

CABIN CREW SKILLS RECOGNITION

Final Report

February 2026

Version 1.0

CONTENTS

Executive Summary	1
About Industry Skills Australia	2
Introduction/Context.....	3
Purpose	4
Methodology.....	5
Cabin Crew Roles and Responsibilities.....	6
Regulatory Framework.....	7
Airline Industry Requirements	7
Provision of Training	8
Gap Analysis.....	11
Analysis	11
Core vs Elective	32
Customer service	33
Security	34
Safety	35
Cert III not covered in ATM	35
ATM not covered in Cert III	35
Discussion & Recommendations	38
Cabin Crew Role Requirements and Airline Training	38
Certificate III Competencies and Standards	38
Industry Communication and Awareness	39
Alternate Approaches.....	39
Recommendations	39
Conclusion	43
Appendix A - Stakeholder List, Problem Questions and Interview methodology	44
Interview Methodology	44
Interview Question Themes	46
Interview Questions.....	48
Appendix B - Additional Findings.....	52
Industry requirements to be Cabin Crew	52
Barriers to Certificate III Uptake by Applicants & Certificate III Recognition by Industry.....	53
Current benefits of the Certificate III	57

Appendix C - Excerpt Civil Aviation Safety Amendment (Part 121) Regulations 2018 58

23. 121.640 Qualifications, experience and training 58

EXECUTIVE SUMMARY

Australia's aviation industry is experiencing a national skills shortage in cabin crew, as identified in the Australian Apprenticeships Priority List and the Jobs and Skills Australia Occupation Shortage List. Despite the existence of the AVI30219 Certificate III in Aviation (Cabin Crew), industry recognition and uptake of this qualification remain limited. Airlines continue to rely on in-house training programs tailored to their operational and regulatory needs, with little to no recognition of prior learning or external qualifications.

This report, commissioned by Industry Skills Australia and delivered by Atturra, investigates the alignment between the Certificate III and the actual training requirements of Regular Public Transport (RPT) airlines. Through stakeholder interviews, gap analysis, and regulatory review, the report identifies significant misalignment between the Certificate III's Units of Competency and the operational expectations of airlines.

Key findings include:

- The Certificate III contains outdated, repetitive, and irrelevant content, including Defence-specific content not applicable to commercial cabin crew
- Critical airline training elements such as Theory of Flight, Post-Accident Survival, and Bomb Threat procedures are absent or insufficiently covered
- Airlines prioritise behavioural competencies and brand alignment over technical skills and maintain robust internal training systems that meet CASA requirements

To address these gaps, the report recommends:

- Revising the Certificate III to better reflect industry needs
- Converting key elective Units (e.g., First Aid, RSA, Aviation Environment) into core Units
- Removing or updating irrelevant or duplicative Units
- Introducing a Skills Set focused on generic, transferable skills such as aviation safety, communication, and emergency preparedness. This could serve as a pre-employment pathway and reduce barriers to entry for prospective cabin crew

The proposed Skill Set offers a pragmatic solution to support workforce mobility, reduce training duplication, and enhance industry recognition of vocational pathways. This Skill Set may also connect to the AVI40119 Certificate IV in Aviation (Air Crew Officer).

ABOUT INDUSTRY SKILLS AUSTRALIA

ISA is the Jobs and Skills Council (JSC) for Australia's Transport and Logistics sector, established as a not-for-profit entity for the Commonwealth Government's Jobs and Skills Councils – Strengthening Australia's National Vocation Education and Training System Program in December 2022. The aim of a Jobs and Skills Council is to provide industry with the means to ensure Australia's Vocational Education and Training (VET) sector delivers outcomes for learners and employers, with a particular focus on addressing skill shortages and rapid technological change.

Owned and led by industry, ISA is committed to building a world-class supply chain workforce to increase productivity, create better jobs and build opportunities for individuals.

ISA will do this through:

- leveraging our more than 30-year history with the transport and logistics industry
- undertaking research and data analysis to inform workforce planning
- advocating for a workforce development approach in tackling industry skills issues
- developing priority training package products

INTRODUCTION/CONTEXT

Commercial airline travel has long been normalised for Australians in all aspects of our lives. Successful airline operations rely on a multitude of personnel coming together to provide a safe, effective and efficient activity. The aircraft flying operational component relies on flight crew comprising pilots and cabin crew. This report is focussed on the cabin crew and the training and experience they receive.

The role of the Cabin crew, or flight attendants, in safety and security is 'a vital link' that maintains and applies the operational procedures of aircraft operators^{1,2,3}. They also ensure passenger comfort, and well-being during a flight by conducting safety checks, providing safety demonstrations, offering in-flight services like food and beverages, and managing emergencies or evacuations^{4,5}. They are the first responders to all emergencies – from medical to fire and unruly passengers. There is a common misconception that flight attendants are solely in a service role, when in fact their primary responsibility is ensuring passenger safety. To quote a senior Industry cabin crew trainer regarding Cabin Crew's primary role:

It's the safety role. It's to keep the people safe. Unfortunately, if they don't have the other side, the people won't come back ⁶

This can lead to misconceptions of the relative importance of cabin crew to the safe operation of the aircraft and the training needed to complete their duties.

The AVI30219 Certificate III in Aviation (Cabin Crew) (hereafter referred to as the Certificate III) is a nationally endorsed vocational qualification, however industry recognition of this qualification remains limited. This disconnect between formal training and the operational requirements of airlines, specifically Regular Public Transport (RPT), has hindered workforce mobility and growth within the aviation industry.

¹ https://www.austlii.edu.au/cgi-bin/viewdoc/au/legis/cth/consol_reg/casr1998333/s202.900.html#cabin_crew_member

²

https://www.aph.gov.au/parliamentary_business/committees/house_of_representatives_committees?url=ic/cabincrew/report/chapter2.htm#:~:text=The%20role%20of%20crew%20in,look%20after%20any%20trouble%2Dmakers

³

https://www.aph.gov.au/parliamentary_business/committees/house_of_representatives_committees?url=ic/cabincrew/report/chapter2.htm#:~:text=The%20role%20of%20crew%20in,look%20after%20any%20trouble%2Dmakers

⁴ <https://www.infrastructure.gov.au/sites/default/files/migrated/aviation/publications/files/Att-A-Cabin-Crew-Ratios.pdf>

⁵

https://www.aph.gov.au/parliamentary_business/committees/house_of_representatives_committees?url=ic/cabincrew/report/chapter2.htm#:~:text=The%20role%20of%20crew%20in,look%20after%20any%20trouble%2Dmakers.

⁶ Interview conducted August 2025 Senior Cabin Crew Trainer.



A key driver for the creation of this report is the current National Skills Shortage of cabin crew (also referred to as flight attendants) as highlighted by Australian Apprenticeships Priority List which includes AVI30219 Certificate III in Aviation (Cabin Crew)⁷. The shortage of cabin crew is also highlighted on the Australian Government, Jobs and Skills Australia Occupation Shortage List⁸. This report considers options for addressing the shortage through training, where and how it is provided and to what standard.

ISA has engaged Atturra to conduct a skills gap and recognition analysis for Australian Cabin Crew. It is worth noting Cabin Crew training is provided by Aviation Industry operators, such as Qantas and Virgin, with the Cert III being provided by training providers such as Registered Training Organisations (RTOs) or TAFEs.⁹

Purpose

The purpose of this project was to consult with the industry including major airlines and training providers to identify the barriers to the recognition of this qualification by the industry, understand gaps between industry practices and the current qualification, and make recommendations to review and revise the qualification to align with industry needs.

⁷ Australian Apprenticeships Priority List from 1 July 2025 v4.2

⁸ Occupation Shortage List | Jobs and Skills Australia accessed 20 Sep 25

⁹ Confirmed during interviews with Stakeholders July 2025

The goal was to identify opportunities (or limitations) to enhance job mobility, promote the qualification in education and training institutions, and increase its industry recognition and usage.

Methodology

The project consisted of:

1. Desktop research
2. Semi-structured interviews
3. Mapping of the skills and knowledge required against AVI30219 Certificate III in Aviation (Cabin Crew) content to identify gaps
4. Analysis of the industry practices to identify the barriers to the recognition of this qualification by the industry

A gap analysis was conducted to identify the similarities and differences between the Learning Outcomes and Units of Competencies of the Certificate III and the (representative) Cabin Crew Training Manual of a major airline.

To identify the training options and requirements for Cabin Crew, representatives and Subject Matter Experts from various stakeholder groups were interviewed and engaged to participate in interviews in July 2025.

These included:

- Senior Cabin Crew
- Representatives of Australia's major RPT Airlines and their respective training organisations
- Aviation Union representatives
- Government training institutions (TAFE)
- RTOs offering cabin crew training
- Defence

The full list of stakeholders interviewed is included at Appendix A Table 1.

There were 10 interviews conducted with 12 experts. Follow-up questions were forwarded when required. Appendix A provides stakeholder details, the overarching problem questions and detailed questions asked of each stakeholder.

The investigation compared the Certificate III in Aviation, as the nationally endorsed vocational qualification, with formal training outcomes, and the operational requirements of airlines, as well as relevant regulatory frameworks.

The engagements provided insight into a misalignment between the Certificate III outcomes, industry requirements, stakeholder expectations and potential opportunities.

The findings were used to identify systemic, cultural, and regulatory barriers to achieving qualification recognition, mapping of training gaps, and highlight opportunities to improve the design and relevance of future training products. Ultimately, the project aims to deliver evidence-based recommendations that promote greater alignment across education, regulation, and workforce practices, and enhance workforce

mobility, with the goal of developing a VET cabin crew qualification that is valued by industry and adopted as a standard requirement for cabin crew employment.

