VOLUME 3. AIR OPERATOR TECHNICAL ADMINISTRATION

CHAPTER 2. TRAINING PROGRAMS AND AIRMAN QUALIFICATIONS

SECTION 4. FLIGHTCREW GENERAL EMERGENCY TRAINING CURRICULUM SEGMENTS

391. GENERAL. There are two types of emergency training that Title 14 of the Code of Federal Regulations (14 CFR) parts 121 and 135 operators must provide to flight crewmembers. One type is "aircraft-specific." This type of emergency training includes instruction and practice in emergency and abnormal procedures associated with aircraft systems, structural design, and operational characteristics. This training provides pilots and flight engineers with the knowledge and skills necessary to perform the emergency or abnormal procedures specified in the approved airplane flight manual (AFM) or those AFM procedures incorporated in the operator's aircraft operating manual. Examples of such procedures are those used when engine, landing gear, flight control, and/or pressurization problems occur. "Aircraft-specific" also includes training on the location of specific items of emergency equipment on the aircraft, such as fire extinguishers, oxygen bottles, liferafts, life vests, and first aid kits. Aircraft-specific training must be included in the aircraft ground and flight training curriculum segments as described in sections 4 and 5 of this chapter. The other type of emergency training is referred to as "general emergency training." General emergency training is required for crewmembers on each item specified in part 121, § 121.417 and part 135, § 135.331. This section provides direction and guidance on the content, methods of presentation, evaluation, and approval of flightcrew general emergency training.

A. Two distinct subject areas of training are required in the conduct of general emergency training. These areas of training are "emergency drill" training and "emergency situation" training.

(1) The general emergency training curriculum segment must contain training modules that provide for training in both subject areas.

NOTE: "Emergency drill" training provides instruction and practice in the actual use of certain items of emergency equipment, such as fire extinguishers, life vests, oxygen bottles, and first aid equipment.

NOTE: The discharge of Halon extinguishing agents during firefighting drills is not appropriate unless a training facility is used that is specifically designed to prevent harm to the environment from the discharged Halon. When such facilities are not used, other fire extinguishing agents that are not damaging to the environment should be used during the drills.

(2) "Emergency situation" training consists of instruction on the factors involved, as well as the procedures to be followed, when emergency situations occur. Examples include passenger evacuations, ditching, rapid decompressions, aircraft fires, and persons needing first aid.

B. The training modules for general emergency training must address the type of operation performed by an operator. For example, if a company operates aircraft above 25,000 feet, crewmembers must receive instruction in subjects such as respiration, hypoxia, decompression sickness, and any related procedures. As another example, a company that does not conduct extended-overwater operations does not need to conduct training in the use of liferafts.

392. JOINT PILOT/FLIGHT ATTENDANT EVACUATION TRAINING.

A. Background.

(1) During a study, the National Transportation Safety Board (NTSB) asked flightcrews who had participated in real, actual evacuations that received detailed investigations what changes could be implemented to improve emergency evacuation of

passengers. Four flight crewmembers mentioned joint training with flight attendants. In addition, two flight attendants recommended joint training with the flightcrew on evacuation procedures. Although many crewmembers had participated in joint crew resource management (CRM) training, a much smaller percentage indicated that it included joint evacuation drills. NTSB recommendations A-92-74 and A-92-77 recommended joint evacuation and/or wet ditching drill training and joint CRM training that included group exercises to improve crewmember communication and coordination.

(2) FAA agreed with the intent of these safety recommendations. On February 8, 2001, FAA issued Advisory Circular 120-51D, Crew Resource Management Training, which states that flight attendants should conduct CRM training with flightcrews covering shared issues such as evacuations and ditching. In addition, on February 12, 1995, FAA issued Flight Standards Information Bulletin FSAT 95-04, Emergency Evacuation and Ditching Drills, which expired on February 29, 1996. The bulletin directed Principal Operations Inspectors (POI) to ensure that their assigned certificate holders are aware of the performance benefits that result when flightcrews and flight attendants perform emergency evacuation and ditching drills together.

