

VOLUME 3 GENERAL TECHNICAL ADMINISTRATION**CHAPTER 23 FLIGHT ATTENDANT TRAINING AND QUALIFICATION PROGRAMS****Section 3 Safety Assurance System: Flight Attendant Basic Indoctrination Training Curriculum Segments**

3-1766 GENERAL. Title 14 of the Code of Federal Regulations (14 CFR) part 121, § 121.415(a)(1) and part 135, § 135.329(a)(1) require all new-hire flight attendants (F/As) to complete the basic indoctrination curriculum segment in the initial new-hire category of training. This section provides direction and guidance to inspectors for evaluating the content of F/A basic indoctrination curriculum segments. This section is related to Safety Assurance System (SAS) Element 5.1.1, (OP) Training of Flight Attendants.

A. Purpose of Basic Indoctrination Training. The basic indoctrination curriculum segment is unique to the initial new-hire category of training. The training in the basic indoctrination curriculum segment serves as an introduction for the new-hire employee to the operator and to the operational requirements of part 121 or 135, and also serves as the basis for subsequent F/A training.

B. Regulatory Requirements. Section 121.415(a)(1) requires all new-hire F/As to complete 40 hours of basic indoctrination training unless the required number of hours is reduced under § 121.405 or 121.401(d). Part 135 does not require a specific number of hours for initial indoctrination training. Sections 121.415(a)(1) and 135.329(a)(1) require that basic indoctrination curriculum segments for F/As include training in the following areas:

- Duties and responsibilities.
- Appropriate provisions of 14 CFR.
- Appropriate portions of the operator's manual.

C. Acceptable Basic Indoctrination Curriculum Segment Content. In addition to the required training listed in previous subparagraph B, operators should include other types of training in basic indoctrination curriculum segments. There is required training that a new-hire F/A must be given before performing duty in revenue service that does not fit the criteria for general emergency training or aircraft ground training. This training should be placed in the basic indoctrination curriculum segment and may be credited toward the 40-hour requirement for basic indoctrination training.

3-1767 BASIC INDOCTRINATION TRAINING SUBJECT AREAS. In the F/A basic indoctrination training curriculum segment, there are two distinct subject areas of training which are required in the conduct of basic indoctrination training. These two subject areas, which need to be covered in the curriculum segment modules, are "operator-specific" training and "flight attendant-specific" training.

A. Operator-Specific Training. “Operator-specific” training must, according to § 121.415(a)(1), include training modules in appropriate provisions of 14 CFR and appropriate portions of the certificate holder’s operating manual. The policies and procedures contained in the operator’s manual are formulated to ensure that the F/A and the operator are in compliance with 14 CFR during flight operations. The operator normally fulfills both training requirements simultaneously by training F/As in the requirements of the manual and by informing F/As that these requirements are mandatory under the regulations. Operators are not normally required to cite specific regulations during this training. An example of operator-specific training is instruction on how the operator’s specified procedures for the acceptance and stowage of carry-on baggage must be applied.

B. F/A-Specific Training. “Flight attendant-specific” training, according to § 121.415(a)(1), includes training on the duties and responsibilities of crewmembers. F/A-specific training covers all 14 CFRs that pertain specifically to F/As, such as the requirement that F/As must have access to the manual aboard the aircraft (see §§ 121.137(b) and 135.21 (f)). F/A-specific training modules should also include any additional information F/As need to know, such as general aircraft and aviation orientation, when performing assigned duties. An example of F/A-specific training is instruction on the crew briefing during preflight.

NOTE: These two areas of training are not always mutually exclusive and in many cases may be covered in the same training module.

NOTE: The appropriate 14 CFRs should be incorporated into the training modules of both subject areas.

3-1768 F/A BASIC INDOCTRINATION TRAINING MODULES. A F/A basic indoctrination curriculum segment must include as many training modules as necessary to ensure adequate training. Each training module outline must provide at least a descriptive title of the training module and a list of the related elements or events to be presented during instruction on that module.

