

CHAPTER 14. FLIGHT ATTENDANT TRAINING AND QUALIFICATION PROGRAMS

SECTION 1. FLIGHT ATTENDANT TRAINING CURRICULUMS

1917. OVERVIEW. This chapter discusses Part 121 and Part 135 flight attendant training and qualification requirements and provides direction and guidance to FAA personnel responsible for the evaluation and approval of flight attendant training curriculums. An applicant for an air carrier certificate or operating certificate is required to develop a training program when proposing to operate aircraft with more than 9 passenger seats under Part 121 or with more than 19 passenger seats under Part 135. An existing operator may need to revise its training program when purchasing new equipment, operating in a new environment, obtaining new authorizations, or when new FAA requirements are specified. These new or revised training requirements must be incorporated into an operator's training program. Each Part 121 and Part 135 certificate holder that uses flight attendants must obtain FAA approval of the training curriculums used for that training. The operator is responsible for ensuring the training program is complete, current, and in compliance with regulations.

NOTE: Unless otherwise specified in this chapter, the term "operator" applies equally to an applicant for a certificate and to an existing certificate holder.

1919. DEFINITIONS. Several terms are used throughout this chapter and are consistent with their use in chapter 2 of this volume, "Training Programs and Airman Qualification", specifically concerning flightcrew training. These terms are defined as follows:

- *Training Program:* A system of instruction which includes curriculums, facilities, instructors, supervisors, courseware, instructional delivery methods, and testing and checking procedures. This system must satisfy the training program requirements of Part 121 or Part 135 and ensure that each flight attendant remains adequately trained for each aircraft and kind of operation in which the flight attendant serves.
- *Categories of Training:* Courses of training which provide the necessary training, testing, and checking for flight attendants to serve unsupervised in revenue service. There are four categories of training for flight attendants: initial new-hire, transition, recurrent, and requalification. Each category of training consists of one or more curriculums.
- *Curriculum:* A complete training agenda for one or more aircraft types, for example a B-727 transition curriculum. Each curriculum consists of several curriculum segments.
- *Curriculum Segment:* An integral phase of a curriculum which can be separately evaluated and individually approved but does not by itself qualify a person in the flight attendant duty position. The five curriculum segments relevant to flight attendant training are: basic indoctrination training, general emergency training, aircraft ground training, aircraft differences training, and qualification segments. Each curriculum segment consists of one or more training modules.
- *Training Module:* An integral part of a curriculum segment which contains descriptive information, elements, or events which relate to a specific subject. For example, an aircraft ground training curriculum segment must have a training module (composed of "elements") pertaining to the location of aircraft equipment such as first aid kits and megaphones. As another example, a general emergency training curriculum segment may include a module pertaining to emergency situations such as ground evacuation and loss of cabin pressure. A training module includes an outline, appropriate courseware, and instructional delivery methods. It is usually completed in a single training session.
- *Checking and Qualification Module:* Qualification curriculum segments contain the checking and qualification modules specified by Part 121 or Part 135. A Part 121 operator's qualification curriculum segment must contain a competency check module and an operating experience module. For a Part 121 operator these modules only need to be specified in the operator's outline by the module title and the controlling regulation for the module. Since the

qualification module is not specified by regulation for a Part 135 operator, the operator may choose or the POI may require the operator to specify the contents.

- *Element*: An integral part of a training, checking, or qualification module that is not task-oriented but subject-oriented. For example, a module of a basic indoctrination curriculum segment may include such elements as aircraft nomenclature and organization of the flight attendant manual.
- *Event*: An integral part of a training, checking, or qualification module which is task-oriented and requires the use of a specific procedure or procedures. A training event provides a student with an opportunity for instruction, demonstration, and/or practice using specific procedures. A checking or qualification event provides the evaluator with the opportunity to evaluate a student's ability to correctly accomplish a specific task without instruction or supervision.
- *Courseware*: Instructional material developed for each curriculum. This is information in lesson plans, instructor guides, computer software programs, audiovisual programs, workbooks, flight attendant manuals, and handouts. Courseware must accurately reflect curriculum requirements, be effectively organized, and properly integrate with instructional delivery methods.
- *Instructional Delivery Methods*: Methodology for conveying information to a student. For example, this may include lectures, demonstrations, simulations, audiovisual presentations, home study assignments, workshops, and drills. Training devices, aircraft, and computer work stations are also considered instructional delivery methods.
- *Testing and Checking*: Methods for evaluating students as they demonstrate a required level of knowledge in a subject, and as they apply (if appropriate) the knowledge and skills learned in instructional situations to practical situations.
- *Training Hours*: The total amount of time necessary to complete the training required by a curriculum segment. This time must allow opportunity for instruction, demonstration, prac-

tice, and testing, as appropriate. This time must be specified in hours on the curriculum segment outline.