B. Policy. Giving crewmembers the opportunity to experience crew coordination and teamwork during required training drills is highly desirable. This is not always possible because of the difference in the numbers, the training schedules, and the training facilities of flight attendants and flight crewmembers. Regardless of these challenges, airlines have used a variety of methods to ensure that crewmembers understand the procedures and actions of other crewmembers during emergency situations. These methods have included the use of videos that show the procedures for both flightcrew and flight attendants during a simulated emergency situation and the time frames required to complete those procedures. The simulation is especially helpful when followed by a discussion in which crewmembers are encouraged to discuss the role of fellow crewmembers.

(1) FAA recognizes the value of all activities that encourage communication and coordination between crewmembers. This would include joint CRM training, joint evacuation training, schedules that allow pilots and flight attendants to remain together as a crew for the duration of their trip sequence, preflight briefings that occur between the captain and the flight attendant crew, and coordination between flightcrew and flight attendant training departments to ensure standardization of procedures. As evidenced in previous guidance that FAA has published, these activities are strongly encouraged and air carriers routinely integrate one or more of these items into their operational procedures or training programs.

(2) POIs and Cabin Safety Inspectors (CSI) (if applicable) should ensure that their assigned certificate holders are aware of the desirability of flightcrew and flight attendants performing emergency evacuation and ditching drills together. Further, they should ensure that when this is not possible, air carriers are aware of the desirability of training programs that include information addressing the roles of other crewmembers during emergency evacuations and ditchings.

393. GENERAL EMERGENCY TRAINING CURRICULUM SEGMENTS.

A. Part 121. All part 121 operators must develop and obtain approval of a general emergency training curriculum segment for the initial new-hire category of training. Part 121 operators using both Group I (propeller-driven) and Group II (turbojet) aircraft must develop a general emergency training curriculum segment for flight crewmembers required to receive initial equipment training on an aircraft in a different group for the first time. Part 121 operators may elect (or POIs may require them) to develop a separate general emergency training curriculum segment for flight crewmembers required to receive initial equipment training on an aircraft in the same group. In this situation, the decision to develop a separate general emergency training curriculum segment should be based on the complexity of the operation, the extent of the differences in the flight regimes of the aircraft involved, and the extent of differences in the emergency equipment and procedures associated with the aircraft involved.

B. Part 135. All part 135 operators must develop and obtain approval of a general emergency training curriculum segment for the initial new-hire category of training. Part 135 operators may elect (or POIs may require them) to develop a separate general emergency curriculum segment for flight crewmembers required to receive the initial equipment category of training. In this situation, the decision to develop a separate general emergency training curriculum segment should be based on the complexity of the operation, the extent

of the differences in the flight regimes of the aircraft involved, and the extent of differences in the emergency equipment and procedures associated with the aircraft involved. For example, an operator who operates both reciprocating-powered and turbojet-powered aircraft may need to develop separate general emergency training curriculum segments for incorporation into the initial equipment category of training appropriate for these types of aircraft.

C. Transition and Upgrade Training--Parts 121 and 135. There is not a requirement for a separate general emergency curriculum segment for the transition and upgrade categories of training. For these categories of training, flight crewmembers will have previously received the appropriate general emergency training during initial new-hire training or, when appropriate, initial equipment training. Aircraft-specific emergency training must be included in the transition or upgrade aircraft ground and flight training curriculum segments.

D. Recurrent Training--Parts 121 and 135. Parts 121 and 135 operators must develop and obtain approval of a separate general emergency training curriculum segment for the recurrent category of training. Usually, it will be appropriate to have two general emergency curriculum segments, one that reflects a 12-month cycle of emergency situation training and another that reflects a 24-month cycle of emergency drill (actual hands-on) training (see paragraph 395). However, it is acceptable to incorporate the emergency drill "hands-on" training into a single curriculum segment provided it clearly requires that flight crewmembers receive the emergency drill (hands-on) training at least once each 24 months.

