GOVERNMENT OF INDIA
O/or DIRECTOR GENERAL OF CIVIL AVIATION
Opp. Safdarjung Airport, New Delhi- 110003

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Cabin Safety Circular 02 of 2025

Subject: COMPETENCY BASED TRAINING AND ASSESSMENT (CBTA) - CABIN CREW

1 Introduction

1.1 This circular prescribes guidelines for the implementation of Competency-Based Training and Assessment (CBTA) for cabin crew, consistent with ICAO guidance referenced in the Cabin Crew Safety Training Manual (Doc 10002) optional for operator to adopt.

1.2 This circular serves as supplementary guidance to the operator's approved cabin crew training program. The guidance material may be incorporated into the training categories identified in paragraph 4 of this circular.

2. Definitions

Assessment. The determination as to whether a candidate meets the requirements of the competency standard.

Behavior. The way a person responds, either overtly or covertly, to a specific set of conditions, and which is capable of being measured.

Behavioral indicator. An overt action performed, or statement made by any flight crew member that indicates how the crew is handling the event.

Competency. A standard dimension of human performance that is used to reliably predict successful performance on the job. Competency is manifested and observed through behaviors that mobilize the relevant knowledge, skills and attitudes to carry out activities or tasks under specified conditions.

Competency-based training and assessment. Training and assessment that are characterized by performance orientation, emphasis on standards of performance and their measurement, and the development of training to the specified performance standards

Core competencies. A group of related behaviors, knowledge, Skill & Attitude, based on job requirements, which describe how to effectively perform a job and what proficient performance looks like. They include the name of the competency, a description, and a list of observable behaviors.

Competency standard. A level of performance that is defined as acceptable when assessing whether competency has been achieved

Conditions. Anything that may qualify a specific environment in which performance will be demonstrated.

Error. An action or inaction by the cabin crew that leads to deviations from SOPs or expectations.

Error management. The process of detecting errors and responding to them with countermeasures that reduce or eliminate the consequences of errors and mitigate the probability of further errors.

Facilitation technique. An active training method, which uses effective questioning, listening and a non-judgmental approach and is particularly effective in developing skills and attitudes, assisting trainees to develop insight and their own solutions and resulting in better understanding, retention and commitment.

ICAO competency framework. A competency framework, developed by ICAO, is a selected group of competencies for a given aviation discipline. Each competence has an associated description and observable behaviors. The Cabin Crew Safety Training Manual (ICAO Doc 10002) provides guidance related to cabin crew training requirements.

Instructor. A person is authorized to provide practical training to a trainee or student for an aviation license, rating or endorsement.

Observable behavior (OB). A single role-related behavior that can be observed and may or may not be measurable.

Performance criteria. Statements used to assess whether the required levels of performance have been achieved for competency. A performance criterion consists of an observable behavior, condition(s) and a competency standard.

Scenario. Part of a training module plan that consists of predetermined training events.

Threat. Events or errors that occur beyond the influence of an operational person,
increase operational complexity and must be managed to maintain the margin of safety.

Threat and error management (TEM). An overarching safety concept regarding aviation operations and human performance.

Threat levels. A series of four defined threat levels of passenger disturbances, established to give common definition and thereby understanding to all concerned parties as to what is occurring on the aircraft:

Level1 — Disruptive behavior (suspicious or verbally threatening).
Level 2 — Physically abusive behavior.
Level 3 — Life-threatening behavior.
Level 4 — Attempted breach or actual breach of the flight crew compartment.

Threat management. The process of detecting and responding to threats with countermeasures that reduce or eliminate the consequences of threats and mitigate the probability of errors or undesired states.

Training event. Part of a training scenario that enables a set of competencies to be exercised.

Training objective. A clear statement that is comprised of three parts, i.e. the desired performance or what the trainee is expected to be able to do at the end of training (or at the end of particular stages of training), the performance standard that must be attained to confirm the trainee's level of competence, and the conditions under which the trainee will demonstrate competence.

3 Competency Model

3.1 The operator should adopt the ICAO cabin crew competency framework and associated observable behaviors as referenced in Doc 10002 (Appendix to Chapter 2 / Chapter 14 cross-reference), without alteration of competency definitions. The following competencies constitute the DGCA competency framework for cabin crew:

1	Application of Procedures & compliance with regulations	**PRO**
2	Communication	**COM**
3	Leadership and Teamwork	**LTW**
4	Passenger management	**PAM**
5	Problem Solving & Decision Making	**PSD**
6	Situational Awareness & management of information	**SAW**
7	Workload Management	**WLM**

The following tables provide the general description of the above competencies, the associated observable behaviors and grading guidelines that can be adopted for each competency.