A. Elements and Events. The training module outline must contain sufficient elements and events to ensure students will receive adequate training in both the “operator-specific” area and the “flight attendant-specific” area. For initial approval, it is unnecessary for operators to include detailed descriptions of each element or event within a training module outline. Detailed descriptions are more appropriate when they are included in the operator’s courseware. During the approval process, the inspector evaluating the training should review the courseware to ensure that the scope and depth of the training modules are adequate.

B. Flexibility. An operator has a certain amount of flexibility in the arrangement of the basic indoctrination training modules, as follows:

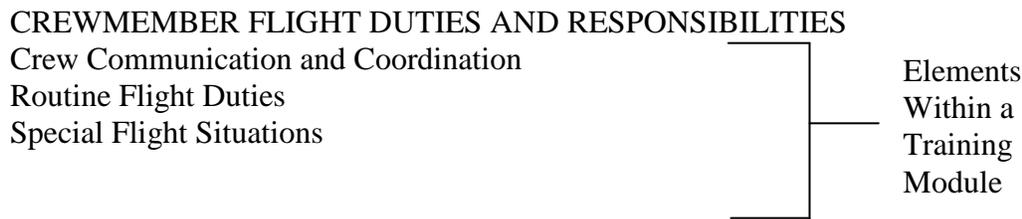
1) A training module for students with significant experience in part 121 or 135 operations may be less comprehensive than a training module for students without that experience. This is usually the case with operators who hire only highly-qualified personnel with experience in part 121 or 135 operations.

2) The training modules required by 14 CFR for basic indoctrination training must be included in the basic indoctrination curriculum segment outline and counted toward the hour requirement for this segment. The sequence of the actual training, however, can be determined by the operator. For example, while a training module addressing sterile cockpit requirements must be included in the basic indoctrination curriculum segment outline, the operator may actually conduct training on this module after conducting a module on aircraft-specific training in the aircraft ground training curriculum segment.

3) While an operator may choose to put a training module in more than one curriculum segment, for approval purposes, that training module must be placed in the curriculum segment designated in this handbook. For example, in order to comply with § 121.417, the first aid training module must be placed in the general emergency training curriculum segment. At the operator’s discretion, however, the first aid training module could also be covered in the basic indoctrination curriculum segment, but cannot be included in the required number of programmed hours.

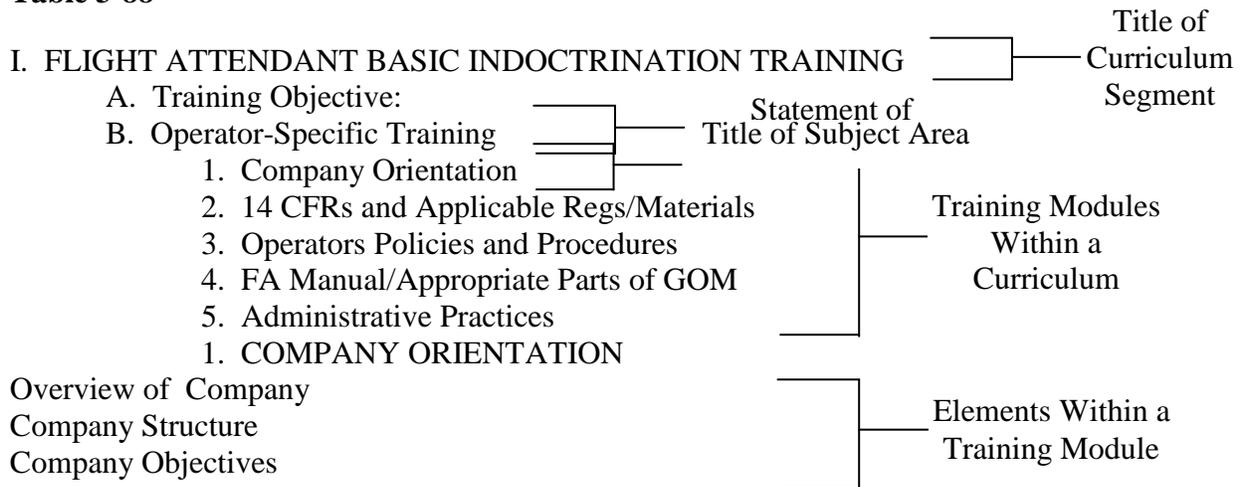
C. Example. The following is an example of one of the many acceptable methods of presenting a basic indoctrination training module outline:

Table 3-87



D. Example. The following example illustrates the interrelationship between training modules in the F/A basic indoctrination curriculum segment:

Table 3-88



3-1769 OPERATOR-SPECIFIC TRAINING MODULES. Operator-specific training modules consist of instruction in: the operator's policies and procedures; the operator's methods of compliance with the appropriate 14 CFRs and other applicable regulations; and information about the operator which F/As, as employees, need to know to properly perform assigned duties.