E. Requalification Training--Parts 121 and 135. Whether a general emergency curriculum segment is required for the requalification category of training is dependent on the purpose of the requalification training. In general, if the purpose of the requalification training is to requalify flight crewmembers who have been unqualified for more than 1 year, a general emergency training curriculum segment should be required.

395. RECURRENT GENERAL EMERGENCY TRAINING. Parts 121 and 135 operators are required to conduct recurrent general emergency training. This curriculum segment is separate from the aircraft ground recurrent training curriculum segment. Recurrent general emergency training consists of "emergency situation" and "emergency drill" training modules.

A. Recurrent general emergency training for parts 121 and 135 operators consists of all the items contained in §§ 121.417 and 135.331 respectively. This training must be conducted every 12 months, usually at the same time that aircraft ground recurrent training is conducted.

B. The emergency situation training modules that are part of the recurrent general emergency training curriculum segment must include at least the following:

- Rapid decompression (if applicable)
- In-flight fire (or on-the-surface) and smoke control procedures
- Ditching and evacuation situations
- Illness, injury, the proper use of first aid equipment, and other abnormal situations involving passengers or crewmembers

C. The emergency drill training modules, which require the crewmember to actually operate the items of emergency equipment (hands-on), must be conducted at least every 24 months. During the alternate 12-month periods, the emergency drill training may be accomplished by pictorial presentation or demonstration. The emergency drill training modules that are part of the recurrent general emergency training curriculum segment must include at least the following:

- Operation of emergency exits (such as floor-level, overwing, and tail cone) in the normal and emergency modes
- Operation of each type of hand-held fire extinguisher
- Operation of each type of emergency oxygen system
- Donning, use, and inflation of life preservers and other flotation devices (if applicable)
- Ditching procedures (if applicable), including cockpit preparation, crew coordination, passenger briefing, cabin preparation, the use of life lines, and boarding of passengers and crew into a liferaft or slideraft, as appropriate

D. The following illustration serves to clarify the chronological order of recurrent general emergency training requirements:

TYPE OF RECURRENT GENERAL EMERGENCY TRAINING REQUIRED	MONTHS SINCE FIRST EMERGENCY TRAINING CURRICULUM SEGMENT WAS COMPLETED			
	12 MONTHS	24 MONTHS	36 MONTHS	48 MONTHS
Emergency Situation Training	X	X	X	X
Emergency Drill (either hands-on or pictorial presentation/demo)	X	X	X	X
Emergency Drill (hands-on required)		X		X

397. GENERAL EMERGENCY TRAINING MODULES.

A. A general emergency training curriculum segment must include as many training modules as necessary to ensure appropriate training. Each module outline must provide at least:

- A descriptive title of the training module, and
- A list of the related elements or events that will be presented during instruction on the module

B. The training module outline must contain sufficient elements or events to ensure that a student will receive training on the emergency equipment and procedures common to all of the operator's aircraft and the type of operation being conducted.

C. It is unnecessary to include detailed descriptions of each element within a training module outline. Such detailed descriptions are appropriate when included in the operator's courseware, such as lesson plans. During the approval process, the POI should review courseware as necessary to ensure that the scope and depth of the training modules are adequate. The following is an example of an acceptable method of presenting a general emergency training module outline:

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3. AIRCRAFT FIRES

(a) Principles of combustion and classes of fires

(b) Toxic fumes and chemical irritants

(c) Use of Halon, CO_2, and water extinguishers

(d) Lavatory fires

(e) Smoke masks and goggles

FYI: In the preceding illustration, such items as engine fire procedures, electrical fire procedures, and the location of each fire extinguisher are intentionally not included. These elements or events are included in the aircraft ground and flight training curriculum segments.