Observable Behaviors Noticed				**Grading to be awarded**	
HOW MANY	***HOW OFTEN***	**Outcome of TEM**		***HOW WELL : Least of how many, how often and outcome***	
Few / Hardly Any	Rarely	Unsafe situation		**1**	Ineffectively
Some	Occasionally	Not unsafe		**2**	Minimally acceptable
Many	Regularly	Safe		**3**	Adequately
Most	Almost all	Enhanced safety		**4**	Effectively
All / Almost All	All	Significantly enhanced safety		**5**	Exemplary Manner

Competency	Description	Observable behaviors (OB)
Competency 1: **PRO** Application of policies and procedures	Identifies and applies appropriate policies and procedures in accordance with published operating instructions and applicable regulations	OB 1.1 Identifies where to find policies and procedures OB 1.2 Applies relevant policies and procedures OB 1.3 Applies procedures or adapts them to ensure safety OB 1.4 Operates cabin systems and equipment OB 1.5 Complies with applicable policies and procedures
Competency 2: **COM** 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, 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 OB 2.6 Asks relevant and effective questions OB 2.7 Uses appropriate escalation in communication to resolve identified deviations OB 2.8 Uses and interprets non-verbal communication in a manner appropriate to the organizational and social culture OB 2.9 Adheres to standard operator phraseology and procedures
Competency 3: **LTW** Leadership and teamwork	Influences others to contribute to a shared purpose Collaborates to accomplish the goals of the team	OB 3.1 Encourages crew participation and open communication OB 3.2 Demonstrates initiative and provides direction when required OB 3.3 Engages others in planning OB 3.4 Considers inputs from others OB 3.5 Gives and receives feedback constructively OB 3.6 Addresses and resolves conflicts and disagreements in a constructive manner OB 3.7 Exercises decisive leadership when required OB 3.8 Accepts responsibility for decisions and actions OB 3.9 Carries out instructions when directed OB 3.10 Identifies deviations and safety hazards and applies effective intervention strategies OB 3.11 Manages cultural and language challenges
Competency 4: **PAM**	Demonstrates effective passenger	OB 4.1 Exhibits assertive behavior, when applicable, e.g. during an evacuation or ditching

Passenger management	management techniques	OB 4.2 Identifies and manages conflict and disagreements between passengers OB 4.3 Demonstrates conflict resolution techniques OB 4.4 Informs and monitors passengers for compliance with operator policies, procedures and regulations OB 4.5 Uses effective communication and tone of voice appropriate to the circumstances
Competency 5: PSD Problem solving and decision making	Identifies precursors, mitigates problems; and makes decisions	OB 5.1 Identifies, assesses and manages threats and errors in a timely manner OB 5.2 Seeks accurate and adequate information from appropriate sources OB 5.3 Identifies and verifies what and why things have gone wrong, if appropriate OB 5.4 Perseveres in working through problems while prioritizing safety OB 5.5 Identifies and considers appropriate options OB 5.6 Applies appropriate and timely decision-making techniques OB 5.7 Monitors, reviews and adapts decisions as required OB 5.8 Adapts when faced with situations where no guidance or procedure exists OB 5.9 Demonstrates resilience when encountering an unexpected event
Competency 6: SAW Situation awareness and management of information	Perceives, comprehends and manages information and anticipates its effect on the operation.	OB 6.1 Monitors and assesses passenger and crew behavior OB 6.2 Monitors and assesses the general environment, state of the aircraft and cabin systems as these may affect the operation OB 6.3 Validates the accuracy of information and checks for errors OB 6.4 Maintains awareness of the people involved in or affected by the operation and their capacity to perform as expected OB 6.5 Develops effective contingency plans based upon risks associated with threats and errors OB 6.6 Responds to indications of reduced personal situation awareness
Competency 7: WLM Workload management	Maintains available workload capacity by prioritizing and distributing tasks using appropriate resources	OB 7.1 Plans, prioritizes and monitors tasks through the utilization of all available resources OB 7.2 Manages time efficiently when carrying out tasks OB 7.3 Offers and gives assistance OB 7.4 Delegates tasks OB7.5 Seeks and accepts assistance, when appropriate OB 7.6 Monitors, reviews and cross-checks actions

		OB 7.7 Verifies that tasks are completed to the expected outcome OB 7.8 Manages and recovers from interruptions, distractions, variations and failures effectively while performing tasks

3.2 The adapted framework (ICAO Doc 10002, 2.5 - Structure of Adapted Competency Models) that can be used to derive performance criteria and assessment plans for normal, abnormal and emergency situations. Operators electing to implement competency-based training and assessment should adapt the ICAO competency framework for cabin crew members to suit their specific context by developing an adapted competency model to include the elements in Table 'Elements of an adapted competency model' below.