CABIN CREW ROLES AND RESPONSIBILITIES

Cabin Crew are in many ways the ‘face’ of the airline. They are the people who welcome you on board, direct you to your seat, and provide all support and interaction between the passenger and the airline/flight crew. Their ambassadorial role in brand management and awareness cannot be understated ^{10,11}.

Cabin crew members are not only service providers; they are the living representation of the airline’s brand image. Their uniforms and attitudes directly influence passengers’ perception of the brand and their intention to repurchase ¹².

When things go wrong it is the cabin crew’s principal roles in safety and security which are critical to survival of passengers and crew^{13,14}. During an emergency, such as a cabin fire, the role of the cabin crew is to put the lives of the passengers before their own. The level of dedication and training required to achieve this cannot be understated.

Recognise that your natural instinct on a burning aircraft would be to get off as quickly as you can not to stand there and get everybody else off ¹⁵.

The positive challenge we face is the current level of safety in aviation supports a level of complacency. The chance of dying as a passenger per boarding is approximately 1 in 100 million.

“If you see a little kid at a US airport, he or she is five times as likely to grow up to be president of the US as to perish on the forthcoming flight.”¹⁶

Cabin crew play a critical and multifaceted role in ensuring the safety, comfort, and overall experience of passengers during air travel. Far beyond serving meals and assisting with seating, they are highly trained professionals responsible for managing emergency procedures, administering first aid, and maintaining security throughout the flight. Their ability to remain calm under pressure, communicate effectively, and respond swiftly to unexpected situations is essential to the safe operation of every flight. Moreover, cabin crew serve as the frontline ambassadors of the airline, creating a welcoming environment and addressing passenger needs with empathy and professionalism. Their presence is not just reassuring, it’s indispensable.

¹⁰ International Journal of Innovation Scientific Research and Review. (2024). Airline Cabin Crew Members Are the Employee Branding of the Airline. Retrieved from <https://www.journalijisr.com/issue/airline-cabin-crew-members-are-employee-branding-airline>

¹¹ Ortiz, M. (n.d.). Sky Ambassadors: How Flight Attendants Represent Airlines. Retrieved from <https://mondortiz.com/sky-ambassadors-how-flight-attendants-represent-airlines/>

¹² Özdemir, A., & Çelik, H. (2025). The effect of the uniforms and attitudes of the flight attendants on passenger repurchase intention, and the mediating role of brand imagery and brand perception. *Cogent Business & Management*, 12(1), 2485409. <https://doi.org/10.1080/23311975.2025.2485409>

¹³ <https://www.infrastructure.gov.au/sites/default/files/migrated/aviation/publications/files/Att-A-Cabin-Crew-Ratios.pdf>

¹⁴

https://www.aph.gov.au/parliamentary_business/committees/house_of_representatives_committees?url=ic/cabincrew/report/chapter2.htm#:~:text=The%20role%20of%20crew%20in,look%20after%20any%20trouble%2Dmakers.

¹⁵ Stakeholder interview

¹⁶ Prof A Barnett MIT Sloan School of Management <https://www.cntraveler.com/story/how-safe-is-flying-today-according-to-experts#:~:text=Overall%2C%20the%20statistics%20on%20aviation,MIT%20Sloan%20School%20of%20Management.>

Regulatory Framework

Cabin Crew and airlines contribute to the overall perception of travel safety and comfort. Professional and attentive cabin crews enhance the perceived customer care quality of an airline, while a reliable and safe airline relies on its crew to execute safety procedures effectively and provide a positive passenger experience. This intersection of responsibility and Customer experience is critical, and is fundamental in considering the selection, training and expectation of Cabin Crew by Airlines.

While the Civil Aviation Safety Authority (CASA) regulates air safety in Australia with the authority of Cabin Crew outlined in Civil Aviation Safety Regulation (CASR), Parts 91 and 121¹⁷, it does not outline specific criteria for cabin crew. CASA does mandate a minimum age (18) and English Language Proficiency, however, then passes authority for competence to the aeroplane operator (CASR Part 121.640, .645, .650 and .655). Appendix D provides an excerpt of the current legislation.

Each airline operator sets these training requirements and standards in compliance with CASA's overarching safety framework (CASR Part 121.710 and .715).

The allocation of authority and responsibility to aeroplane operators is critical in any consideration of training course content, standard and delivery.

Airline Industry Requirements

Noting the onus on the aeroplane operator (Airline) to develop and maintain requirements, through a review of a representative Industry training manual, corroborated with the interview results, the review was able to confirm the following requirements for Cabin Crew.

Employment Standards

- Minimum of 18 years age.

Possess:

- current Australian First Aid Certificate
- current Responsible Service of Alcohol Certificate
- Australian (or appropriate) passport with 6 months validity
- Physical Attributes (height limits, for specific aircraft types)
- Fluency in English language (written and spoken)
- Medical clearance from approved practitioner, aligned to aviation related requirements

Qualifications/Skills/Certifications

- Having completed the Initial intake training (with an airline)
- Have the ability to be issued and maintain a valid Aviation Security Identification Card

¹⁷ <https://www.casa.gov.au/resources-and-education/regulatory-index/authority-cabin-crew>

- Ability to be able to maintain currency in all qualifications/Skills/Certifications including:
 - Safety and Emergency Procedures
 - Non-Technical Skills (NTS)
 - Line Check
 - Dangerous Goods
 - Aviation Medicine
 - Security

Provision of Training

The initial cabin crew training provided by the airlines is designed to balance their specific CASA requirements and their operational and business requirements. This is also reflected in their recruiting strategies. Guiding priorities can shift between language abilities, basing locations while retaining the ability to learn and function effectively on an aircraft as an underlying requirement.

The main competencies that we recruit against are customer service and teamwork.

Unless you have those foundational competencies for safety, then you aren't able to progress on to graduate.

Selection is more based on behaviours rather than skills.

Selected quotes from interviewees¹⁸

The overriding position from the interviews, backed up by external research, is airlines are prioritising the softer, brand and team behavioural skills over broader technical skill requirements that are able to be taught progressively throughout their workplace-based training continuums. Placing a premium on these aspects supports provision of training 'in-house' where the nuance and specifics can be managed, and perceived risks minimised. The airlines consider the training model they employ to be world class, efficient and most importantly meets the requirements of their Air Operators Certification (AOC). One operator highlighted an external review into their aviation safety training and overall training continuum for cabin crew was considered world best practise, particularly noting the complexity of the training continuum¹⁹. While all Airline cabin crew trainers believed in house training was the best option, there was some scope for consideration of other models by airline executives. One stated:

there's no reason why that [cabin crew training] couldn't be done externally²⁰.

However, context was also important:

But you've got the same instructor requirements. There's no saving or there's no benefit for the airline effectively. So yeah, what's the point?²¹.

¹⁸ RPT Executive Stakeholder interview July 2025

¹⁹ RPT Stakeholder interview July 2025

²⁰ RPT Executive Stakeholder interview July 2025

²¹ RPT Executive Stakeholder interview July 2025

This consideration of maintaining the training staff overhead was consistent for all airlines. Importantly, the initial training requirement, which is being considered for the Certificate III training, represents only a small component of the cabin crew training continuum.

Part of the basis for this study is the reported shortfall of cabin crew. During the interviews none of the airlines reported issues with respect to training capacity. Indeed, the in-house training capability was identified as being more than sufficient to meet current projected growth requirements.

When airline's staff and trainers were questioned regarding the Certificate III, while they remained aware of its existence, often without specific awareness of its competencies, they saw little or no value in it as an alternate training pathway. They often cited increased cost and inefficiency; however, they also leaned heavily on the need to meet CASA requirements, the maintenance of standards, oversight, and the generic nature of the training. By its nature the Certificate III qualification can apply across multiple settings and contexts, and they must be designed and accredited to qualify individuals who apply a broad range of knowledge and skills in varied contexts²². By comparison, the airlines all required specific training, tailored to factors including aircraft type, route structure and airline brand functions. Reinforcing this point, all stakeholders reflected that there was no recognition for prior learning in the industry, demonstrated when cabin crew transferred within an operating group, all staff are required to undergo the same initial training. Comments also reflected the variable success in laterally recruited cabin crew.

Sometimes it works for us, sometimes it doesn't... ²³

An important aspect of the airline initial training continuum is the conducting of the initial flights under supervision. While there were differences in the methods of these supervised flights, the intent was the same. When asked if the cabin crew were ready and competent at the completion of their training the response was uniform:

100% yes - I know the trainers. I know what they put them through... they're well drilled by the time they finished the course... [they] could do it in their sleep ²⁴

The RTOs and Union representatives who contributed to the review all held similar views to the airlines regarding the need for training. They also recognised the primacy of the safety role for the cabin crew. Industry bodies have identified two significant obstacles to the wider adoption of the Certificate III qualification as a nationally recognised credential within the aviation sector. Firstly, there has been difficulty in raising awareness and promoting the Certificate III among key stakeholders in the industry. Many training providers, when consulted, revealed that the qualification was not included in their current training plans. In addition, there was a general lack of awareness that Certificate III is listed on the national skill shortage register, suggesting a disconnect between industry needs and provider knowledge.

Outside the direct airline environment, one approach that has gained traction is the push for standardisation of cabin crew training across the industry. This effort seeks to align training practices and outcomes, aiming to ensure consistency in skills and competencies for cabin crew regardless of the training provider or airline affiliation.

