the CCI to demonstrate the performance of any new drills or correct demonstration of drills being performed incorrectly by learners and also for practical drills to be demonstrated/ practiced at least once by learners.
- 17.6. The guideline for the time allocated to practical training is as follows:
  - 17.6.1. An initial skills test practice should take approximately 5 hours per person.
  - 17.6.2. This does not account for the demonstration of the performance of each drill by the CCI.

17.6.3. This also does not include the theoretical information that may be required prior to the practicing of any drills

17.6.4. A recurrent skills test practice should take a minimum of 1 hour 12 minutes annually and 1 hour 47 minutes every three years.

a. This does not account for the demonstration of any new drills by the CCI or correct demonstration of drills being performed incorrectly by learners.

b. This also does not include the theoretical information that may be required prior to the practicing of any drills.

INDIVIDUAL ASPECTS	INITIAL TRAINING PER PERSON (INCLUDING AIRCRAFT TYPE RATINGS)	RECURRENT /REFRESHER TRAINING PER PERSON
Communication system <ul style="list-style-type: none"> <li>Public address</li> <li>Interphone</li> </ul>	10 minutes	N/A
Passenger briefing <ul style="list-style-type: none"> <li>Unstaffed exit</li> <li>Special needs pax</li> </ul>	15 minutes	5 minutes
Passenger briefing <ul style="list-style-type: none"> <li>Safety demonstration</li> </ul>	15 minutes	N/A
Equipment drills <ul style="list-style-type: none"> <li>PFCs of the following equipment (minimum)</li> <li>PBE</li> <li>Fire Extinguisher</li> <li>Adult Life Jacket</li> <li>Portable Oxygen Bottle</li> <li>Megaphone</li> <li>First Aid Kit</li> <li>Universal Precaution Kit</li> <li>Flashlight</li> <li>Cabin Crew Seat</li> <li>Safety Demo Kit</li> </ul>	50 minutes	N/A
Equipment drills <ul style="list-style-type: none"> <li>Use of the following equipment (minimum)</li> <li>PBE</li> <li>Fire Extinguisher</li> <li>Adult Life Jacket</li> <li>Portable Oxygen Bottle</li> </ul>	20 minutes	20 minutes
Incapacitated pilot	10 minutes	5 minutes
Aircraft exit operation	10 minutes per exit	2 minutes per exit
Pre-take-off checks	5 minutes	N/A
Pre-landing checks	5 minutes	N/A
Post landing checks	5 minutes	N/A
Live Fire Fighting	10 minutes	10 minutes
Wet ditching including Raft management	30 minutes	15 minutes
Wet ditching excluding Raft	20 minutes	10 minutes

INDIVIDUAL ASPECTS	INITIAL TRAINING PER PERSON (INCLUDING AIRCRAFT TYPE RATINGS)	RECURRENT /REFRESHER TRAINING PER PERSON
management		
Egress (including Slide jumps)	10 minutes	N/A
MULTI CREW ASPECTS	INITIAL TRAINING	RECURRENT TRAINING
Simulated Fire Fighting	20 minutes	10 minutes
Evacuation	90 minutes	30 minutes

## 18. RESPONSIBILITY

18.1. CCI's act on behalf of the DCA while presenting lessons and should not succumb to business pressures and scheduling that may demand an unreasonable effort on their part.

18.2. A CCI shall ensure that a candidate for a cabin crew licence receives the necessary training, as prescribed in the relevant CATS, writes and passes the relevant theoretical knowledge examination before commencing the relevant skills test. This applies to each of the following:

18.2.1. Initial skills test – may only commence on successful completion of the final SEP theory examination;

18.2.2. Recurrent, Aircraft type rating, Validation of a foreign licence or competency card skills test – may only commence on successful completion of the final SEP theory examination for that subject;

18.3. A CCI shall be familiar with the operator's or ATO's SOPs and TPM content prior to commencement of a lesson/course.