- *Programmed Hours*: The hours specified in Part 121 for certain categories of training (initial new-hire, transition, requalification, and recurrent). Programmed hours are specified in curriculum segment outlines in terms of training hours.
- *Training/Checking Month*: The calendar month during which a flight attendant is due to receive required recurrent training or a competency check. "Calendar" month means the first day through the last day of a particular month.
- *Eligibility Period*: Three calendar months (the calendar month before the "training/checking month," the "training/checking month," and the calendar month after the "training/checking" month) during which a flight attendant must receive both recurrent training and a competency check to remain qualified. Training or checking completed during the eligibility period, is considered to be completed during the "training/checking month."
- *Initial Approval*: The conditional authorization of an operator to begin instruction to qualify personnel under a specific curriculum or curriculum segment pending an evaluation of training effectiveness. This authorization is given in the form of an initial approval letter and must specify an expiration date for the conditional authorization.
- *Final Approval*: The authorization of an operator to continue training in accordance with a specific curriculum or curriculum segment. Each page of the curriculum or curriculum segment is stamped to show final FAA approval. This authorization is given in the form of a final approval letter and does not have an expiration date.

1921. TRAINING PROGRAMS: A SCHEMATIC DEPICTION. Some elements of a training program are depicted in figure 3.14.1.1 to show the relationship between the total training program and the categories of training, curriculums, curriculum segments, and training modules.

A. The illustration in figure 3.14.1.1 is representative only and is merely intended to present a framework for the modular development of a training program. By using this "modular approach," the POI has a variety of strategies available for the evaluation of training

effectiveness and for the planning of long-term surveillance. These strategies are discussed in other sections of this chapter.

B. The illustration in figure 3.14.1.1 consists of five parts as follows:

(1) Part A depicts representative components which, when combined, constitute an operator's overall training program. These components differ in that some must be specifically approved by the FAA such as curriculums, while others are accepted as essential supporting elements such as facilities and equipment.

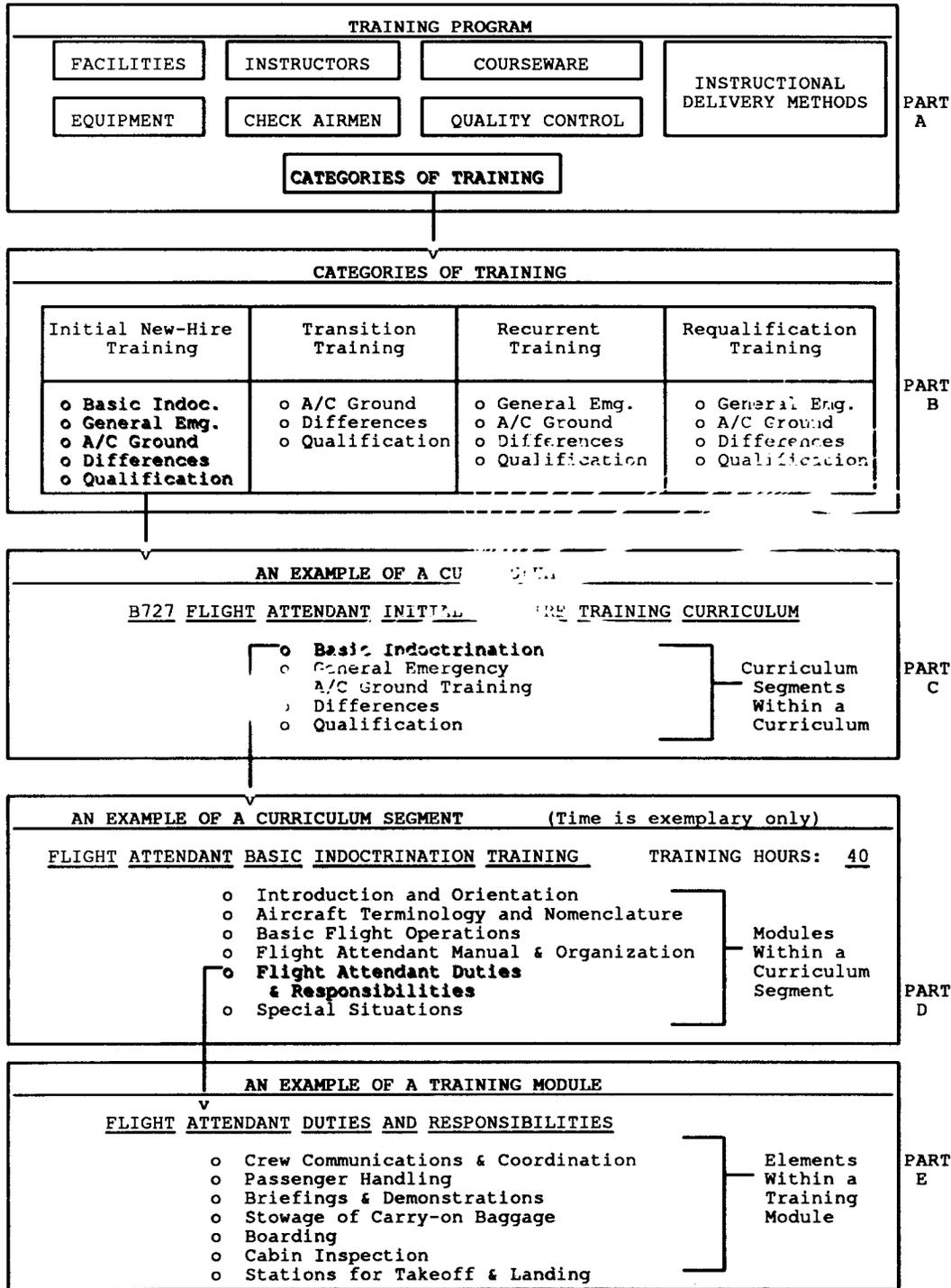
(2) Part B illustrates the four categories of training that are recognized by the FAA for flight attendants.