²² [https://www.aqf.edu.au/framework/aqf-qualifications#:~:text=Certificate%20III%20qualifications%20must%20be,of%20the%20Australian%20Qualifications%](https://www.aqf.edu.au/framework/aqf-qualifications#:~:text=Certificate%20III%20qualifications%20must%20be,of%20the%20Australian%20Qualifications%20)

²³ RPT Cabin Crew Trainer Stakeholder interview July 2025

²⁴ Stakeholder interviews, consolidated view and quote from an airline executive

Industry bodies also reflect a view held by some airline executives that the airline model uses the most experienced people [as trainers], but they are also the most expensive²⁵. They also believe there is no desire for any licence or additional certifications as it would add governance risk, overhead and potentially challenge the status quo. There is also a perception among industry training bodies that major airline learning and development staff are reticent to pursue external training as it would jeopardise their own employment.²⁶

²⁵ Stakeholder interviews, consolidated view and quote from an airline executive

²⁶ Stakeholder interviews, consolidated view and quote from an airline executive

GAP ANALYSIS

The Certificate III was mapped to the Airline Training Manual (ATM) to determine if there were any gaps between the qualification and the requirements of industry. Analysis was conducted to identify the similarities and differences between the Learning Outcomes and Units of Competencies of the Certificate III and the cabin crew training manual of an Australian airline. Appendix B provides an explanation of how the Unit coverage was calculated.

While this analysis is based upon a single airlines ATM, this can be seen as broadly representative of all major airlines training regimes. However, caution should be used when conducting an analysis between the Cert III and a single ATM. Other airlines' training manuals – particularly those of smaller carriers – may differ significantly. Before implementing permanent changes to the Cert III, it is strongly recommended to source ATMs from multiple airlines and conduct a broader gap analysis.

Analysis

Table 1 represents a visual mapping of the airline training against the Certificate III. The coverage ratings used within the table are:

- **0-5%: Absent/Undefined** – Unable to determine or not found. The information listed in the airline manual was not found or was unclear in the Certificate III.
- **5-25%: Limited** – Mention of the airline manual elements were found in the combined units listed but covered 25% or less of the description.
- **25-50%: Partial** – The elements and evidence in the combined units listed covered more than 25% but less than 50% of the manual description.
- **50-75%: Substantial** – The elements and evidence in the combined Units listed covered more than 50% but less than 75% of the manual description; or a key component of the training was not found.
- **75-100%: Comprehensive** – The Unit elements and evidence met all the requirements mentioned in the airline manual.

Table 2 expands upon the visual mapping of Table 1, and details which ATM elements aligns with the Cert III elements and provides details and recommendations for each element.

An important distinction is where subjects are considered core, or elective. Despite airlines identifying Service and non-technical skills as being key core to the cabin crew role – these subjects are considered elective only. There are also three subjects (Theory of Flight, Theory of Post Accident Survival, and Cabin Panels & Comms Systems) which are not covered at all within the Certificate III. When challenged regarding the selection of core/elective subjects one RTO representative highlighted two considerations: First the airline would do it, and therefore there was no point; and secondly the training cohort needed to be considered.

Training couldn't be boring or overload them ²⁷.

²⁷ RTO Stakeholder interview July 2025

Table 1: Cert III vs Airline Training mapping

Cert III	Airline Training Manual - Initial Training																																						
	A.1.1.1 General (Initial)						A.1.1.2 Aircraft Type Specific											A.1.2 Fire - Smoke Training - IIT			A.1.3 Water Survival		A.1.4 Aviation Medicine						A.1.5 Passenger Handling		A.1.6 Non-Technical Skills	A.1.7 Dangerous Goods Awareness	A.1.8 Security (IAW Airline TSP)						
Core Units	Airline Induction (Theory)	Theory of Flight (Theory)	Document Awareness Training (theory)	Regulatory Overview (theory)	Comms - General (theory)	Survival - Post Accident (Theory)	Service	Fire & Smoke (Theory & Prac)	Emerg Exits & Features (Theory & Prac)	Flight & Cabin Crew Incapacitation (Theory & Prac)	Cabin Panels & Comms Systems (Theory & Prac)	Standard Operating Procedures (Theory)	Aircraft Familiarisation (Prac)	Non-Normal Ops Procedures (Theory)	Emergency Procedures (Theory)	Emergency Procedures (Prac)	Safety Equip (Theory)	Safety Equip (Prac)	Passenger Briefing / Safety Demo	Theory	Ground Base Emergency Services (theory)	Practical	Theory	Practical	First Aid Principles	Basic first-aid training	Inflight medical emergencies (life threatening)	Medical Conditions Medical Clearance Guidelines	Cardio-pulmonary Resuscitation (CPR)	First-aid equipment (Practical)	Assertive Leadership	Efficient Evac							
AVIB0001																																							
AVIF0023																																							
AVIF0034																																							
AVIF0041																																							
AVIF0042																																							
AVIG0003																																							
AVIO0017																																							
AVIO0019																																							
AVIZ0004																																							
BSBWOR301																																							
TLIE3004																																							
TLIF2018																																							
TLIO0001																																							
Elective Units																																							
AVIF0024																																							
AVIF0026																																							
AVIF0035																																							
AVIF0036																																							
AVIF0040																																							
AVIF0048																																							
AVII0003																																							
AVII0004																																							
AVII0005																																							
AVII0006																																							
AVII0007																																							
AVII0008																																							
AVII0011																																							
AVII0012																																							
BSBLDR301																																							
BSBOPS301																																							
BSBOPS402																																							
BSBTWK201																																							
HLTAID011																																							
SITFAB021																																							
TLIG0002																																							
TLII0004																																							

0% - No Coverage	
5% - 25%	
25% - 50%	
50% - 75%	
75% - 100%	

Table 2. Gap Analysis Results				
Certificate III Unit	Cert III Elements	Applicable Airline Training Manual (ATM) Element	Comment	Cert III / ATM compatibility
Core				
AVIB0001 Manage and carry out pre- and post-flight cabin checks	Carry out pre-flight safety and security checks	A.1.1.1 General:	Unit covers generic procedures, while ATM is specific to aircraft type. Some minor elements of admin procedures covered in A.1.1.1, but majority of topic covered under A.1.1.2 – SOPs No change to Unit required.	Comprehensive (76-100%)
	Prepare aircraft cabin for service	• Communication - General		
	Carry out post-flight checks	• Regulatory Overview		
	Carry out administrative procedures	A.1.1.2 Aircraft Type Specific: • Standard Operating Procedures • Passenger Briefing / Safety demonstration		
AVIF0023 Apply aircraft safety procedures	Prepare for airside operations	A.1.1.2 Aircraft Type Specific:	Unit covers generic procedures, while ATM is specific to aircraft type. Unit covered comprehensively across 4 ATM elements No change to Unit required.	Comprehensive (76-100%)
	Operate around aircraft	• Aircraft Familiarisation		
	Implement aviation safety emergency procedures	• Standard Operating Procedures • Non-Normal Operating Procedures • Emergency Procedures		
AVIF0034 Apply aviation work health and safety procedures	Identify and report hazards and risks	A.1.1.1 General:	There were no dedicated elements identified within the ATM that specifically cover WHS/OHS. Some elements of WHS/OHS procedures are covered under 4 different areas, but only tangentially. Unit offers more in-depth training than required by the ATM.	Limited (5-25%)
	Contribute to managing aviation WHS/OHS	• Document Awareness training		
	Complete WHS/OHS records	• Regulatory Overview A.1.6 Non-technical skills A.1.7 DG Awareness		

Table 2. Gap Analysis Results				
Certificate III Unit	Cert III Elements	Applicable Airline Training Manual (ATM) Element	Comment	Cert III / ATM compatibility
			Review Unit to confirm if it is required by industry. Potentially change to elective.	
AVIF0041 Maintain the safety of people and aircraft	Carry out safety procedures	A.1.1.2 Aircraft Type Specific: <ul style="list-style-type: none"> • Fire & Smoke • Emergency Exits & Features • Flight & Cabin Crew incapacitation • Standard Operating Procedures • Non-Normal Operating Procedures • Emergency Procedures • Safety Equipment • Passenger Briefing / Safety demonstration A.1.2 - Fire - Smoke Training: <ul style="list-style-type: none"> • Theory • Ground Base Emergency Services A.1.4 – Aviation Medicine: <ul style="list-style-type: none"> • First Aid Principles • Basic first-aid training A.1.5 – Passenger Handling: <ul style="list-style-type: none"> • Assertive Leadership 	While the ATM covers all the required elements of the Unit, the Cert III Unit deals with generics. The ATM can focus far more on aircraft type specifics and covers precise topics to a far greater depth across a wide range of elements than the Unit is able to achieve due to its generic nature. There is also significant overlap in the ATM with this Unit and AVIF0042 – Respond to abnormal and emergency situations in an aircraft. Review Unit to confirm if it is covered to the depth required by industry.	Comprehensive (76-100%)
	Follow flight crew directions			
	Aid and assist passengers during an inflight emergency			
	Carry out administrative procedures			