18.4. A CCI shall identify and address irregular practices from an ATO or an operator and report these irregularities to the relevant parties in writing.

18.5. Records of the communication with the ATO and/or operator shall be retained by the CCI and shall be produced on request from the SACAA.

18.6. Briefing a learner

18.6.1. A CCI shall conduct a thorough briefing establishing the training objective(s) with the learner(s) prior to the commencement of the lesson.

18.6.2. Where an AO or CDE is present, for oversight or assessment purposes, it is imperative to explain to the learner(s) that the role of the AO or CDE is to oversee the CCI in question and not the learner(s) performance.

## 19. DEBRIEFING A LEARNER

19.1. A CCI is responsible to conduct a full debriefing on completion of the lesson. This is to ensure the individual's understanding of the material, the training expectations and outcomes and to summarise and clarify any vital information for the competent completion of the component or section.

- 19.2.** Where observations are noted which could result in findings of “not yet competent” during an assessment, the CCI shall ensure that the learner(s) are given additional opportunities to practice any practical drills.
- 19.3.** Additionally, group debriefings are encouraged as they offer an opportunity for further learning for all learner(s).
- 19.4.** Debriefings may be collated and conducted jointly where there has been more than one CCI presenting a practical training component.
- 19.5.** Written observations/remarks are required when the learner has:
- 19.5.1.** not acquitted himself or herself adequately in the class to enable understanding of the lesson;
  - 19.5.2.** been disruptive during the class;
  - 19.5.3.** arrived late, resulting in the learner missing out on a component of the lesson;
  - 19.5.4.** experienced a personal trauma which may affect either a theoretical or practical assessment outcome;
  - 19.5.5.** not been present for a lesson;
- 19.6.** Written observations/remarks are also required when deemed necessary by the CCI.
- 19.7.** The observations / remarks should be sufficient to inform others, support subsequent discussion and justify any decisions taken regarding the performance of a learner.
- 19.8.** During the lesson, it is sometimes difficult to write clear and concise observations or remarks. It is good practice that CCIs use notes made during the lesson to complete a final copy of the feedback form.
- 19.9.** Before conducting the debriefing, the CCI should consult his notes to establish the final feedback to be given for each section and, if necessary, the nature of any further training requirements.
- 19.10.** In reaching his decision, the CCI may need to ask additional questions which could assist him or her to establish whether the learner had a good reason for taking a particular course of action.
- 19.11.** Where a need for further training is identified, the CCI should inform the learner(s) accordingly, followed by a summary of any weak areas with suggestions, where necessary, of ways to improve performance.
- 19.12.** The CCI should also provide positive reinforcement of aspects that were well handled and well understood and give examples of good resource management and decision making by the learner(s).
- 19.13.** The CCI should encourage the learner(s) to self-critique his or her performance(s) (good and not so good).
- 19.14.** The CCI should conduct a fair and unbiased debriefing of the learner(s) based on identifiable factual items.
- 19.15.** A balance between friendliness and firmness should be maintained. It may be appropriate to use a facilitative style of questioning for the applicant to obtain maximum benefit from the debriefing.
- 19.16.** One effective facilitation method is to:
- a.** start with an introduction
  - b.** avoid dealing with issues chronologically
  - c.** ask open questions per issue
  - d.** get the learner(s) to do the thinking and talking
  - e.** summarise at the end (it can be useful to get the learner(s) to summarise)

- 19.17. The following points should be discussed with the learner(s) at the CCI's discretion:
- a. How to avoid or correct mistakes;
  - b. Any other points of criticism noted;
  - c. Any advice considered helpful
  - d. Any good points
- 19.18. Further de-briefing guidelines:
- a. The debriefing needs to be valid and comprehensive.
  - b. Any additional questions, input or comments noted by the CCI which will aid in understanding or improved performance of the cabin crew member should also be discussed during the debriefing.

