

<b>Title</b>	<b>Demonstrate knowledge of crew resource management on board an aircraft</b>		
<b>Level</b>	<b>4</b>	<b>Credits</b>	<b>6</b>

<b>Purpose</b>	People credited with this unit standard are able to demonstrate knowledge of: effective teamwork, decision-making skills in an emergency situation, effective communications skills, threat and error management, and situational awareness on board an aircraft.
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<b>Classification</b>	Aviation > Flight Attendants
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<b>Available grade</b>	Achieved
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## Guidance Information

### 1 Definitions

*Active errors* refer to errors where the consequence is experienced immediately.

*Barriers to communication* refer to anything that reduces hi-fidelity communication between aircrew.

*Chronological context* in the context of this unit standard refers to whether a situation is in the present or in the future.

*Enterprise procedures* refer to the expected performance required by the enterprise in which credit for this unit standard is being sought. Such performance may be specified in enterprise procedures as indicated in manuals, guidelines, checklists, information bulletins, and Civil Aviation Authority of New Zealand (CAA) documentation.

*Latent errors* refer to errors where the consequence goes unnoticed until combined with other factors.

*Peer evaluation* refers to a process whereby professionals from similar work circumstances exercise collective judgments about the quality, importance, value and standards of provision, and develop joint responsibilities for improvement, sharing, and transfer of good practice.

*Personnel* refers to passengers and airline crew.

*Read-back* refers to the practice of ensuring that the message transmitted is the same as the message received. This is commonly referred to as *feedback* by cabin crew.

*Red flags* refer to specific behaviours or situations that could indicate the presence of a threat or error.

*Threat and error management* refers to the responsibility of aircrew to resist and resolve dangers to an air operation, which may include human error or other hazards.

### 2 Evidence for this unit standard may be obtained in an aircraft and/or a fully operational cabin trainer suitable for all aspects of flight attendant training.

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## Outcomes and performance criteria

### Outcome 1

Demonstrate knowledge of effective teamwork on board an aircraft.

Range may include but is not limited to – physical tasks, emergency situations; evidence is required for a situation involving – one other crew member, several crew members.

### Performance criteria

1.1 Tasks involving more than one crew member are carried out efficiently and effectively in accordance with enterprise procedures.

1.2 An evaluation of the teamwork is undertaken to check that communication and decision-making has occurred in accordance with enterprise procedures.

Range may include but is not limited to – self-evaluation, peer evaluation, line check evaluation.

### Outcome 2

Demonstrate decision-making skills in an emergency situation on board an aircraft.

Range may include but is not limited to – upholding the law, seeking assistance from personnel, reporting to the flight crew; evidence is required for two emergency situations.

### Performance criteria

2.1 Decisions are made that are appropriate and justifiable for the context of the emergency situation and in accordance with enterprise procedures.

### Outcome 3

Demonstrate effective communications skills on board an aircraft.

### Performance criteria

3.1 Communication style is appropriate in the given situation on board an aircraft in accordance with enterprise procedures.

Range may include but is not limited to – assertive, aggressive, supportive, submissive; evidence is required for one situation for each communication style, a minimum of four.

3.2 Key communication concepts are described in accordance with enterprise procedures.

Range may include but is not limited to – read-back, feedback, barriers to communication.

#### **Outcome 4**

Demonstrate knowledge of threat and error management on board an aircraft.

#### **Performance criteria**

4.1 Threat and error management is described in accordance with enterprise procedures.

Range evidence is required for three examples each of active and latent errors.

4.2 Solutions to threats and/or errors are identified in accordance with enterprise procedures.

Range may include but is not limited to – avoiding, trapping, mitigating.

4.3 Common behaviours from crew members toward threats and/or errors are described in accordance with enterprise procedures.

Range may include but is not limited to – pro-active, reactive, inactive.

#### **Outcome 5**

Demonstrate knowledge of situational awareness on board an aircraft.

#### **Performance criteria**

5.1 Situational awareness is described in accordance with enterprise procedures.

5.2 Key elements that contribute to situational awareness are described in accordance with enterprise procedures.

Range may include but is not limited to – experience, training, health, attitude, management skills, spatial orientation, workplace skills.

5.3 Skills of situational awareness are identified and described in chronological context in accordance with enterprise procedures.

Range may include but is not limited to – monitor, anticipate, evaluate, consider.

- 5.4 Red flags in relation to situational awareness are identified in accordance with enterprise procedures.

Range may include but is not limited to – fixation, preoccupation, ambiguous situations, complacency, distraction, confusion, unresolved discrepancy, mental overload, lack of overview, deviation from standard operating procedures; evidence is required of an analysis of case studies, a minimum of two.

<b>Planned review date</b>	31 December 2024
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#### Status information and last date for assessment for superseded versions

Process	Version	Date	Last Date for Assessment
Registration	1	12 December 2008	31 December 2017
Review	2	19 March 2015	N/A
Revision and Rollover	3	30 September 2021	N/A

<b>Consent and Moderation Requirements (CMR) reference</b>	0028
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This CMR can be accessed at <http://www.nzqa.govt.nz/framework/search/index.do>.

#### Comments on this unit standard

Please contact ServiceIQ [qualifications@serviceiq.org.nz](mailto:qualifications@serviceiq.org.nz) if you wish to suggest changes to the content of this unit standard.