Table 2. Gap Analysis Results				
Certificate III Unit	Cert III Elements	Applicable Airline Training Manual (ATM) Element	Comment	Cert III / ATM compatibility
		<ul style="list-style-type: none"> • Efficient evacuation A.1.6 – Non-technical skills: <ul style="list-style-type: none"> • Leadership & teamwork • Decision making 		
AVIF0042 Respond to abnormal and emergency situations in an aircraft	Respond to a medical emergency during a flight	A.1.1.2 Aircraft Type Specific:	While the ATM covers all the required elements of the Unit, the Cert III Unit deals with generics. The ATM can focus far more on aircraft type specifics and covers precise topics to a far greater depth across a wide range of elements than the Unit is able to achieve due to its generic nature. There is also significant overlap in the ATM with this Unit and AVIF0041 – Maintain the safety of people and aircraft. Review Unit to confirm if it is covered to the depth required by industry.	Comprehensive (76-100%)
	Respond to adverse weather and/or flying conditions	<ul style="list-style-type: none"> • Fire & Smoke • Emergency Exits & Features • Flight & Cabin Crew incapacitation 		
	Respond to abnormal or emergency aircraft situations	<ul style="list-style-type: none"> • Standard Operating Procedures 		
	Assist in evacuating an aircraft	<ul style="list-style-type: none"> • Non-Normal Operating Procedures 		
	Respond to fire on board an aircraft	<ul style="list-style-type: none"> • Emergency Procedures • Safety Equipment 		
	Complete required documentation for an abnormal or emergency incident	<ul style="list-style-type: none"> • Passenger Briefing / Safety demonstration A.1.2 - Fire - Smoke Training: <ul style="list-style-type: none"> • Theory • Ground Base Emergency Services A.1.4 – Aviation Medicine: <ul style="list-style-type: none"> • First Aid Principles • Basic first-aid training A.1.5 – Passenger Handling:		

Table 2. Gap Analysis Results				
Certificate III Unit	Cert III Elements	Applicable Airline Training Manual (ATM) Element	Comment	Cert III / ATM compatibility
		<ul style="list-style-type: none"> • Assertive Leadership • Efficient evacuation A.1.6 – Non-technical skills: <ul style="list-style-type: none"> • Leadership & teamwork • Decision making 		
AVIG0003 Work effectively in the aviation industry	Determine appropriate work roles within an aviation workplace	A.1.1.1 General: <ul style="list-style-type: none"> • Regulatory Overview • Communications - General 	There were no dedicated elements identified within the ATM that specifically cover WHS/OHS. Some elements of ‘Work with others in the aviation industry’ are covered under Communications (mainly ‘Use of common language and terminology’), but only tangentially. Industry likely considers this as a ‘soft skill’ that is developed over the course of training, rather than as a discrete topic. Review Unit to confirm if it is required by industry. Potentially change to elective.	Limited (5-25%)
	Contribute to planning the successful, safe and efficient outcome of a work activity			
	Work with others in the aviation industry			
	Follow WHS procedures within an aviation workplace			
AVIO0017 Manage disruptive behaviour and unlawful interference with aviation	Monitor passenger behaviour	A.1.1.2 Aircraft Type Specific: <ul style="list-style-type: none"> • Non-Normal Operating Procedures • Emergency Procedures A.1.5 Passenger Handling:	While the ATM covers all the required elements of the Unit, the Cert III Unit deals with generics. The ATM focuses far more on specific scenarios and covers precise topics to a far greater depth	Substantial (50-75%)
	Identify and resolve disruptive or unlawful interference			
	Take action to manage unlawful interference			

Table 2. Gap Analysis Results				
Certificate III Unit	Cert III Elements	Applicable Airline Training Manual (ATM) Element	Comment	Cert III / ATM compatibility
	Report and document unlawful interference	<ul style="list-style-type: none"> Assertive Leadership A.1.8 Security	across a range of elements than the Unit details. Review Unit to confirm if it is covered to the depth required by industry.	
AVIO0019 Apply and monitor aviation workplace security procedures	Check and monitor personnel and goods entering a workplace	A.1.8 Security	The ATM Unit 'A.1.8 Security' deals mainly with in-flight security threats, while this Unit appears to deal mainly with ground-based threats external to the aircraft. 'A.1.8 Security' covers two aspects tangentially ('Personal security' and 'Access and id requirements') however much of this Unit is not covered by the ATM. There is also significant overlap in the ATM with this Unit, 'AVIZ0004 Maintain security awareness and vigilance in an aviation workplace' and 'TLIO0001 Undertake emergency response action to a security threat'. Review Unit to confirm if it is required by industry, or restructure to focus on in-flight environment. Potentially change to Elective.	Limited (5-25%)
	Carry out surveillance of work areas			
	Deal with and write reports on security incidents/emergencies			
	Complete required documentation			
AVIZ0004	Maintain awareness of security measures and security risks	A.1.8 Security	The ATM unit 'A.1.8 Security' deals mainly with in-flight security threats, while	Limited (5-25%)

Table 2. Gap Analysis Results				
Certificate III Unit	Cert III Elements	Applicable Airline Training Manual (ATM) Element	Comment	Cert III / ATM compatibility
Maintain security awareness and vigilance in an aviation workplace	Maintain security vigilance		<p>this Unit appears to deal mainly with ground-based threats external to the aircraft. 'A.1.8 Security' covers two aspects tangentially ('Personal security' and 'Access and id requirements') however much of this Unit is not covered by the ATM.</p> <p>There is also significant overlap in the ATM with this Unit, 'AVIO0019 Apply and monitor aviation workplace security procedures' and 'TLIO0001 Undertake emergency response action to a security threat'.</p> <p>Review Unit to confirm if it is required by industry, or restructure to focus on in-flight environment.</p> <p>Potentially change to Elective.</p>	
	Recognise and assess potential security risks			
	Respond to potential security risks			
	Report potential security risks			
BSBWOR301 Organise personal work priorities and development	Organise and complete own work schedule	Nil	<p>There were no dedicated elements identified within the ATM that specifically cover this Unit.</p> <p>Industry likely considers this as a 'soft skill' that is developed over the course of training, rather than as a discrete topic.</p>	absent/undefined (0-5%)
	Monitor own work performance			
	Co-ordinate personal skill development and learning			

Table 2. Gap Analysis Results				
Certificate III Unit	Cert III Elements	Applicable Airline Training Manual (ATM) Element	Comment	Cert III / ATM compatibility
			Review Unit to confirm if it is required by industry. Potentially change to Elective.	
TLIE3004 Prepare workplace documents	Plan workplace document	A.1.1.1 General: • Document Awareness training	The ATM only tangentially covers preparing workplace documents under 'Document awareness training'. It does not specifically cover the planning, preparation or completion of documents. While the Cert III Unit may deal with generic documentation, airline training will focus far more on specific documents unique to that airline. Industry likely considers this a skill that is developed over the course of training, rather than as a discrete topic. Review Unit to confirm if it is required by industry. Potentially change to Elective.	Limited (5-25%)
	Prepare workplace document			
	Complete workplace forms			
TLIF2018 Operate firefighting equipment	Check firefighting equipment	A.1.1.2 Aircraft Type Specific: • Fire & Smoke • Safety Equipment A.1.2 - Fire - Smoke Training: • Theory • Ground Base Emergency Services	While the ATM covers all the required elements of the Unit, the Cert III Unit deals with generics. The ATM can focus far more on aircraft type specifics and covers precise topics to a far greater depth than the Unit is able to achieve due to its generic nature.	Comprehensive (76-100%)
	Use firefighting equipment			

Table 2. Gap Analysis Results				
Certificate III Unit	Cert III Elements	Applicable Airline Training Manual (ATM) Element	Comment	Cert III / ATM compatibility
			No change to Unit required.	
TLIO0001 Undertake emergency response action to a security threat	Select emergency actions to be applied	A.1.8 Security	<p>The ATM Unit 'A.1.8 Security' deals mainly with in-flight security threats, while this Unit appears to deal mainly with ground-based terrorist threats external to the aircraft. 'A.1.8 Security' covers two aspects tangentially ('Personal security' and 'Access and id requirements') however much of this Unit is not covered by the ATM.</p> <p>There is also significant overlap in the ATM with this Unit and 'AVIO0019 Apply and monitor aviation workplace security procedures' and 'AVIZ0004 Maintain security awareness and vigilance in an aviation workplace'.</p> <p>Review Unit to confirm if it is required by industry, or restructure to focus on in-flight environment.</p> <p>Potentially change to Elective.</p>	Limited (5-25%)
	Maintain communications			
	Report incident			
Electives				
AVIF0024 Provide first aid in an aviation environment	Respond to an inflight first aid emergency	A.1.4 Aviation Medicine: <ul style="list-style-type: none"> • First Aid Principles • Basic first-aid training 	Unit covered comprehensively across 'A.1.4 Aviation Medicine' elements. No change to Unit required.	Comprehensive (76-100%)
	Apply appropriate inflight first aid procedures			

Table 2. Gap Analysis Results				
Certificate III Unit	Cert III Elements	Applicable Airline Training Manual (ATM) Element	Comment	Cert III / ATM compatibility
	Communicate incident details Evaluate impact of incident on own performance	<ul style="list-style-type: none"> • Inflight medical emergencies (life threatening) • Medical Conditions • Medical Clearance Guidelines • Cardio-pulmonary Resuscitation • First-aid equipment (Practical) 	Should be elevated to Core, rather than Elective, given First Aid Certificate is a prerequisite for airline employment.	
AVIF0026 Implement aviation risk management processes	Identify aviation hazards and assess risk Identify risk controls Control aviation risk Monitor and review effectiveness of risk control	Nil	There were no dedicated elements identified within the ATM that specifically cover this Unit. Airlines likely cover risk as an integral part of their training on every element, rather than as a discrete topic. Review Unit to confirm if it is required by industry.	absent/undefined (0-5%)
AVIF0035 Manage human factors in aviation operations	Manage personal performance Communicate effectively within an aviation environment	A.1.6 Non-Technical Skills	While the elements of this Unit are broadly covered by the ATM, the ATM contains substantially more specifics than the Unit. The Unit could be improved by adding the following Human Factors subjects from the ATM: <ul style="list-style-type: none"> • Threat and error management • Communication 	Substantial (50-75%)

