



Session 4

ICAO Cabin Crew Competency Framework



Overview

- ICAO competency framework
- Adapted competency framework
- Relationship between competencies & tasks
- ICAO task lists for cabin crew
- CBTA programme components & workflows
- Q&A



ICAO Competency Framework

- To focus training and assessment on how cabin crew is expected to competently perform on the job
 - Need description of performance
 - in particular operational and environmental context
- ICAO competency framework for cabin crew presented in Doc 10002
- Framework is generic model applicable to all cabin crew members
- Content of framework is internationally agreed upon baseline
 - for competencies that all cabin crew members should possess

ICAO Competency Framework (2)

- Framework provides examples of observable behaviours
 - may be used to assess cabin crew competency
 - i.e. “effective” versus “poor” display of these competencies
 - in training environment
 - or during line checks
- Cabin crew call on relevant knowledge, skills and attitudes
 - in order to display certain OBs

Structure of ICAO Competency Framework

| ICAO competency | Description | Observable behaviour (OB) |
|-------------------|---------------|---------------------------|
| ICAO Competency 1 | Description 1 | OB 1 |
| | | OB 2 |
| | | OB n |
| ICAO Competency 2 | Description 2 | OB 1 |
| | | OB 2 |
| | | OB n |
| ICAO Competency n | Description n | OB 1 |
| | | OB 2 |
| | | OB n |

Cabin Crew Competency Framework

| ICAO competency | Description | Observable behaviour (OB) |
|----------------------|--|---|
| Communication | Communicates through appropriate means in the operational environment, in both normal, abnormal and emergency situations | OB 2.1 Determines that the recipient is ready and able to receive information OB 2.2 Selects appropriately what, when, how and with whom to communicate OB 2.3 Conveys messages clearly, concisely using designated common language (e.g. multilingual flight/cabin crew) OB 2.4 Confirms that the recipient demonstrates understanding of important information OB 2.5 Listens actively and demonstrates understanding when receiving information ... |

OBs are performed to criterion, e.g. accurately or correctly, generally not stated



ICAO Cabin Crew Competencies

1. Application of policies & procedures
2. Communication
3. Leadership & teamwork
4. Passenger management
5. Problem solving & decision making
6. Situation awareness & management of information
7. Workload management

How to Use the ICAO Framework

- Operators implementing CBTA should **adapt** ICAO competency framework
 - to reflect their specific local environment and requirements
 - e.g. single or multi-cabin crew operations
- **Adapted** competency model provides means for operator
 - of assessing whether cabin crew trainees achieve desired performance

How to Use the ICAO Framework (2)

- Purpose of CBTA is to
 - train and assess capacity of individual cabin crew member
 - to perform at standard expected in operator
- Operator electing to implement CBTA should
 - adapt ICAO competency framework for cabin crew
 - to suit its specific context
 - develop adapted competency model to include following...

Elements of Adapted Competency

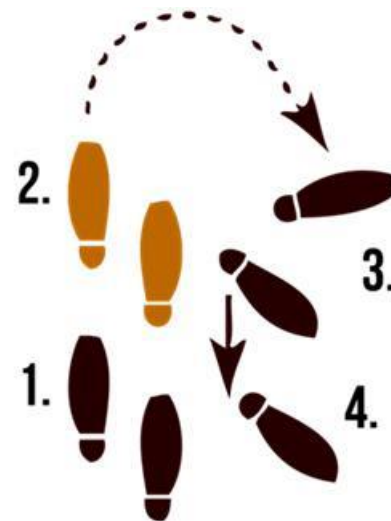
| Adapted competency | Description | Performance criteria | | | |
|----------------------|---------------|---------------------------|---|---------------------------|------------|
| | | Observable behaviour (OB) | Competency assessment | | |
| Adapted competency 1 | Description 1 | OB 1 | <div style="border: 2px solid red; padding: 10px;"> <table border="1" style="width: 100%; height: 100%;"> <tr> <td style="width: 50%; vertical-align: middle;">Final competency standard</td> <td style="width: 50%; vertical-align: middle;">Conditions</td> </tr> </table> </div> | Final competency standard | Conditions |
| | | Final competency standard | | Conditions | |
| | | OB 2 | | | |
| OB n | | | | | |
| Adapted competency 2 | Description 2 | OB 1 | | | |
| | | OB 2 | | | |
| | | OB n | | | |
| Adapted competency n | Description n | OB 1 | | | |
| | | OB 2 | | | |
| | | OB n | | | |