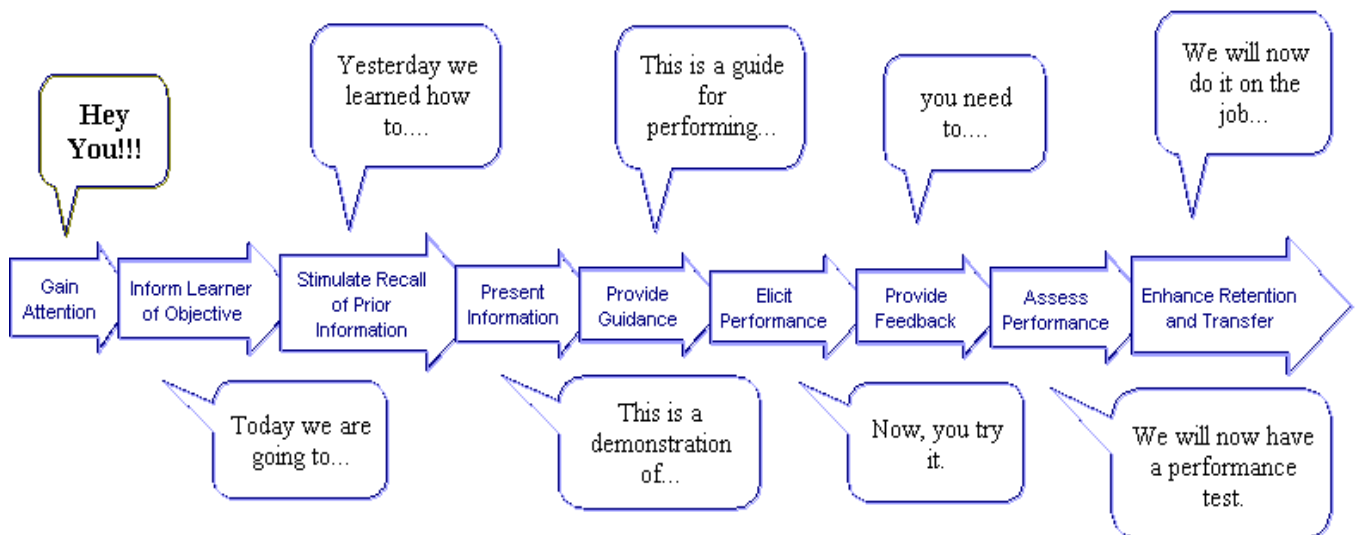
## **20. GENERAL PRINCIPLES FOR INSTRUCTION**

- 20.1. A CCI is appointed to facilitate the learning process for new and existing crew members. This includes leading discussions, asking open-ended questions, guiding processes and tasks, and enabling active participation of learners and engagement with ideas, while imparting information to learners.
- 20.2. A CCI should be particularly aware of cultural differences and the diversity of the learners as this will influence the manner in which he or she approaches a lesson.
- 20.3. A CCI should always target the lesson at the entry level of understanding. This may vary from group to group.
- 20.4. A CCI should make a concerted effort to be relaxed, relatable and non-threatening. This will encourage the learners to interact more and creates an environment more conducive to learning.
- 20.5. A CCI should not become over-friendly or emotionally involved with the learner(s) as this could cloud the CCI's ability to remain impartial.
- 20.6. CCIs must not allow personal prejudices to interfere with the objective delivery of a lesson.
- 20.7. The CCI sets the tone for respect in the workplace and perception of the industry by his or her actions and behaviour.
- 20.8. A CCI should train for all possibilities and not just the skills test outcome.
- 20.9. The CCI should demonstrate any practical drills prior to giving learners the opportunity to do so.
- 20.10. The CCI will, as far as possible, not form part of any scenario as he or she should be monitoring the learner's ability to perform tasks and drills and provide input, feedback and guidance on that.
- 20.11. The CCI should integrate both theoretical and practical information with practical examples for better understanding.
- 20.12. The lesson should follow a planned and logical sequence.
- 20.13. By pre-planning, a CCI can combine various items to maximise the productivity and efficiency of the learning environment. However, care must be taken to ensure that the learners will not be rushed while performing the different aspects.
- 20.14. The CCI should give credit where it is due, and not be influenced by poor performance on a previous item or component when delivering a lesson.