D. The following example illustrates the interrelationship of training modules in the flight crewmember general emergency training curriculum segment:

IV. FLIGHT CREWMEMBER GENERAL EMERGENCY TRAINING CURRICULUM SEGMENT — *Title of Curriculum Segment*

A. Training Objective: — *Statement of Training Objectives*

B. Emergency Situation Training: — *Title of Subject Area*

1. Crewmember Duties and Responsibilities
2. Crewmember Coordination and Company Communication
3. Aircraft Fires
4. First Aid Equipment
5. Illness, Injury, and Basic First Aid
6. Ground Evacuation
7. Ditching
8. Rapid Decompression
9. Previous Aircraft Accidents/ Incidents
10. Crewmember Incapacitation
11. Basic Survival Training

— *Training Modules Within a Curriculum Segment*

8. Rapid Decompression

(a) Respiration
(b) Hypoxia, Hypothermia, and Hyperventilation
(c) Time of Useful Consciousness
(d) Gas Expansion/Bubble Formation
(e) Physical Phenomena and Actual Incidents

— *Elements Within a Training Module*

399. TRAINING HOURS. A minimum number of training hours for general emergency training curriculum segments is not specified in parts 121 and 135. When approving these curriculum segments, FAA must consider the complexity of the type of operation and the complexity of the aircraft used. When approving general emergency training curriculum segments, POIs should use table 3.2.4.1. as a guide. The table includes a list of national norms for the initial new-hire general emergency training hours. The training hours for a complex type of operation may need to exceed the national norm while training hours below the national norm may be acceptable for a less complex type of operation. National norms have not been established for initial equipment or recurrent general emergency training.

Table 3.2.4.1.
INITIAL NEW-HIRE FLIGHT CREWMEMBER GENERAL EMERGENCY TRAINING HOURS

AIRCRAFT FAMILY	TYPE OF OPERATION	TRAINING HOURS
Parts 121 and 135 Transport and Commuter Category	All	8
General Purpose Multi-engine Airplane	Land Operations	4
	Extended Overwater	6
	Uninhabited Environment	6
Single-engine Airplanes	Lands Operations	2
	Extended Overwater	4
	Uninhabited Environment	6
Helicopters	Land Operations	4
	Extended Overwater	6
	Uninhabited Environment	6

401. COURSE COMPLETION REQUIREMENTS. Completion of the curriculum segment must be documented by an instructor's or supervisor's certification that the student has successfully completed the course. The certification is usually based on the results of a written examination given at the end of the course. With some training methods, the certification may be based on student progress checks administered during the course.

403. CONTENT OF FLIGHT CREWMEMBER GENERAL EMERGENCY TRAINING CURRICULUM SEGMENTS. A general emergency training curriculum segment must indicate that training will be given, appropriate to the operator's type of operation, in two distinct areas. These areas of training are "emergency situation" and "emergency drill."

405. EMERGENCY SITUATION TRAINING MODULES. Emergency situation training modules provide instruction, demonstration, and practice in the handling of emergency situations. The following are examples of recommended training modules for the emergency situation subject area:

A. Flight Crewmember Duties and Responsibilities.

- Emergency assignments
- Captain's emergency authority
- Reporting incidents and accidents

B. Crew Coordination and Company Communication.

- Cabin crew notification procedures
- Ground agency notification procedures (FAA, Airport Authority)
- Company communication procedures

C. Aircraft Fires.

- Principles of combustion and classes of fire
- Toxic fumes and chemical irritants
- Use of appropriate hand-held extinguishers
- Lavatory fires
- Smoke masks and goggles

D. First Aid Equipment.

- Contents of first aid kit
- Requirements for first aid kit integrity
- Use of individual items

E. Illness, Injury, and Basic First Aid.

- Principles of CPR
- Ear and sinus blocks
- Seeking medical assistance
- Treatment of shock
- Heart attack and pregnancy situations

F. Ground Evacuation.

- Aircraft configuration
- Directing passenger flow

- Blocked or jammed exit procedures
- Fuel spills and other ground hazards
- Handicapped persons