Table 2. Gap Analysis Results				
Certificate III Unit	Cert III Elements	Applicable Airline Training Manual (ATM) Element	Comment	Cert III / ATM compatibility
			<ul style="list-style-type: none"> • Conflict resolution • Cultural factors • Leadership and teamwork • Fatigue and fatigue management • Stress and stress management • Information processing • Workload management • Situational awareness • Decision making 	
AVIF0036 Implement regulations and policies during aviation safety and service operations	Comply with relevant regulations and legal obligations	A.1.1.1 General: <ul style="list-style-type: none"> • Regulatory Overview 	'A.1.1.1 General: Regulatory Overview' covers a wide range of company and CASA regulations. However, the ATM is somewhat vague in relation to this Unit, only requiring 'Describe and apply legislation relating to crew members in general and specifically cabin crew members'. Unit offers more in-depth training than required by the ATM. Review Unit to confirm if this level of detail is required by industry.	Limited (5-25%)
	Comply with established industrial relations practices and requirements			
	Comply with relevant local laws and regulations			
AVIF0040	Recognise signs of personal fatigue	A.1.6 Non-Technical Skills	While the elements of this Unit are broadly covered by the ATM under the	Substantial (50-75%)

Table 2. Gap Analysis Results				
Certificate III Unit	Cert III Elements	Applicable Airline Training Manual (ATM) Element	Comment	Cert III / ATM compatibility
Employ fatigue risk management practices in an aviation workplace	Employ fatigue risk management practices to minimise fatigue		<p>'Fatigue and fatigue management' subject, the Unit covers the subject to greater depth than the ATM.</p> <p>There is also overlap in the ATM with this Unit and 'AVIF0035 Manage human factors in aviation operations'. These two Units could potentially be combined into one.</p> <p>Review Unit to confirm if this level of detail is required by industry.</p> <p>Potentially combine with Unit 'AVIF0035 Manage human factors in aviation operations'</p>	
	Identify fatigue in others			
AVIF0048 Undertake aircraft underwater escape and survival	Prepare for aircraft ditching	A.1.3 Water Survival	<p>Unit covered comprehensively across ATM elements.</p> <p>The name of the Unit is somewhat misleading, as the elements do not describe an 'underwater' escape. Suggest change to 'water escape'</p> <p>Should be elevated to Core subject, rather than elective, given importance.</p> <p>No change to Unit required, apart from potential name modification.</p>	Comprehensive (76-100%)
	Undertake escape from an aircraft			
	Conduct rescue recovery processes			
	Control survival hazards			

Table 2. Gap Analysis Results				
Certificate III Unit	Cert III Elements	Applicable Airline Training Manual (ATM) Element	Comment	Cert III / ATM compatibility
AVII0003 Advise on major services and attractions at aviation destinations	Research information about airline destinations	A.1.1.1 General: <ul style="list-style-type: none"> • Service 	The elements of this Unit are broadly covered by the following ATM subjects: <ul style="list-style-type: none"> • Guest Care • Products and services • Specific Service Requests However, the Cert III Unit covers the subject to greater depth than that specified in the ATM. Review Unit to confirm if this level of detail is required by industry.	Partial (26-50%)
	Respond to requests for information about airline destinations			
AVII0004 Provide quality customer service	Identify and assess customer needs and expectations	A.1.1.1 General: <ul style="list-style-type: none"> • Service 	The elements of this Unit are broadly covered by the following ATM subjects: <ul style="list-style-type: none"> • Guest Care • Products and services • Specific Service Requests However, the Cert III Unit covers the subject to greater depth than that specified in the ATM. Review Unit to confirm if this level of detail is required by industry.	Substantial (50-75%)
	Deliver high quality service			
	Deal with difficult customer situations			
AVII0005	Provide customer service prior to departure	A.1.1.1 General:	The elements of this Unit are broadly covered by the following ATM subjects:	Substantial (50-75%)

Table 2. Gap Analysis Results				
Certificate III Unit	Cert III Elements	Applicable Airline Training Manual (ATM) Element	Comment	Cert III / ATM compatibility
Provide customer service on an aircraft	Advise on and use cabin features and amenities	<ul style="list-style-type: none"> • Service 	<ul style="list-style-type: none"> • Guest Care • Products and services • Specific Service Requests <p>However, the Cert III Unit covers the subject to greater depth than that specified in the ATM.</p> <p>Review Unit to confirm if this level of detail is required by industry.</p>	
	Provide customer service during flight			
	Provide customer service on arrival			
	Provide support to other members of aircraft crew			
	Carry out administrative procedures			
AVII0006 Carry out beverage service on an aircraft	Handle stock and materials	A.1.1.1 General: <ul style="list-style-type: none"> • Service 	<p>The elements of this Unit are broadly covered by the following ATM subjects:</p> <ul style="list-style-type: none"> • Food Safety • Guest Care • Products and services • Specific Service Requests <p>However, the Cert III Unit covers the subject to greater depth than that specified in the ATM.</p> <p>Review Unit to confirm if this level of detail is required by industry.</p>	Partial (26-50%)
	Advise passengers			
	Take beverage orders			
	Prepare and serve beverages			
	Use trays			
	Clear and clean carts/tables and equipment			
	Prepare and use tea and coffee making equipment			
AVII0007	Discuss menu items and selections	A.1.1.1 General:	The elements of this Unit are broadly covered by the following ATM subjects:	Partial (26-50%)

Table 2. Gap Analysis Results				
Certificate III Unit	Cert III Elements	Applicable Airline Training Manual (ATM) Element	Comment	Cert III / ATM compatibility
Provide advice about cuisine on an aircraft	Advise passengers about food	• Service	<ul style="list-style-type: none"> • Food Safety • Guest Care • Products and services • Specific Service Requests <p>However, the Cert III Unit covers the subject to greater depth than that specified in the ATM.</p> <p>Review Unit to confirm if this level of detail is required by industry.</p>	
	Advise passengers about special menu items			
	Contribute to menu development			
AVII0008 Conduct in-flight retailing	Assess customer needs	A.1.1.1 General: • Service	<p>The elements of this Unit are broadly covered by the following ATM subjects:</p> <ul style="list-style-type: none"> • Guest Care • Products and services • Specific Service Requests <p>However, the Cert III Unit covers the subject to greater depth than that specified in the ATM.</p> <p>Review Unit to confirm if this level of detail is required by industry.</p>	Partial (26-50%)
	Promote products and customer services			
	Handle payments			
	Handle complaints			
	Complete administrative requirements			
	Carry out stocktaking procedures			
	Order and store stock			
	Maintain security			
AVII0011	Prepare galley for service	A.1.1.1 General:		Partial (26-50%)

Table 2. Gap Analysis Results				
Certificate III Unit	Cert III Elements	Applicable Airline Training Manual (ATM) Element	Comment	Cert III / ATM compatibility
Carry out food preparation and service on an aircraft	Receive, check and store goods	<ul style="list-style-type: none"> • Service 	<p>The elements of this Unit are broadly covered by the following ATM subjects:</p> <ul style="list-style-type: none"> • Food Safety • Guest Care • Products and services • Specific Service Requests <p>However, the Cert III Unit covers the subject to greater depth than that specified in the ATM.</p> <p>Review Unit to confirm if this level of detail is required by industry.</p>	
	Check and maintain galley			
	Respond to breakdown in galley or cabin equipment			
	Prepare equipment for use			
	Prepare and present food for service			
	Carry out galley service			
	Clean galley and equipment			
	Prepare galley for landing			
AVII0012 Apply knowledge of the structure, products and services of an airline operator	Develop and apply an understanding of the structure of the aviation and tourism industries in Australia	Nil	<p>There were no dedicated elements identified within the ATM that specifically cover this Unit.</p> <p>Airlines likely rely on trainees to develop this knowledge themselves, over the period of training, rather than as a discrete topic.</p> <p>Review Unit to confirm if it is required by industry.</p>	absent/undefined (0-5%)
	Develop and apply an understanding of the economic and social significance of aviation and tourism in Australia			
	Identify markets for a particular airline			

Table 2. Gap Analysis Results				
Certificate III Unit	Cert III Elements	Applicable Airline Training Manual (ATM) Element	Comment	Cert III / ATM compatibility
	Develop and apply an understanding of the structure and operations of an airline			
BSBLDR301 Support effective workplace relationships	Gather information and ideas	A.1.1.1 General: • Communications A.1.6 Non-Technical Skills	This Unit is tangentially covered in the 'A.1.1.1 General: Communications' under the subject 'Communication and coordination between flight crew, cabin crew, passengers, and other personnel in normal, non-normal and emergency situations', and in the 'A.1.6 Non-Technical Skills' subjects of 'Communication' and 'Leadership and teamwork'. However, the Cert III Unit covers the subject to greater depth than that specified in the ATM. Review Unit to confirm if this level of detail is required by industry.	Limited (5-25%)
	Develop team relationships and networks			
	Contribute to positive team outcomes			
BSBOPS301 Maintain business resources	Advise on resource requirements	Nil	There were no dedicated elements identified within the ATM that specifically cover this Unit. Review Unit to confirm if it is required by industry.	absent/undefined (0-5%)
	Acquire resources			
	Monitor resource usage and maintenance			

Table 2. Gap Analysis Results				
Certificate III Unit	Cert III Elements	Applicable Airline Training Manual (ATM) Element	Comment	Cert III / ATM compatibility
BSBOPS402 Coordinate business operational plans	Prepare to implement operational plan	Nil	There were no dedicated elements identified within the ATM that specifically cover this Unit. Review Unit to confirm if it is required by industry.	absent/undefined (0-5%)
	Implement operational plan			
	Monitor operational performance			
	Review operations based on performance			
BSBTWK201 Work effectively with others	Develop effective workplace relationships	A.1.1.1 General: • Communications	This Unit is tangentially covered in the 'A.1.1.1 General: Communications' under the subject 'Communication and coordination between flight crew, cabin crew, passengers, and other personnel in normal, non-normal and emergency situations', and in the 'A.1.6 Non-Technical Skills' subjects of 'Communication' and 'Leadership and teamwork'. However, the Cert III Unit covers the subject to greater depth than that specified in the ATM. Review Unit to confirm if this level of detail is required by industry.	Limited (5-25%)
	Improve workgroup processes	A.1.6 Non-Technical Skills		
	Resolve issues, problems and conflict			
HLTAID011	Respond to an emergency situation	A.1.4 Aviation Medicine:	Unit covered comprehensively across 'A.1.4 Aviation Medicine' elements	Comprehensive (76-100%)