- 20.15. Human factors can also have a significant effect on training reliability. CCIs should be conscious of these factors and attempt to limit their effects as much as possible for they may result in a lack of smoothness or accuracy in the learner's performance. Some of these factors are:
- fatigue** - insufficient sleep or rest prior to the lesson
  - emotions** - work or home personal problems
  - health** - cold, flu, etc.
  - time of day**
  - distractions** - noise, interruptions, etc.
- 20.16. CCIs should be aware that these factors could also influence his or her instructional capabilities.
- 20.17. Training / Lesson plan – In preparation for the lesson, the CCI shall use an approved training / lesson plan.
- 20.18. A well-designed lesson plan is a useful tool which can:
- enhance the effectiveness of the training processes;
  - assist the CCI with achieving the objectives;
  - cater for contingencies in case of deficient performance (additional questions or exercises, another scenario etc.); and
  - prevent the accidental omission of compulsory aspects

## 21. INSTRUCTION

21.1. Robert Gagne's nine steps of instruction. According to Robert Gagne (1985) there are nine events that provide a framework for an effective learning process:



**21.2.** “These nine steps are general considerations to be taken into account when designing instruction. Although some steps might need to be rearranged (or might be unnecessary) for certain types of lessons, the general set of considerations provide a good checklist of key design steps.” (Good, Brophy, 1977).

### **21.3.** The Nine Steps

**21.4.** Gain attention: Present a story, problem, or a new situation that will grab the learners’ attention. The ideal is to grab the learner’s attention so that they will become involved in the learning process. Interest devices that can be used include:

- a. Story telling
- b. Demonstrations
- c. Presenting a problem to be solved
- d. Identifying why it is important to them

**21.5.** Provide a learning objective: This allows the learners to organise their thoughts on what they will learn and perform. The problem that some instructors run into is telling the learners the formal learning objectives word for word, rather than breaking it down into a less formalised statement. Instead of objectives or intentions for lessons try setting “Big Questions” and then enable steps to answer those big questions.

**21.6.** Stimulate recall of prior knowledge: This allows the learners to use two important learning processes:

- a. Retrieval practice: Retrieval enhances learning by retrieval-specific mechanisms rather than by elaborative study processes and is an effective tool to promote conceptual learning (Butler, 2010; Karpicke, Janell, 2011).
- b. Scaffolding: This is building upon the learner’s previous knowledge and skills. The basic steps of scaffolding include:
  - i. Start by building on what the learners already know;
  - ii. Add more details and information over a period of time;
  - iii. Allow the learners to perform on their own;
  - iv. Afterwards, the fading process begins by slowly removing the support in order to give the learners more responsibility.

**21.7.** Present the material: Sequence and chunk the information to avoid cognitive overload. Blend the information to aid in information recall. This method allows the learners to receive feedback on individualised tasks, thereby correcting isolated problems rather than having little idea of where the root of the learning challenge is.

**21.8.** Provide guidance for learning: Provide coaching on how to learn the skill. The rate of learning increases because learners are less likely to lose time and become frustrated by practicing the wrong way or using poorly understood concepts. Coaching the learners to learn-to-learn also has the benefit of helping them to gain metacognitive skills that will aid them with future performance initiatives.