Elements of an adapted competency model:

Adapted competency	**Description**	**Performance criteria**		
		Observable behavior (OB)	**Competency assessment**	
Adapted competency 1	Description 1	OB 1 OB 2 OB n	Final competency standard	Conditions
Adapted competency 2	Description 2	OB 1 OB 2 OB n	Final competency standard	Conditions
Adapted competency n	Description n	OB 1 OB 2 OB n	Final competency standard	Conditions

4 Integration with Training Programs

4.1 CBTA can be integrated into the following cabin crew training types under this:

(a) Initial
(b) Type/Conversion Training
(c) Recurrent
(d) Extended Recurrent
(e) Refresher
(f) Senior Cabin Crew Training (SEC)
(g) Line Check Cabin Crew Training

4.2 Operators shall ensure training hours, facilities, devices and ratios remain compliant with the (e.g., 06 hours/day; representative devices; 25:1 trainee-instructor ratio; facility approvals).

5 Assessment Standards and Pass Mark

5.1 Assessment shall be conducted using a standardized rating scale:

(a) Gradel 1: Does not meet standard - Major deviations from prescribed procedures
(b) Grade 2: Below standard - Minor deviations requiring additional training
(c) Grade 3: Meets standard - Competency demonstrated with minor corrections
(d) Grade 4: Exceeds standard - Competency demonstrated effectively
(e) Grade 5: Exemplary - Exceptional demonstration of competency

5.2 **Overall Outcome of the training / Check**
Overall outcome will depend on the aggregate level of competency displayed by the crew.

Any grade of 1 for any exercise during a session (with respect to any competency) will amount to ***an unsatisfactory outcome*** that will require remedial / corrective or reinforcement training. If such grade was noticed during a check – appropriate corrective training and repeat of such check is required, till this is completed, line released crew will have to be taken offline duties.

In case of multiple 2s, operators manual will specify conditions requiring additional tailored re-training such as remedial, corrective or reinforcement training. Typical guidelines will require re-training for

- Two successive grades 2 in the same competency. (e.g grade 2 noticed for exercises during the session)
- Any competency graded 2 if the trainer evaluates that the trainee will not be able to demonstrate an adequate performance (grade 3) during the next training or evaluation session (significant gap in understanding of such competency).
- Significant number of 2s in one session or persistent 2's across a series of consecutive sessions indicates highly marginal performance.

Detailed instructor notes are mandatory whenever a grade of 1, 2, 4 or 5 is assigned, notes shall contain evidence justifying such a grade. Such notes may be captured exercise / maneuver / scenario wise or competence wise or as a free text in the form.

5.3 CBTA assessments to be based on evidence performance against the adapted OBs and competency standards using the operator's standardized criteria and rating scheme consistent with ICAO practice (competency-based evidence collection and judgement).

5.4 Instructor/Evaluator reliability and standardization shall be maintained through calibration/ standardization activities.

Note: The grading may be redefined on a case-by-case basis, considering the operator's experience, as well as the type and size of the operator's fleet.

6 Assessment & Training Plans (Structure)

6.1 The operator should maintain a training plan (learning objectives, milestones, methods) and an assessment plan (final/interim competency standards, assessment occasions, tools, pass marks for exams/orals/projects, observation counts, roles/responsibilities, conditions, record-keeping, actions if a trainee fails).

6.2 Acceptable assessment methods include written/online tests, oral tests, observed practical exercises, online practical exercises, and observation of on-the-job performance, alone or in combination, provided they confirm achievement of competence.

7 Scenario-Based Assessment
7.1 CBTA evidence shall be gathered in scenario-based contexts representing normal, abnormal and emergency conditions, with instructors/evaluators observing behaviors and classifying them against OBs/competencies.

7.2 Scenario-based training exercises shall:

(a) Reflect actual operational conditions
(b) Include normal, abnormal and emergency situations
(c) Integrate multiple competencies
(d) Be conducted in representative training devices/environment or actual aircraft

7.3 Where applicable, line-oriented or equivalent scenario profiles may be used to collect behavioral evidence and judge competence (competent/not-competent outcome acceptable where defined).