Table 2. Gap Analysis Results				
Certificate III Unit	Cert III Elements	Applicable Airline Training Manual (ATM) Element	Comment	Cert III / ATM compatibility
Provide First Aid	Apply appropriate first aid procedures	<ul style="list-style-type: none"> • First Aid Principles • Basic first-aid training • Inflight medical emergencies (life threatening) • Medical Conditions • Medical Clearance Guidelines • Cardio-pulmonary Resuscitation • First-aid equipment (Practical) 	No change to Unit required. Should be elevated to Core, rather than Elective, given First Aid Certificate is a prerequisite for airline employment.	
	Communicate details of the incident			
	Review the incident			
SITHFAB021 Provide responsible service of alcohol	Follow the principles of responsible service of alcohol	A.1.1.1 General: <ul style="list-style-type: none"> • Service 	RSA is a pre-requisite to employment by an airline. No change to Unit required. Should be elevated to Core, rather than Elective, given RSA is a prerequisite for airline employment.	Comprehensive (76-100%)
	Assist customers to drink within appropriate limits			
	Assess alcohol affected customers and identify those to whom sale or service must be refused			
	Refuse to provide alcohol			
TLIG0002 Lead a work team	Participate in work team planning	A.1.1.1 General: <ul style="list-style-type: none"> • Communications A.1.6 Non-Technical Skills	This Unit is tangentially covered in the 'A.1.1.1 General: Communications' under the subject 'Communication and coordination between flight crew, cabin crew, passengers, and other personnel in normal, non-normal and emergency situations', and in the 'A.1.6 Non-	Limited (5-25%)
	Manage and develop team performance			
	Participate in and facilitate work team to achieve tasks			

Table 2. Gap Analysis Results				
Certificate III Unit	Cert III Elements	Applicable Airline Training Manual (ATM) Element	Comment	Cert III / ATM compatibility
	Document and review work team tasks		<p>Technical Skills' subjects of 'Communication' and 'Leadership and teamwork'.</p> <p>However, the Cert III Unit covers the subject to greater depth than that specified in the ATM.</p> <p>Review Unit to confirm if this level of detail is required by industry.</p>	
TLII0004 Provide assistance to customers	Establish contact with customers	A.1.1.1 General: <ul style="list-style-type: none"> • Service 	<p>The elements of this Unit are broadly covered by the following ATM subjects:</p> <ul style="list-style-type: none"> • Guest Care • Products and services • Specific Service Requests <p>However, the Cert III Unit covers the subject to greater depth than that specified in the ATM.</p> <p>Review Unit to confirm if this level of detail is required by industry.</p>	Partial (26-50%)
	Identify customer needs			
	Deliver service to customers			
	Prepare for passengers with specific needs			
	Provide assistance to customers with specific needs			
	Communicate regarding customers with specific needs			

Reviewing the mapping between the Certificate III and the ATM, shown at Table 1, there is a significant amount of 'white space', i.e. gaps in coverage where the Certificate III course either does not meet, or only partially meets, Airline Industry requirements. Equally there are subjects such as 'Service' which are arguably over-represented when considering the primary role of Cabin Crew is safety. The perceived need for RTO Cabin Crew training to place the balance of Service over Safety is representative of the perceived role bias, specifically viewing Cabin Crew in the customer service function.

Core vs Elective

When comparing core subjects to electives, it appears that RTOs allocate greater weighting and provide more comprehensive coverage to elective subjects than to core subjects. A notable example is the Aviation Medicine area, which achieves near-complete coverage (approximately 75–100%) through just two elective Units: AVIF0024 Provide First Aid in an Aviation Environment and HLTAID011 Provide First Aid. Given their critical relevance to the Cabin Crew role, these topics should be considered core requirements rather than electives.

Table 1 further shows that only five Certificate III core subjects provide full coverage when compared to current Airline Training, those subjects being:

- AVIB0001 – Manage and carry out pre- and post-flight cabin checks
- AVIF0023 – Apply aircraft safety procedures
- AVIF0041 – Maintain the safety of people and aircraft
- AVIF0042 – Respond to abnormal and emergency situations in an aircraft
- TLIF2018 – Operate firefighting equipment

Overall, the analysis highlights significant variation between the requirements of the airlines and the core competencies of the Certificate III. Areas were identified where there are critical gaps, as either:

- Information listed in the ATM, but was not found or was unclear in the Certificate III, specifically:
 - Theory of Flight
 - Survival - Post Accident
 - Cabin Panels & Comms Systems
- Mention of the airline manual elements was found in the Units listed but when combined, covered 25% or less of the description of the airline element. These core Units were:
 - AVIF0034 – Apply aviation work health and safety procedures
 - AVIG0003 – Work effectively in the aviation industry
 - AVIO0019 – Apply and monitor aviation workplace security procedures
 - AVIZ0004 – Maintain security awareness and vigilance in an aviation workplace
 - BSBWOR301 – Organise personal work priorities and development
 - TLIE3004 – Prepare workplace documents
 - TLIO0001 – Undertake emergency response action to a security threat

These core Units need to be reviewed to confirm if the level of detail provided in the Cert III is required by industry, and to potentially reclassify these as Elective Units.

There are two clearly identifiable pre-requisite subjects that airlines require for employment – Responsible Service of Alcohol (RSA) (currently covered by SITHFAB021: responsible service of alcohol as an elective) and First Aid (covered by AVIF0024: provide first aid in an aviation environment and AVIF0042 Respond to abnormal and emergency situations in an aircraft). Both SITHFAB021 and AVIF0024 are currently electives only and should be moved to core in order to support addressing the pre-requisite.

Customer service

Of note there are ten elective subjects which address customer service. Looking deeper into the Service subjects the topics covered include Units such as 'advise about cuisine on an aircraft, advice on major attractions at aviation destinations, inflight retailing and food and beverage service on an aircraft'. While clearly related to an aviation passengers potential inflight experience, the key subject matter will vary distinctly for each specific airline, arguably to the point where the general nature of the training offered will be of varied use in subsequent employment.

The specific Cert III Units covering customer service are:

- AVII0003: Advise on major services and attractions at aviation destinations
- AVII0004: Provide quality customer service
- AVII0005: Provide customer service on an aircraft
- AVII0006: Carry out beverage service on an aircraft
- AVII0007: Provide advice about cuisine on an aircraft
- AVII0008: Conduct in-flight retailing
- AVII0011: Carry out food preparation and service on an aircraft
- AVII0012: Apply knowledge of the structure, products and services of an airline operator
- SITHFAB021: Provide responsible service of alcohol
- TLII0004: Provide assistance to customers

In contrast, the ATM only has one Unit covering customer service – Service. The specific elements within the ATM for Service are:

- Food safety
- Guest Care
- Products and services
- Specific Service Requests (SSR)
- Responsible service of alcohol

It is difficult to directly compare the customer service elements of the two courses, as the ATM does not specify how much time is allocated to each element during training. However, it is obvious that the amount of time and detail dedicated to customer service in the Cert III is far more than that provided by the ATM.

Additionally, the Cert III Units will only provide generic training, while the ATM provides specific training targeted on those particular airline's processes and procedures. Airlines also likely rely on trainees to develop this knowledge themselves, over the entire period of initial training, rather than as a discrete topic.

These Cert III Units need to be reviewed to confirm whether the level of detail being provided is required by industry, and whether some of these Units could be potentially combined and reduced in length and depth.

Security

There are three Cert III Units that cover Security:

- TLIO0001: Undertake emergency response action to a security threat
- AVIO0019: Apply and monitor aviation workplace security procedures
- AVIZ0004: Maintain security awareness and vigilance in an aviation workplace

Reviewing the elements of these Units reveals that the focus is primarily on the ground environment, covering security and threats around airports and aircraft. They do not deal with airborne security issues or procedures. Airlines are not concerned with teaching Cabin Crew about ground threats, as they employ specialist security personnel to address these aspects. Only two aspects of the ATM are tangentially covered within the three Cert III Units ('Personal security' and 'Access and id requirements') however much of these Units are not covered by the ATM. There is also significant overlap between these three Units.

Conversely, the ATM Unit (A.1.8 – Security) is directly focussed on the airborne environment with specific elements covering:

- Deciding the seriousness of an occurrence
- Crew communication and coordination
- Appropriate self-defence
- The use of non-lethal protective devices, to the extent permitted by law
- Understanding the behaviour of terrorists so as to facilitate the ability to cope with hijacker behaviour and passenger responses
- Exercises simulating threatening situations
- Flight deck procedures to protect the aircraft
- Procedures for searching the aircraft
- Least-risk bomb locations for aircraft
- Corporate security
 - Personal security
 - Escalation procedures
 - Access and id requirements
 - Causes of disruptive behaviour on board and management of such types of incidents
 - Policy and procedures associated with flight deck access

While some of the ATM elements are covered tangentially in the Cert III Units, these topics are not substantially covered in the Cert III.

These Cert III Units need to be reviewed to confirm whether the level of detail being provided is required by industry, and to focus more on the airborne – rather than ground – environment. These Units could also be potentially combined and reduced in length and depth.