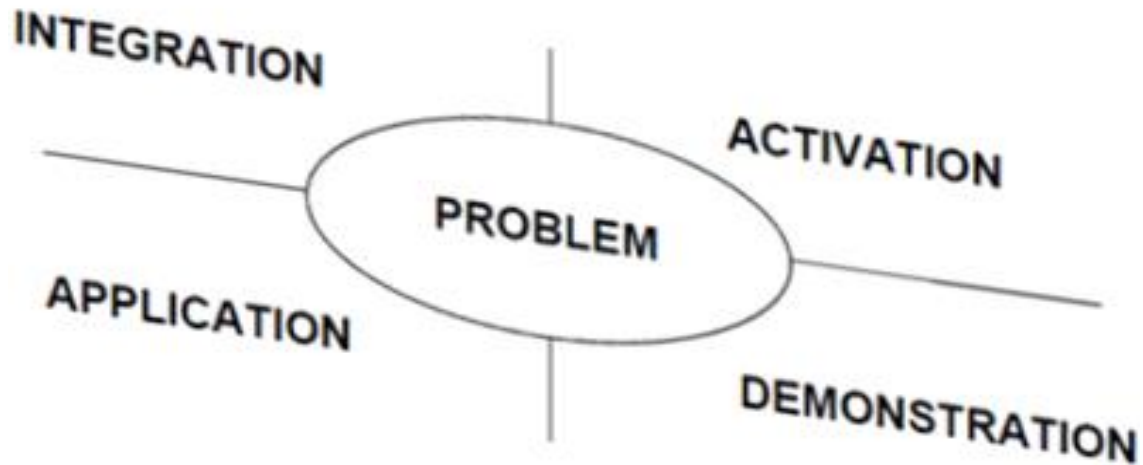
**21.9.** Elicit performance: Practice by letting the learner do something with the newly acquired behaviour, skills or knowledge. Observational learning has several effects on learners:






- a. acquisition – new responses are learned by observing the model;
  - b. inhibition – a response that otherwise may be made is changed when the observer sees a model being punished;
  - c. disinhibition – a reduction in fear by observing a model's behaviour go unpunished in a feared activity;
  - d. facilitation – a model elicits from an observer a response that has already been learned;
  - e. creativity – observing several models performing and then adapting a combination of characteristics or styles.
- 21.10.** Provide feedback: This can be a test, quiz or verbal comments. The feedback needs to be specific, rather than something similar to “you are doing a good job”. Tell them why they are doing a good job and/or provide specific guidance.
- 21.11.** Assess performance: Evaluate the learners to determine if the lesson has been learned and provide general progress information.
- 21.12.** Enhance retention and transfer: Inform the learners about similar problem situations, provide additional practice, put the learners in a learning transfer situation and review the lesson.

## **22. FIRST PRINCIPLES OF INSTRUCTION**

- 22.1.** M. David Merrill (2002) identified five instructional design principles that promote learning when creating learning/training environments, processes and products. He noted that the most effective learning processes or environments are problem-centred and involved the learner in five distinct phases promoting learning when:
- 22.1.1.** learners are engaged in solving real world problems – start with simple problems and work through a progression of increasingly complex problems.
  - 22.1.2.** existing knowledge is activated as a foundation for new knowledge – prior experience from relevant past experience is used as a foundation for the new skills and knowledge (also known as scaffolding).
  - 22.1.3.** knowledge is demonstrated to the learner – they are shown, rather than just being told.
  - 22.1.4.** new knowledge is applied by the learner – they are required to use their new knowledge or skill to solve problems.
  - 22.1.5.** new knowledge is integrated into the learner's world – they are able to demonstrate improvement in their newly acquired skills and to modify it for use in their daily work.
  - 22.1.6.** Merrill uses the following diagram to show the four phases surrounding problems:



22.2. According to Merrill, the definition of a problem varies among theorists, such as engaging in a simulation or being involved in a real world task. He uses the word problem to include a wide range of activities, with the most critical characteristics being that the activity is a whole task, rather than components of a task and that the task is representative of those the learner will encounter in the real world.