NOTE: F/As need to know and understand not only 14 CFR, but also the relationship between 14 CFR and company policies.

A. Training Criteria. Operator-specific training should be developed to ensure that F/As have adequate knowledge in the following areas:

- The operator's organization, scope of operation, and administrative practices as applicable to F/A assignments and duties.
- Appropriate provisions of 14 CFR and other applicable regulations and guidance materials.
- Operator policies and procedures.
- F/A manual and appropriate portions of the operator's General Operations Manual (GOM).

B. Training Module Content. The following are examples of training modules for the operator-specific training subject area. These examples of training modules encompass different types of operations and may not be applicable to an operator's specific type of operation. It should be noted that there are elements and events contained in these training modules which are not specified in 14 CFR but which are intended to provide principal operations inspectors (POIs) with further examples of material that may be included in training modules. These are examples only and it is not intended that these examples indicate the only acceptable sequence of instructional delivery, subject titles, or amount of detail.

1) Company Orientation.

- Overview of Company: Type and scope of operations conducted.
- Company Structure: Management organization, route structure, fleet composition (size and type), facility locations.

2) Appropriate Provisions of 14 CFR and Other Applicable Regulations and Guidance Materials.

- Federal Aviation Administration (FAA): Regulatory function; over view of appropriate provisions of 14 CFR, including parts 25, 91, 121, and 135; additional guidance materials such as advisory circulars (ACs), action notices, and memorandums.
- Other Regulatory Agencies Interfacing With Civil Aviation: Applicable regulations of U.S. Customs Service; U.S. Immigration and Naturalization Service; U.S. Department of Agriculture (USDA); U.S. Department of Health and Human Services (HHS), including international health regulations; U.S. Drug Enforcement Administration; International Civil Aviation Organization (ICAO).

NOTE: Usually operators include information of this type in the F/A manual, and then train F/As on the content of the manuals.

NOTE: Training in the “Operator Policies and Procedures” module should emphasize the relationship between 14 CFR and the company’s policies and procedures.

3) Operator Policies and Procedures.

- Operational Policies and Regulations Relating to F/A Activities: Authority of pilot in command (PIC); chain-of-command; credential requirements for admission to cockpit; locking of cockpit door; sterile cockpit procedures; required number of F/A; F/A substitutes at intermediate stops; taxi requirements; passenger briefings and demonstrations; carriage and briefing of passengers who require special assistance; carry-on baggage requirements; exit row seating requirements; carriage of cargo in passenger compartments; stowage of canes and crutches; stowage of crew bags; identification and stowage of hazardous materials (hazmat); serving alcoholic beverages; fueling with passengers on board; electronic devices; carriage of pets; stowage of in-flight service items; galley equipment restraints; stowage compartment restraints; F/A jump seat requirements; passenger seating requirements; infant/child restraints; required placards and signs; compliance with seatbelt and no-smoking signs; smoking regulations; cockpit-to-cabin signals; serving food to flightcrew members; minimum equipment list (MEL) provisions; preflight policies; reporting mechanical irregularities.
- Passenger Handling Policies and Regulations Relating to F/A Activities: Passenger acceptance and refusal policies; passengers requiring special assistance; armed passengers; prisoners with escorts; couriers; unauthorized persons; apprehensive passengers; passengers who carry oxygen for personal use; oxygen administration in-flight; serious illness or injury in-flight; apparent death in-flight; problem passengers such as passengers who appear to be emotionally disturbed, passengers who appear to be under the influence of alcoholic beverages and narcotic drugs, passengers who abuse F/As, passengers who interfere with a crewmember in the performance of duties, passengers who smoke in lavatories, passengers who refuse to follow the safety instructions of crewmembers; passengers who do not comply with 14 CFR; passengers with special needs such as infants, children, unaccompanied minors, elderly, obese, pregnant, and non-English speaking.