Safety

Many aspects of safety training are covered within the ATM under section A.1.1.2: Aircraft Type Specific Training. While this training is focussed on specific aircraft types, which can vary, the procedures are generally the same for any aircraft. The differences lie in specific equipment locations and/or equipment.

The Cert III safety related Units are all covered with the ATM (and vice versa), although some subjects are spread across multiple ATM elements.

The two important safety Units (AVIF0024 Provide first aid in an aviation environment, and HLTAID011 Provide First Aid) are only listed as Electives. These should be reclassified to Core Units, to align with airline pre-employment requirements and the importance of the subjects demonstrated in the ATM.

Cert III not covered in ATM

There are five Cert III Units not covered within the ATM:

- BSBWOR301: Organise personal work priorities and development
- AVIF0026: Implement aviation risk management processes
- AVII0012: Apply knowledge of the structure, products and services of an airline operator
- BSBOPS301: Maintain business resources
- BSBOPS402: Coordinate business operational plans

There were no dedicated elements identified within the ATM that specifically covers these Units. While some of these Units (BSBWOR301 and AVII0012) may be useful background and/or personal knowledge for potential airline employees, airlines likely rely on trainees to develop this style of knowledge themselves over the period of training, rather than as separate, discrete topics for instruction. The other three Units (AVIF0026, BSBOPS301, and BSBOPS402) are more applicable to a Cabin manager position, rather than initial training.

These five Units should be reviewed to confirm if this specific training is required by industry or are included as 'background' information. If still required, BSBWOR301 should also be reclassified as an Elective Unit, not Core.

ATM not covered in Cert III

There are three ATM Units not covered within the Cert III:

- Theory of Flight
- Survival - Post Accident

- Cabin Panels & Comms Systems

Theory of Flight

This ATM element covers the following subjects:

- Fundamentals of Aerodynamics
- Basic Aircraft Systems (pressurisation, weight & balance, Air Traffic Control)
- Aviation Terminology
- Basic Meteorology
- Hazards & Safety Distances
- Aircraft Critical Surfaces

An awareness of these fundamentals to aviation is important for any cabin crew. These are the basic elements of knowledge that cabin crew will be expected (by other crew members) to be aware of.

Airline cabin crew need a solid grounding in these subjects to maintain safety, support flight operations, and respond effectively in abnormal situations. Understanding the fundamentals of aerodynamics and basic aircraft systems, including pressurisation (why the 'masks drop' and what happens when they do), weight and balance (why passengers shifting seats can adversely affect aircraft safety), and the role of Air Traffic Control, helps crew recognise how the aircraft behaves and why certain procedures are critical. Familiarity with aviation terminology ensures clear, accurate communication with flight crew and ground personnel, especially during time-critical events. Knowledge of basic meteorology allows cabin crew to anticipate and prepare for turbulence, storms, and other weather-related risks that affect passenger safety and comfort. Awareness of hazards and safety distances underpins safe movement around the aircraft during boarding, disembarking, and emergency scenarios. Finally, understanding aircraft critical surfaces enables crew to identify contamination (such as ice or damage) that could compromise flight safety and to escalate concerns promptly. Together, these competencies ensure cabin crew can act as an integral part of the safety system, not just the service team.

Either a new Cert III Core Unit should be developed to cover these subjects, or they should be incorporated within existing Core Units.

Survival - Post Accident

This ATM element covers the following subjects:

- Principles of survival
- Post evacuation survival procedures (land and water)
- Post traumatic stress disorder
- Corporate Emergency Response Plan (CERP)

The Cert III safety elements cover procedures up to, and including, evacuating the aircraft. However, once successfully (hopefully) out of the aircraft, the Cert III provides no further instruction. This ATM element covers procedures and what should happen after the aircraft has been successfully evacuated, and while waiting for rescue. Airline cabin crew must understand these subjects to ensure they can protect and support

passengers and themselves in the rare event of an emergency. Knowledge **of principles of survival** enables crew to make sound, immediate decisions when conditions are uncertain or dangerous. Training in post-evacuation survival procedures, both on land and in water, prepares them to lead and organise survivors, manage resources, and maintain safety until rescue arrives. Awareness of post-traumatic stress disorder (PTSD) helps cabin crew recognise normal stress reactions, support passengers and colleagues after a critical incident, and understand when professional help may be needed. Finally, familiarity with the airline's Corporate Emergency Response Plan (CERP) ensures they know their role in the broader organisational response, allowing them to communicate effectively, follow protocols, and contribute to coordinated recovery efforts during and after an emergency. These are important aspect of crew and passenger safety that should be covered within the Cert III as a Core Unit.

Either a new Cert III Core Unit should be developed to cover these subjects, or they should be incorporated within existing Core Units.

Cabin Panels & Comms Systems

This ATM element covers the following subjects:

- Crew cabin panels
- Lighting controls
- Master call light panel
- Comms system
- Galley systems
- Other aircraft systems

This ATM element is under the 'Aircraft type specific' section and covers the specific controls for specific aircraft. However, many of the systems detailed above are common across many aircraft types, or at least very similar in operation. Airline cabin crew need to understand these aircraft systems to manage the cabin environment safely, efficiently, and in coordination with flight operations. Knowledge of crew cabin panels, lighting controls, and the master call light panel allows them to monitor cabin status, respond promptly to passenger needs, and adjust lighting to support safety procedures and comfort throughout the flight. Proficiency with the communication system is essential for clear, reliable coordination with the flight deck and other crew members, particularly during abnormal or emergency situations. Understanding galley systems ensures safe operation of equipment, proper handling of power sources, and prevention of hazards such as fires or equipment malfunctions. Familiarity with other aircraft systems, including doors, lavatories, and safety equipment interfaces, enables cabin crew to conduct required checks, identify faults, and act quickly when something is not functioning correctly. Collectively, these skills ensure the cabin crew can maintain a safe and controlled environment for all onboard. These are all important systems that cabin crew will be expected to be familiar with and operate on every flight.

A Cert III Unit could be developed to cover generic systems, giving trainees a basic understanding of the importance of these systems and how they operate.

DISCUSSION & RECOMMENDATIONS

Cabin Crew Role Requirements and Airline Training

There is no doubt that the primary role of the cabin crew is safety, despite the common misconception that they are solely in a service role. They remain the first responder and primary interface between the traveling public and the operating crew, playing the primary role in ensuring passenger safety. In both service and safety aspects, the cabin crew has unique responsibilities for both the brand/reputational aspects concurrent with the certification (CASR) governance needs. For each of these, airlines manage risk and reputation through the provision of in-house training.

The Certificate III only targets the initial cabin crew training. However, it is important to recognise that delivering initial training is just one component of the broader responsibilities managed by airline training departments. Essential recurrent, refresher and differences training are also conducted, and these would likely always be outside the remit of external providers – indeed during the interviews there was neither desire from external providers, nor a willingness from airline training staff to consider this aspect. The complexity and embeddedness of the airline internal training organisations to their licencing/operating certificates makes it unlikely to be easily untangled²⁸.

This provides a challenge in that unless RTOs can demonstrate the ability to support airlines in delivering all training to the standard required by the Airlines AOC, there is unlikely to be a clear role they can fill. This in turn means there is limited interest from airlines in recognising the current VET qualifications. Indeed, all airline personnel interviewed made clear that they saw no need for the Cert III, and that having (or not having) the Cert III qualification did not factor into their selection process. Clearly then, there is a disconnect between industry (airline) requirements and those being provided by the current Certificate III.

Certificate III Competencies and Standards

All RTO stakeholders agreed that the Certificate III contains Units and content that are either outdated, repetitive, irrelevant or beyond the needs of entry-level RPT cabin crew. For example, the Certificate III course description references to learning about “Defence aviation operations”, and some content includes learning about surveillance of perimeter fences or monitoring vehicles entering/exiting an airport. Whilst this could be a requirement of Defence cabin crew, it is beyond the scope of commercial/RPT cabin crew operations.

The limitations and gaps in the current Certificate III pose a barrier to industry recognition of the qualification. While the students who undertake the current course may get an understanding of the role of cabin crew, it falls short of the industry requirements.

While there are clear gaps and limitations between the current Certificate III and Airline industry requirements, it is also apparent that the course does offer a pathway for the development of those who seek a career in the industry. Reports from training providers confirmed a significant number of graduates successfully transitioned into the industry. They also reported positive feedback from students as to how well

²⁸ Stakeholder interviews, consolidated view and quote from an airline executive

the course prepared them to approach, apply and enter the Cabin Crew role. RTOs also provided anecdotal evidence on the positive pass rate from former students, a view supported by Airline trainers.²⁹ This may indicate a degree of overtraining, noting the lack of support from the Airlines and therefore a Skill Set may be more appropriate/sufficient to achieve the requirements of the aspiring Cabin Crew.

Industry Communication and Awareness

Numerous examples of miscommunication, misunderstanding or unintentional organisational ignorance were evident during the research and interview stages of this activity. Acknowledging there are currently weaknesses in the Certificate III, the lack of understanding of what is required by the airlines, combined with commensurate lack of awareness of what the Certificate III provides, represents a lost opportunity for Industry, Airlines and RTOs alike. While this report has identified existing disconnects between industry and RTOs regarding the Certificate III and offered recommendations to address some of these gaps, it is crucial that stakeholders continue to engage, such as through an Industry Working Group, to deepen their understanding of cabin crew training requirements.

Alternate Approaches

The revision of Certificate III which feeds directly into an Airline initial training scheme may be a step too far right now. There are however clear and identifiable benefits to pulling together the key pre-requisites (such as RSA and First Aid) and other common subjects, to include theory of flight, first aid in an aviation environment, public communication and leadership skills which could form the basis for a Skill Set. The need for early engagement with the Airline Industry is to ensure any Skill Set course is seen to be complementary to their own in-house training.