<b>DEVELOPED BY:</b>		
	<b>PAUL PHOOKO</b>	<b>07 October 2020</b>
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<b>REVIEWED &amp; VALIDATED BY:</b>		
	<b>J NIEMAND</b>	<b>09 OCTOBER 2020</b>
<b>SIGNATURE OF SM: PEL</b>	<b>NAME IN BLOCK LETTERS</b>	<b>DATE</b>
<b>APPROVED BY:</b>		
	Simon Segwabe Executive: Aviation Safety Operations	<b>12 October 2020</b>
<b>SIGNATURE OF E: ASO</b>	<b>NAME IN BLOCK LETTERS</b>	<b>DATE</b>

**END**

**ANNEX A**  
**CODE OF INTEGRITY**

**1. INTRODUCTION**

Cabin Crew Instructors are appointed by the SACAA in terms of CAR 64.01.10 to exercise certain actions on its behalf. Cabin Crew Instructors are therefore representatives of the Director of Civil Aviation and have a statutory obligation to demonstrate a high standard of behaviour and professionalism.

**2. PURPOSE OF THE CODE OF INTEGRITY**

The purpose of this document is to develop and maintain a conduct that is acceptable as a representative of the DCA.

**3. THE ROLE OF A CABIN CREW INSTRUCTOR (CCI)**

A CCI is appointed to conduct safety and emergency training for cabin crew, according to the SACAA standards, and to:

- 3.1. evaluate the cabin crew member's ability to apply the required knowledge and perform the tasks required of a cabin crew member whilst exercising the privileges of his or her cabin crew licence;
- 3.2. identify and deal with hazardous (inappropriate) behaviours;
- 3.3. promote safety at all times;
- 3.4. encourage learning;
- 3.5. assist the training organizations with training standard development and improvement;
- 3.6. maintain an efficient line of communication with SACAA.
- 3.7. CCIs are required to be affiliated with a Part 141 ATO and have the obligation to provide a prompt service to any person who wishes to attend a training course, provided that such person complies with all regulatory requirements for that course.
- 3.8. CCIs may be required to conduct safety and emergency training as the need arises, at the behest of the DCA. CCIs shall refrain from bringing the SACAA into disrepute i.e. defamatory and derogative comments directed at SACAA or its representatives

**4. PROFESSIONAL ETIQUETTE**

As representatives of the DCA, CCIs are expected to be:

- 4.1. professional;
- 4.2. punctual;
- 4.3. respectful;
- 4.4. ethical;
- 4.5. advocates of SACAA's Vision and Mission Statements;

**5. ACKNOWLEDGEMENT**

5.1. I, the undersigned, hereby certify that I am :-

- 5.1.1. aware that appointment is at the sole discretion of the SACAA, that it is a privilege and not a right, and may be withdrawn at any stage - as per CAR 64.01.10;
- 5.1.2. aware that I will be subjected to annual assessments by a SACAA CDE for the maintenance of standards and re-designation;
- 5.1.3. aware that I will be subjected to bi-ennial oversight(s) by the SACAA Testing Standards department for the maintenance of standards and re-designation;
- 5.1.4. familiar with the contents of the relevant SA Civil Aviation Regulations, SA Civil Aviation Technical Standards, the guidelines contained in the Technical Guidance Material and all other applicable SACAA documents, publications and circulars;
- 5.1.5. knowledgeable in the relevant area of expertise;
- 5.1.6. aware that honesty and integrity are essential prerequisites for designation and the maintenance thereof.

5.2. Further to this, I shall ensure that I will:-

- 5.2.1. conduct safety and emergency training for cabin crew in accordance with the standards prescribed in the relevant Parts;
- 5.2.2. conduct myself in a dignified, professional and ethical manner; and
- 5.2.3. comply with all applicable SACARs and ensure that relevant documents are completed and submitted accurately and timeously to the SACAA.

I acknowledge that I have received a copy of the SACAA TGM for CCI dated 01 October 2020 and confirm that I fully understand the content thereof.

I understand that a breach of any part of this Code of Conduct may lead to enforcement action and removal of my appointment as Cabin Crew Instructor.

<b>SIGNATURE OF CABIN CREW INSTRUCTOR</b>	<b>NAME IN BLOCK LETTERS</b>	<b>DATE</b>

**DO NOT STRIKETHROUGH ANY PRIVILEGE ON A SACAA DOCUMENT.**