G. Ditching.

- Cockpit and cabin preparation
- Passenger briefing
- Crew coordination
- Primary swells, secondary swells, and sea conditions
- Ditching heading and water landings
- Ditching at night

H. Rapid Decompression.

- Respiration
- Hypoxia, hypothermia, hyperventilation
- Time of useful consciousness
- Gas expansion/bubble formation
- Physical phenomena and actual incidents

I. Previous Aircraft Accidents/Incidents.

- NTSB accident report reviews
- Human factors/considerations
- NASA reporting system

J. CrewmemberIncapacitation.

- Company procedures
- Reporting requirements (NTSB)
- Interference with crewmembers

K. Hijacking and Other Unusual Situations.

- Hijack procedures
- Bomb threat procedures
- Security coordinator responsibilities
- In-flight intercept signals and procedures

406. SITUATIONS REQUIRING EMERGENCY EVACUATIONS.

A. Background.

(1) In a study, the NTSB examined what situations would cause a flight crew to require an emergency evacuation, according to their company procedures. The most frequent event leading to an evacuation was an engine fire, accounting for 18 of the 46 evacuations (39 percent). At some air carriers, checklist procedures direct the flightcrew to initiate or consider ground evacuation procedures for emergency landing, fire (engine, Auxiliary Power Unit (APU), avionics, and cargo), smoke (in cabin equipment, in air conditioning, and smoke removal), abnormal landing gear, ditching, and aircraft sabotage. However, other air carriers direct flightcrews to initiate or consider evacuation only for gear-up landings, ditchings, or forced landings.

(2) Based on this information, the NTSB concluded that pilots are not receiving consistent guidance, particularly in flight operations and safety manuals, on when to evacuate an airplane. The NTSB believes that FAA should require flight operations manuals and safety manuals to include in abnormal and emergency procedures checklists, a checklist item that directs flightcrews to initiate or consider emergency evacuation in all emergencies that could reasonably require an airplane evacuation (for example, a cabin fire or an engine fire).

B. Policy. Air carriers should evaluate the guidance and training that is given to their flightcrews regarding a crew's decision to initiate or consider an emergency evacuation and ensure that it addresses the majority of situations for which an emergency evacuation may be warranted, including smoke or fire in the cabin. In addition, each carrier should consider a checklist item that directs flightcrews to initiate or consider an emergency evacuation in all emergencies that could reasonably require an airplane evacuation.

407. EMERGENCY DRILL TRAINING MODULES. The area of a general emergency training curriculum segment referred to as emergency drill training provides instruction, demonstration, and practice in the actual operation of certain items of emergency equipment. Examples of recommended training modules for the emergency drill training subject area are as follows:

A. Hand-Held Fire Extinguishers.

- Inspection tags, dates, and proper charge levels
- Removal and stowage of extinguishers
- Actual discharge of each type of extinguisher
- Maintenance procedures and minimum equipment list (MEL)

B. Portable Oxygen Systems.

- Inspection tags, dates, and pressures

- Removal and stowage of oxygen bottles
- Actual operation of each type of bottle and each type of mask

C. Emergency Exits and Slides.

- Actual operation (open and close) of each exit in the normal and emergency modes
- Instruction on slide or slideraft deployment, transfer from one door to another, and detachment from the aircraft or training device of each type of slide or slideraft (if applicable)
- Actual use of slide or slideraft (This requirement needs to be accomplished only once during initial new-hire or initial equipment training.)

D. Ditching Equipment (if applicable).

- Actual donning, use, and inflation of individual flotation means (life preservers)
- Instruction on liferaft removal from the aircraft and inflation of each type of liferaft
- Instruction on the use of life lines
- Actual boarding of a liferaft or slideraft
- Instruction on survival equipment

408. PLANNED EMERGENCY BRIEFINGS.

A. Background. During a study, the NTSB reviewed both planned and unplanned evacuations. The majority of cases (31) in the study were reported to be unplanned evacuations and 14 were carried out following crew planning for a possible evacuation. For the planned evacuations, the amount of planning varied from case to case. Prior to landing in an A-320 that had an unsafe nosegear, the flight attendants completed a comprehensive preparation for landing that included relocating the passengers and a detailed passenger briefing to prepare them for the evacuation. No passengers received injuries during the successful evacuation. In another case, passengers were informed that a maintenance problem had occurred and the airplane would be returning to the airport. Flight attendants calmed and reassured the passengers but did not prepare the cabin for an emergency evacuation. In this case, 11 passengers sustained minor injuries.