Relationship between Competencies & Tasks

Tasks

- Traditional approach to training development involve
 - decomposition of jobs into tasks
- For each task there is
 - related objective
 - assessment
 - associated elements in training plan



Tasks (2)

- Limitation of this approach is that
 - each task must be taught and assessed
- In complex systems or when jobs evolve rapidly
 - may not be possible to teach and assess each task
- Trainee may demonstrate ability to perform tasks in isolation
 - without being competent in job



Tasks versus Competencies

- CBTA is based on concept that competencies are transferable
- In design of CBTA programme
 - limited number of competencies are defined
- Task(s) will involve several competencies
 - and competencies apply across a variety of tasks and contexts
- For example, cabin crew will apply competency of “communication” in different scenarios
 - firefighting, managing unruly pax, medical emergency, etc.

Tasks versus Competencies (2)

- In design of CBTA, tasks and activities are used to
 - facilitate, develop or assess competencies
- Example: cabin crew will practice competency “workload management”
 - in context = performing **task** of preparing cabin for anticipated emergency landing
- Lack of specific competencies may be identified
 - as root causes of failure of **task**
- Example: cabin crew may fail to initiate timely evacuation
 - **due to** lack of communication





ICAO Cabin Crew Tasks

1. Normal Operations
2. Abnormal & Emergency Situations
3. Dangerous Goods
4. Cabin Health & First Aid
5. Unlawful Interference

Normal Operations

- Tasks group by duties by phase of flight
- Tasks include
 - duties & responsibilities to be performed (by phase of flight)
 - management of pax and cabin environment
 - operation of systems/equipment
 - management of abnormal/emergency situation
 - described in separate task list



Abnormal & Emergency Situations

- Tasks **not** specific to phases of flight
- Tasks cover specific situations
 - Fire fighting
 - Fume events
 - Cabin pressurization problems and decompression
 - Anticipated and unanticipated emergency landing/ditching
 - Evacuation
 - Flight and cabin crew member incapacitation
 - Rapid disembarkation



Dangerous Goods

- Tasks on safe transport of permitted DG in cabin
 - DG permitted by passengers and crew
 - Forbidden DG found on-board on ground
 - Forbidden DG found on-board during flight
- Tasks on DG incidents during flight
 - Fire involving DG
 - Fire/smoke/overheat of PED or stand-alone lithium batteries
 - PED inadvertently crushed/damaged in electrically adjustable seat
 - Spillage or leakage involving DG



Cabin Health & First Aid

- Tasks **not** specific to phases of flight
- Tasks cover specific situations
 - On-board medical events
 - Food safety and sanitation
 - Cabin disinsection



Unlawful Interference

- Tasks **not** specific to phases of flight
- Tasks cover specific situations
 - Unruly passengers
 - Bomb threat in flight
 - Bomb threat on ground
 - Hijacking
 - Chemical/biological/radiological weapons



Presentation of Task Lists

- Phase of flight
 - when task should be performed
- Task
- Sub-task
 - all elements needed to complete task
- I/C Duty
 - tasks specific to In-charge cabin crew member
- Reference
 - CCOM, SMS Manual, etc.





CABIN CREW TASKS DURING ABNORMAL AND EMERGENCY SITUATIONS

Phase of flight: 1. Applicable to any phase of flight

The tasks described below relate to abnormal or emergency situations which may occur during any phase of flight

| Task | Sub-task | I/C Duty | Reference |
|---|--|----------|-----------|
| 1.1 Apply firefighting procedure | 1.1.1 Detect and eliminate fire hazards | | CCOM |
| | 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 firefighting 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-firefighting procedure | | |
| | 1.1.9 Complete the applicable documentation | X | |