(3) Part C is an example of a curriculum outline for the flight attendant duty position. This example depicts a PIC B-727 transition training curriculum.

(4) Part D is an example of a specific curriculum segment and shows that it consists of several training modules. This example is the flight training curriculum segment of the B-727 flight attendant transition training curriculum.

(5) Part E is an example of a specific training module.

FIGURE 3.14.1.1
SCHEMATIC DEPICTION OF TRAINING PROGRAMS



1923. CATEGORIES OF TRAINING. There are six categories of training, of which four are applicable to flight attendants: initial new-hire, transition, recurrent, and requalification. The two primary factors in the determination the appropriate category of training are the student's previous experience with the operator and the student's current qualification status in relation to the specific airplane. Each category of training may consist of several curriculums which are specific to the aircraft. While the regulatory requirements for course content may be identical for two categories of training, the emphasis and depth of training required can vary. When discussing training requirements, FAA inspectors should be specific regarding both the category of training being discussed and the use of the nomenclature described in this handbook. Use of this common nomenclature improves standardization and mutual understanding, therefore POI's should encourage operators to use it when developing new training curriculums or when revising existing training curriculums. The four relevant categories of training are briefly discussed in the subparagraphs that follow.

A. *Initial New-Hire Training.* This training category is for personnel **who have not had previous experience** with the operator (newly-hired personnel). It also applies, however, to personnel employed by the operator who have not previously held a flight attendant duty position with that operator. Initial new-hire training includes basic indoctrination training, training in basic flight attendant duties, and training on one or more specific aircraft types. Since initial new-hire training is usually the employee's first exposure to specific company methods, policies, and procedures, it must be the most comprehensive of the four categories of training.

(1) Operators may limit initial new-hire training to one specific aircraft type. After the new-hire flight attendant is qualified, the operator may then conduct transition training to qualify the flight attendant in the other aircraft in the operator's fleet.

(2) Operators may design initial new-hire flight attendant training curriculums that encompass all aircraft in the operator's fleet. An initial new-hire curriculum designed in this manner must contain both general curriculum segments and aircraft-specific curriculum segments. For example an initial new-hire flight attendant curriculum for the B-727 and DC-9 aircraft must contain training in basic flight attendant duties (a module of basic indoctrination training) and training in duties specific to each aircraft (a module of B-727 and DC-9 ground training respectively).

B. *Transition Training.* This category of training is for a flight attendant who has been previously trained and qualified on a specific aircraft type and is now qualifying on another aircraft type. Transition training emphasizes the unique features of the aircraft and the specific flight attendant duties on that aircraft.

C. *Recurrent Training.* This category of training is for a flight attendant who has been trained and qualified by the operator, and who must receive recurring training and a competency check within the appropriate eligibility period to maintain currency. Recurrent training emphasizes general emergency training and the specifics of each aircraft in which the flight attendant is qualified.

D. *Requalification Training.* This category of training is for a flight attendant who has been trained and qualified by the operator, but who has become unqualified to serve due to not having received recurrent training or a competency check within the appropriate eligibility period.

E. *Summary of Categories of Training.* The categories of training are summarized in general terms as follows:

(1) All flight attendants not previously employed by the operator as a flight attendant must complete *initial new-hire training*.

(2) All flight attendants must complete *recurrent training* for the aircraft type or types for which they are currently assigned within the appropriate eligibility period.

(3) All flight attendants who have become unqualified on an aircraft type with the operator must complete *requalification training* to re-establish qualification for that aircraft type.

(4) All flight attendants who are being assigned by the operator to a different aircraft type must complete either *transition* or *requalification training*, depending on whether or not they were previously qualified on the aircraft type.

1925. CURRICULUM DEVELOPMENT. The operator is required to develop and maintain only those curriculums that will be used. Most often operators will need to develop curriculums in all four categories of training applicable to flight attendants. Operators who train on all aircraft they operate during initial new-hire training do not require a transition training curriculum until a new aircraft is added to the fleet. Such an operator would then need a transition curriculum to train currently qualified flight attendants on the new aircraft.

A. The operator may develop more than one curriculum for each applicable category of training. Each curriculum may be tailored for a specific group of students. An initial new-hire curriculum developed for students without any airline experience must be more extensive than a curriculum which specifies only students with previous airline experience. For example, an abbreviated curriculum for initial new-hire training may

be used in merger or air carrier acquisition situations.

B. Each person required to train under a curriculum must complete that curriculum in its entirety. When a person has adequately completed the training and checking specified in a curriculum, that person is then qualified to serve in the specified aircraft type in revenue service.

1926. - 1934. RESERVED.

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