(1) Planning for evacuations involves more than just keeping passengers calm. Reviewing brace positions improves the chance that passengers will be properly braced for the emergency landing. Planned evacuations also allow the flight attendants to inform the passengers of what to expect, thereby avoiding surprises that could possibly delay the evacuation. For example, passengers who were flying on a Beech 1900 reported that they were surprised that there were no slides at the exits.

(2) Inadequate time to prepare, no procedures for abbreviated briefings, and lack of communication from the flightcrew regarding the possibility of an evacuation prevented adequate passenger briefings in several cases studied.

B. Policy. Passengers who are informed and briefed regarding the possibility of an evacuation are better prepared to handle an evacuation, should one occur. Air carriers should ensure that they have procedures in place to encourage communication from the flight crew to the flight attendants regarding the possibility of an evacuation. In addition, air carriers should have procedures in place to ensure that passengers are provided with precautionary briefings when flightcrews anticipate an eventual evacuation.

(1) Further, air carriers should develop procedures that are designed to accommodate abbreviated timeframes for cabin preparation for a planned evacuation or ditching. They should establish guidance and procedures for their flight attendants that specifically address reduced timeframes for cabin preparation and give their flight attendants the opportunity to practice these procedures during emergency training. These procedures should prioritize the cabin preparation tasks and critical elements of passenger information that can have a maximum positive effect on an evacuation and can be delivered in an abbreviated timeframe. For example, a review of the brace position and a reminder to review the safety information card for exit location and operation provides passengers with information that they can use to prepare for a safer and more efficient evacuation.

(2) There are several methods that an air carrier may employ to accomplish this. For example, an air carrier could have one announcement/checklist and structure it so that tasks are completed in order of importance. Even an abbreviated time frame would allow the most critical tasks to be completed first. Another method could be to have two different announcements/checklists to accomplish specific time frames such as “over 10 minutes to prepare/under 10 minutes to prepare.” Regardless of the method the air carrier chooses, POIs and CSIs (if applicable) should ensure that their assigned operators have procedures in

place that are able to accommodate abbreviated time frames for cabin preparation for an emergency landing.

409. RECURRENT GENERAL EMERGENCY TRAINING MODULES. Recurrent general emergency training consists of emergency situation training elements and emergency drill training events (in the form of training modules) that are selected by the operator and approved by the POI.

A. During alternate 12-month periods, when (actual hands-on) emergency drill training is not required, operators may use approved pictorial presentations or demonstrations. When approving pictorial presentations, the POI must ensure that the presentation meets the following criteria:

(1) The equipment shown in each pictorial presentation must be functionally identical to the equipment on board the aircraft.

(2) The pictorial display of equipment must be large enough to be properly viewed by the whole class.

(3) All procedures must be accurately and logically presented.

(4) All emergency equipment not actually demonstrated during the course of instruction must be presented pictorially.

B. Every 24 months each crewmember must receive (actual hands-on) emergency drill training. This means that each crewmember must actually perform each drill or procedure and must actually operate each piece of emergency equipment specified in paragraph 407. Certain hands-on emergency drill events must be conducted in a static aircraft or in an approved cabin/exit mock-up training device.