4) F/A Manual and Appropriate Portions of the Operator’s GOM.

- F/A Manual Organization: Overview of manual sections; correlation of manual sections to F/A training program; reference system; revision system; distribution system.
- F/A Manual Requirements: F/A responsibilities, including carriage of manual when performing assigned duties and maintaining manual currency;

importance of standardization of procedures and communication signals between flightcrew members and F/As.

- GOM: Organization and familiarity with portions applicable to F/As.

5) Administrative Practices. Required documentation; scheduling; inner-company communications

3-1770 F/A-SPECIFIC TRAINING MODULES. F/A-specific training modules provide F/As with general aircraft and aviation information and instruction on the proper performance of crewmember duties and responsibilities.

A. Training Criteria. F/A-specific training should be developed to ensure that F/As have adequate knowledge in the following areas:

- Basic aircraft and aviation familiarization.
- F/A requirements and standards.
- Crewmember flight duties and responsibilities for each phase of flight.

B. Training Module Content. The following are examples of training modules for the F/A-specific training subject area. These examples of training modules encompass different types of operations and may not be applicable to an operator's specific type of operation. It should be noted that there are elements and events contained in these training modules which are not specified in 14 CFR but which are intended to provide POIs with further examples of material that may be included in training modules. These are examples only and it is not intended that these examples indicate the only acceptable sequence of instructional delivery, subject titles, or amount of detail.

1) General Aircraft and Aviation Orientation.

NOTE: While the following elements are broad subject areas, these elements should be limited to F/A and cabin safety needs in relation to the operator's specific operation.

- Aircraft Familiarization: Basic aircraft description and terminology (interior and exterior); basic aircraft components such as flaps and landing gear; cockpit and cabin configurations; appropriate cabin systems such as communication, lighting, and oxygen; effect of Weight and Balance (W&B) on passenger seating; recognition of unusual aircraft functioning.
- Weather Conditions: A basic understanding of: clear air turbulence; cloud penetration; thunderstorms; winter operations.
- Time Conversion: 24-hour clock, including time zones; Greenwich Mean Time; International Date Line.
- Aviation Terminology: Airport; flight and ground operations; airport designator.

2) F/A Requirements and Standards.

- F/A Requirements: Company-required equipment, including F/A manual responsibilities; required documents and immunizations; required duties; training and qualification requirements to include recurrent training, performance checks, and competency checks; rules on consumption of alcoholic beverages and use of narcotics by crewmembers.

C. Crewmember Flight Duties and Responsibilities.

- Crew Communication and Coordination: Importance and content of crew briefing; flight familiarization, including takeoffs and landings; in-flight communications; postflight debriefing; crewmember team concept; standardization of procedures and signals between cockpit and crew, to include: preflight responsibilities, chime signals, signal for evacuation, signal for sterile cockpit, security procedures, procedures for initiation of evacuation, procedures for notification of emergency, cockpit emergency assignments, procedures for notifying cockpit that all passengers are seated prior to movement of aircraft—for takeoff and for landing, positioning of cockpit door prior to takeoff, procedures for F/A entry to cockpit, announcements for F/As to be seated prior to takeoff.
- Routine Flight Duties: Authority of crew duty positions; crewmember duties and responsibilities specific to each crew position for each phase of flight such as emergency equipment preflight and passenger boarding responsibilities; review of 14 CFRs and company policies relevant to cabin safety; awareness of interior and exterior safety hazards; content of passenger briefings for all phases of flight.
- Special Flight Situations: Procedures for delayed flights; spoiled food; passenger complaints; damaged personal effects.

3-1771 CURRICULUM SEGMENT COMPLETION REQUIREMENTS. An instructor or supervisor must certify that a student has completed a curriculum segment. This certification is normally based on the satisfactory results of a written or oral examination given at the end of the course. With some training methods, such as computer-based instruction (CBI), the certification may be based on student progress checks administered during the course.