8 Instructors, Evaluators and Line Check Cabin Crew

8.1 Selection, training and approval requirements for SEP Instructors and Line Check Cabin Crew shall comply with applicable provisions (including TTT, observations, supervised delivery, renewal, and documentation).

8.2 Instructors/Evaluators/Line Check Cabin Crew shall be standardized/calibrated and periodically reviewed for reliability and effectiveness.

9 Documentation and Records

9.1 The operator shall maintain training records (dates, results, course, aircraft qualifications, special qualifications) and ensure record management/retention processes (identification, legibility, retrieval, protection/security, disposal/archiving; electronic backups).

9.2 The operator shall maintain:

(a) Individual competency profiles for each cabin crew member
(b) Assessment records including observable behaviors demonstrated
(c) Remedial training records where competency gaps identified
(d) Trend analysis of competency assessments

9.3 Instructor/evaluator records shall cover training, performance reviews, classes and assessments conducted, observation flights and relevant documentation.

9.4 Competency assessment records shall be retained for minimum 3 years.

10 Facilities, Devices and Ratios

10.1 Facility/device approvals, learning environment adequacy and trainee-instructor ratio (25:1) shall comply with the. Representative training devices may be used as approved by DGCA.

11 Program Oversight

11.1 The operator shall evaluate training effectiveness using trainee feedback and performance outcomes; review instructor/evaluator performance periodically; and validate CBTA content, criteria and program objectives.

12 Transition

12.1 Operators shall integrate CBTA into approved program in accordance with the assessment and pass-mark standard in para 5, with any progressive rollout documented in the operator's training manual for DGCA acceptance/approval in line with existing processes.

Transition Provisions

12.2. During the transition period:
(a) Existing training program shall continue as approved
(b) CBTA elements to be progressively introduced
Note: Proposed timeline should be specified by the operator.

13 Continuous Improvement

13.1 The operator shall establish a process for:

(a) Regular review of competency standards
(b) Analysis of assessment data to identify training needs
(c) Feedback mechanism from cabin crew and instructors
(d) Annual review of scenario effectiveness

14 Approval Process
14.1 Operators implementing CBTA shall submit to DGCA:

(a) Adapted competency model
(b) Performance criteria and assessment tools
(c) Scenario-based training program design
(d) Instructor qualification program design
(e) Implementation timeline

14.2 DGCA approval shall be obtained before implementation of CBTA program.

15 Example of CBTA forms.

15.1 A typical CBTA form contains several sections as per **Annexure 1**

Sd/-
Faiz Ahmed Kidwai
Director General of Civil Aviation

ANNEXURE 1

Sample Form

CABIN CREW COMPETENCY-BASED TRAINING & ASSESSMENT FORM
(CBTA – INFLIGHT PROFICIENCY CHECK)

DGCA India
Version 1.0 | Controlled Document

Date: _____ Flight No: _____ Aircraft Regn: _____

Sector: _____ Crew Role: _____ Time: _____

Trainee Name: _____ Emp ID: _____ Trainer Name: _____

Phase	Primary Competencies	Key Observable Behaviors (OBs)	Grade (1–5)	Remarks/Evidence
Pre-Flight	PRO / COM / SAW	Conducts safety equipment checks; completes mandatory briefings; ensures cabin readiness; demonstrates procedural compliance.		
In-Flight – Normal Operations	PRO / COM / LTW / WLM / PAM	Executes service & safety procedures as per SOP; communicates effectively with flight crew; maintains situational awareness and workload balance.		
In-Flight – Abnormal & Emergency	PRO / COM / LTW / PSD / SAW / WLM / MIP	Responds to fire/smoke, decompression, turbulence or unruly pax; demonstrates leadership and teamwork; applies procedures correctly; ensures pax management.		

Medical / First Aid	PRO / COM / LTW / PSD / SAW / WLM	Identifies medical emergency; administers O_2/CPR/AED; applies UPK for communicable disease; reports accurately.		
Post-Flight	PRO / COM / SAW / WLM / PSD	Performs post-flight security check; ensures documentation accuracy; debriefs effectively; reports incidents or hazards.		

Overall Grade Summary:

PRO	COM	LTW	PSD	SAW	PAM	WLM

Overall Assessment: ☐ Satisfactory ☐ Unsatisfactory

Instructor Remarks: _____

Crew Signature: _____ Trainer Signature: _____

***Competency Legend: *:**

1	Application of Procedures & compliance with regulations	**PRO**
2	Communication	**COM**
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