411. CABIN AND EXIT MOCKUPS. Hands-on emergency drill training for items such as emergency exits and passenger oxygen systems should be conducted in a static aircraft, in an approved cabin mock-up training device, or by use of an approved exit mock-up training device. Cabin and exit mock-up training devices should be representative of a full-scale section of an aircraft. Cabin mock-ups should include operational doors, window exits, slides, rafts, and other equipment used in emergency drill training. POIs should not approve cabin or exit mock-up training devices without an inspection to determine the adequacy of the devices. Generally, cabin and exit mock-up training devices are acceptable if they meet the following criteria:

A. Cabin mock-ups should be representative of the operator's aircraft with appropriate equipment installed.

B. Cabin mock-ups should be full-scale, except for length.

C. The forces required to open the exit mock-ups should duplicate normal and emergency conditions with the slides or slideraft installed.

D. The mechanisms and instructions required to operate the exits should be representative of the operator's aircraft.

413. EVALUATION OF FLIGHT CREWMEMBER GENERAL EMERGENCY TRAINING CURRICULUM SEGMENT OUTLINES FOR INITIAL APPROVAL. When evaluating a general emergency training curriculum segment for initial approval, inspectors must determine that the training modules contain information of sufficient quality, scope, and depth to ensure that the flight crewmember can perform emergency duties and procedures without supervision. Inspectors should use the job aid in this section when evaluating the proposed curriculum segment outline.

415. FLIGHT CREWMEMBER GENERAL EMERGENCY TRAINING JOB AID.

A. The flight crewmember general emergency training job aid (table 3.2.4.2.) is provided to assist the inspector when evaluating this curriculum segment. The regulatory requirements of parts 121 and 135 general emergency training are contained in this job aid. The job aid covers the two subject areas of general emergency training, "emergency situation" and "emergency drill" training, and is intended to assist the inspector in evaluating individual training modules.

B. When using this job aid, the inspector should make a side-by-side comparison of the operator's proposal to make the following determinations:

- Whether training modules provide for training on the required elements and events in terms of flight crewmember duties and procedures
- Whether sufficient training module elements and events are outlined to ensure that the appropriate depth and scope of the material will be presented

FYI: Although some elements and events in gen-

eral emergency training are "aircraft-specific" (such as exits and slides or sliderafts), the majority of the elements and events should apply to the operator's aircraft fleet.

C. The job aid is organized with the training subjects listed in the left column and evaluation criteria listed horizontally across the top. Inspectors may use the spaces within the matrix for items such as notes, comments, dates, and checkmarks. There are also blank columns and rows in the job aid that permit inspectors to add other training modules or evaluation criteria.

416.-424. RESERVED

TABLE 3.2.4.2.
FLIGHT CREWMEMBER GENERAL EMERGENCY TRAINING JOB AID
SUBJECT AREA 1: EMERGENCY SITUATION TRAINING

TRAINING SUBJECTS	EVALUATION CRITERIA			
	ADEQUACY OF ELEMENTS/ EVENTS	ADEQUACY OF COURSEWARE	TRAINING AIDS AND FACILITIES	
Duties and Responsibilities				
Crew Coordination				
Aircraft Fires				
First Aid Equipment				
Illness, Injury, and Basic First Aid				
Ground Evacuation Ditching Procedures				
Rapid Decompression				
Previous Accidents and Incidents				
Basic Survival Training				

TABLE 3.2.4.2. -- CONTINUED
FLIGHT CREWMEMBER GENERAL EMERGENCY TRAINING JOB AID
SUBJECT AREA 2: EMERGENCY DRILL TRAINING

TRAINING SUBJECTS	EVALUATION CRITERIA			
	ADEQUACY OF ELEMENTS/ EVENTS	ADEQUACY OF COURSEWARE	TRAINING AIDS AND FACILITIES	
Hand-Held Fire Extinguishers				
Emergency Oxygen System				
Emergency Exits and Slides*				
Life Preservers				
Ditching Procedures**				

***NOTE: 1. Each crewmember is only required to participate in one emergency evacuation using a slide during initial new-hire or initial equipment training.**

****NOTE: 2. Crewmembers are not required to deploy, remove, detach, transfer, or inflate slides or sliderafts on the aircraft or training device.**

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