3-1772 EVALUATION OF TRAINING HOURS.

A. Part 121. Section 121.415 specifies a minimum of 40 programmed hours of instruction for basic indoctrination training. Usually, 40 hours should be the minimum number of training hours for basic indoctrination for part 121 operators who employ personnel without part 121 experience or those with minimal part 121 experience. When approving the basic indoctrination curriculum segment, the POI must consider the complexity of both the operation and the aircraft. Training for a complex type of operation may require that the 40-hour minimum be exceeded, while there may be an acceptable reduction in training hours for a less complex type of operation. Reductions to the programmed hours in certain situations may be appropriate,

such as when the operator's enrollment prerequisites stipulate a high level of part 121 experience.

B. Part 135. Part 135 does not specify a minimum number of programmed hours for F/A basic indoctrination training. Basic indoctrination training for F/As in a part 135 operation, however, requires training in the same scope of responsibilities required for F/As in a part 121 operation. For example, part 135 F/As must receive training on all applicable part 135 regulations and on the corresponding company policies. As another example, part 135 F/As must receive instruction on the operator's practices and on all required duties and responsibilities to be performed as an employee of the operator. Therefore, the training hours for part 135 F/A basic indoctrination are equivalent to part 121 training hours. When approving the basic indoctrination curriculum segment, the POI must consider the complexity of both the operation and the aircraft. For example, training hours for a complex type of operation may need to exceed 40 hours while the training hours for a less complex type of operation may be less.

3-1773 EVALUATION OF A F/A BASIC INDOCTRINATION CURRICULUM SEGMENT OUTLINE FOR INITIAL APPROVAL. When evaluating a basic indoctrination curriculum segment outline for initial approval, inspectors must determine whether the training modules contain the information required for F/As to fully understand the operator's manner of conducting operations, the operator's means of regulatory compliance, and the guidance materials pertinent to a F/A's duties and responsibilities. Inspectors should use the job aid in this section when evaluating the proposed curriculum segment outline (see Table 3-97).

3-1774 F/A BASIC INDOCTRINATION CURRICULUM SEGMENT JOB AID.

A. Purpose of the Job Aid. The Basic Indoctrination Curriculum Segment Job Aid (see Table 3-97) is provided to assist inspectors when evaluating this curriculum segment. This job aid covers the two distinct subject areas of basic indoctrination training: operator-specific training and F/A-specific training. The job aid is intended to assist inspectors during the evaluation of individual basic indoctrination training curriculum segment modules.

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

- The proposal provides for both operator-specific training and F/A-specific training.
- The proposal is general in nature and serves to acquaint the student with the operator's procedures, policies, and practices.
- Training modules do not contain elements which are "aircraft-specific" or "emergency" training (see Volume 3, Chapter 23, Section 4).
- Sufficient training module elements are listed to ensure that the appropriate depth and scope of the material will be presented.

C. Organization of the Job Aid. The job aid is organized with training subjects listed in the left column and evaluation criteria listed across the top. Inspectors may use the spaces within the matrix for items such as notes, comments, dates, or checkmarks. There are also blank columns and rows on each job aid for inspectors to include additional training modules or evaluation criteria.

Table 3-89. Flight Attendant Basic Indoctrination Training Job Aid Subject Area 1: Operator-Specific Training

TRAINING SUBJECTS	EVALUATION CRITERIA				
	Adequacy of Elements/ Events	Adequacy of Courseware	Training Aids and Facilities		
Company Orientation					
14 CFRs & Applicable Rules/Regulations					
Operator Policies and Procedures					
Flight Attendant Manual/GOM Parts					
Administrative Practices					

Table 3-97. Flight Attendant Basic Indoctrination Training Job Aid Subject Area 2: Flight Attendant-Specific Training

TRAINING SUBJECTS	EVALUATION CRITERIA				
	Adequacy of Elements/ Events	Adequacy of Courseware	Training Aids and Facilities		
General Aircraft & Aviation Orientation					
Flight Attendant Requirements and Standards					
Crewmember Flight Duties and Responsibilities					

RESERVED. Paragraphs 3-1775 through 3-1790.