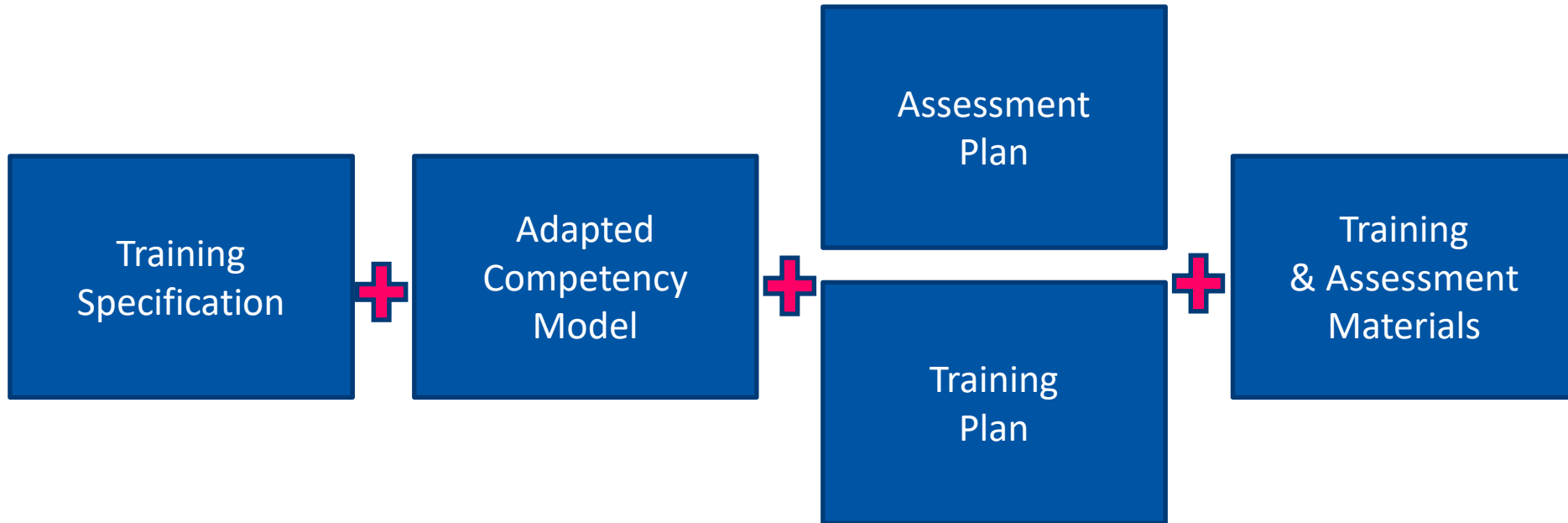


CBTA Programme Components & Workflows

CBTA Programme Components

- **Training specification** – describes purpose of training, **task list** and requirements
 - that shall be fulfilled when designing training
- **Adapted competency model** – adapted from ICAO framework to develop CBTA for cabin crew
- **Assessment plan** – document provides process and tools for gathering valid & reliable evidence at different stages during training
- **Training plan** – document describes training required to achieve competencies
 - It includes but not limited to a syllabus (knowledge, skills and attitudes, milestones, lesson plans and schedules)
- **Training & assessment materials & resources** – everything needed to implement training & assessment plans
 - i.e. human, material and organizational resources

CBTA Programme Components



Overview of CBTA Workflows

Workflow 1

Analyse
training need

Workflow 2

Design local
CBTA

Workflow 3

Develop
training &
assessment
materials

Workflow 4

Conduct
the course

Workflow 5

Evaluate
the course

Instructional Systems Design (ISD)

- Several ISD models may be used to design CBTA
- They serve as basis to derive components of CBTA
- **Analyse, Design, Develop, Implement and Evaluate (ADDIE)** generic to ISD
- ICAO PANS-TRG, Doc 9868
 - Chapter 2 outlines general provisions for CBTA
 - presents general principles and procedures for design and implementation of CBTA
 - Attachment C contains detailed description of ADDIE methodology
 - provides step-by-step guide to establish CBTA specific to environment & requirements

Points to Remember

- Need to adapt ICAO competency framework
- Integration of competencies and tasks
- CBTA components and workflows
- Need to apply ISD methodology (ADDIE)