Recommendations

The following recommendations are made:

1. The current Certificate III be revised, as per Tables 2 and 3, to align it more closely to Industry requirements.
2. Airline training organisations to review the revised Certificate III to identify where selective recognition of prior learning can be applied, helping to minimise duplicated training and ultimately reduce overall training time and cost.
3. Develop an airline-agnostic fundamentals Skill Set, which would cover:
 - a. pre-requisite requirements such as first aid, responsible service of alcohol, and
 - b. theoretical fundamental topics not connected to aircraft specific training, brand and customer experience themes such as aviation safety, communication, and emergency preparedness.

The proposed Skill Set offers a pragmatic solution to support workforce mobility, reduce training duplication, and enhance industry recognition of vocational pathways. This Skill Set may also connect to the AVI40119 Certificate IV in Aviation (Air Crew Officer).

Table 3 summarises the recommended changes to the Cert III course, in priority order. Refer to **Table 2** for detailed information.

²⁹ RTO Stakeholder interviews July 2025, Airline Training Executive Interview July 2025.

Table 3: Recommended Changes to Cert III

Cert III Units (In order of priority)	Recommended Change Refer to Table 2 for full details
ATM Units to be added to Cert III	
Survival - Post Accident (Theory)	Add to course, details as per Gap Analysis section
Theory of Flight	Add to course, details as per Gap Analysis section
Cabin Panels & Comms Systems	Add to course, details as per Gap Analysis section
Core	
BSBWOR301: Organise personal work priorities and development	Assess to confirm if unit is required by industry. Remove from course if not required
AVIF0034: Apply aviation work health and safety procedures	Review Unit to confirm if it is required by industry. Reclassify to elective
AVIG0003: Work effectively in the aviation industry	Review Unit to confirm if it is required by industry. Reclassify to elective
AVIO0019: Apply and monitor aviation workplace security procedures	Review Unit to confirm if it is required by industry, or restructure to focus on in-flight environment. Reclassify to elective
AVIZ0004: Maintain security awareness and vigilance in an aviation workplace	Review Unit to confirm if it is required by industry, or restructure to focus on in-flight environment. Reclassify to elective
TLIE3004: Prepare workplace documents	Assess to confirm if Unit is required by industry. Reclassify to elective
TLIO0001: Undertake emergency response action to a security threat	Assess to confirm if Unit is required by industry. Reclassify to elective
AVIO0017: Manage disruptive behaviours and unlawful interference with aviation	Review Unit to confirm if it is covered to the depth required by industry.
AVIF0041: Maintain the safety of people and aircraft	Review Unit to confirm if it is covered to the depth required by industry.
AVIF0042: Respond to abnormal and emergency situations in an aircraft	Review Unit to confirm if it is covered to the depth required by industry.
TLIF2018: Operate firefighting equipment	No change to Unit required
AVIB0001: Manage and carry out pre- and post-flight cabin checks	No change to Unit required
AVIF0023: Apply aircraft safety procedures	No change to Unit required
Electives	

Cert III Units (In order of priority)	Recommended Change Refer to Table 2 for full details
AVIF0024: Provide first aid in an aviation environment	No change to Unit required Essential Unit – reclassify to Core Unit
AVIF0048: Undertake aircraft underwater escape and survival	No change to Unit required, apart from potential name modification Essential Unit – Urgently reclassify to Core Unit
HLTAID011 Provide First Aid	No change to Unit required. Essential Unit – reclassify to Core Unit
SITHFAB021: Provide responsible service of alcohol	No change to Unit required. Essential Unit – reclassify to Core Unit Potentially combine with other Customer Service Units
AVIF0026: Implement aviation risk management processes	Review Unit to confirm if it is required by industry. Remove from course if not required
AVII0012: Apply knowledge of the structure, products, and services of an airline operator	Review Unit to confirm if it is required by industry. Remove from course if not required Potentially combine with other Customer Service Units
BSBOPS301: Maintain business resources	Assess to confirm if Unit is required by industry. Remove from course if not required
BSBOPS402: Coordinate business operational plans	Assess to confirm if unit is required by industry. Remove from course if not required
AVIF0036: Implement regulations and policies during aviation safety and service operations	Review Unit to confirm if this level of detail is required by industry.
BSBLDR301: Support effective workplace relationships	Assess to confirm if this level of detail is required by industry. Remove from course if not required
BSBTWK201: Work effectively with others	Assess to confirm if this level of detail is required by industry. Remove from course if not required
TLIG0002 Lead a work team	Assess to confirm if this level of detail is required by industry. Remove from course if not required
AVII0003: Advise on major services and attractions at aviation destinations	Review Unit to confirm if this level of detail is required by industry. Potentially combine with other Customer Service Units

Cert III Units (In order of priority)	Recommended Change Refer to Table 2 for full details
AVII0006: Carry out beverage service on an aircraft	Review Unit to confirm if this level of detail is required by industry. Potentially combine with other Customer Service Units
AVII0007: Provide advice about cuisine on an aircraft	Review Unit to confirm if this level of detail is required by industry. Potentially combine with other Customer Service Units
AVII0008: Conduct in-flight retailing	Review Unit to confirm if this level of detail is required by industry. Potentially combine with other Customer Service Units
AVII0011: Carry out food preparation and service on an aircraft	Review Unit to confirm if this level of detail is required by industry. Potentially combine with other Customer Service Units
TLII0004: Provide assistance to customers	Assess to confirm if this level of detail is required by industry. Remove from course if not required
AVIF0035: Manage human factors in aviation operations	The Unit could be improved by adding the Human Factors subjects from the ATM detailed in Table 2.
AVIF0040: Employ fatigue risk management practices in an aviation workplace	Review Unit to confirm if this level of detail is required by industry.
AVII0004: Provide quality customer service	Review Unit to confirm if this level of detail is required by industry. Potentially combine with other Customer Service Units
AVII0005: Provide customer service on an aircraft	Review Unit to confirm if this level of detail is required by industry. Potentially combine with other Customer Service Units

CONCLUSION

This report highlights a critical disconnect between the nationally endorsed Certificate III in Aviation (Cabin Crew) and the operational realities of Australia's commercial airline industry. Despite the Certificate III's intent to provide a standardised vocational pathway, its current structure and content do not meet the expectations or requirements of RPT airlines.

Stakeholder feedback and gap analysis reveal that the Certificate III is not only misaligned with industry needs but also lacks relevance in key areas of cabin crew training. Airlines continue to rely on in-house training to meet CASA regulations and operational standards, with little incentive to adopt or recognise external qualifications. Indeed, airline personnel interviewed made clear that they saw no need for the Cert III, and that having (or not having) the Cert III qualification did not factor into their selection process.

To bridge this gap, the development of a Skill Set focused on foundational, airline-agnostic competencies is recommended. This Skill Set could serve as a pre-employment standard, reduce duplication in training, and provide a more accessible entry point for aspiring cabin crew. It offers a pathway to Certificate III and higher-level qualifications, supporting career progression and workforce development.

Ultimately, meaningful reform will require collaboration across industry, RTOs, regulators, and unions. By aligning vocational education with operational needs, Australia can build a more agile, recognised, and effective cabin crew training ecosystem that supports both safety and service excellence.

Appendixes:

Appendix A: Stakeholder List, Problem Questions and Interview methodology

Appendix B: Additional Findings

Appendix C: Excerpt Civil Aviation Safety Amendment (Part 121) Regulations 2018

APPENDIX A - STAKEHOLDER LIST, PROBLEM QUESTIONS AND INTERVIEW METHODOLOGY

This includes Stakeholder list, Problem Questions and Interview Questions.

Table A1. Cabin Crew Training & Industry Stakeholders.

Organisation	Job Title / Position
Aviation Australia	Operations Manager - Flight Safety Training
Defence	Senior Non-Commissioned Officer in Charge (SNCOIC) of Training Crew Attendants
Flight Attendants Association of Australia (FAAA)	Federal Secretary Industry Officer
MEGT Australia	Client Services Manager - National Industry Partnerships Managers – ACT, NSW, & WA
Qantas Australia	Head of Crew and Customer Experience (Training) Senior Manager - Aviation Safety Training
TAFE NSW	Teacher - Aviation Team Leader - Aviation and Aerospace
Transport Workers Union	Director - Legal and Industrial Strategy
Virgin Australia	Manager – Cabin Crew Training Manager - Virgin Australia Training Academy
Willian Angliss Institute	Program Leader – Tourism, Hospitality & Events Teacher - Certificate III (Aviation)

Interview Methodology

Stakeholders from across the cabin crew industry, including relevant unions and training organisations, were engaged to participate in semi-structured interviews in July 2025 (see Table A1; ordered alphabetically).

Interviews lasted for no more than 60 minutes and were attended by:

- At least one member of the stakeholder organisation
- One representative from Industry Skills Australia (ISA)
- One interviewer from Atturra
- One Project Manager from Atturra
- At least one Analysis team member from Atturra

Stakeholder representatives were informed that the interviews were being recorded for analytical purposes, and that they were able to have any of their responses removed from the analysis (for example, discussion of personal opinions).

The list of interview questions is included below. Additional questions were asked that arose from stakeholders' responses but have not been documented.

Interview Question Themes

Table A2. Interview Themes.

Problem Questions	Interview Question Themes	Explanation	Stakeholder Organisation Category
What is the gap between the Units of Competency of AVI30219 Certificate III in Aviation (Cabin Crew) and Civil Aviation Safety Regulations 1998 and industry requirements (expectations) for Cabin Crew?	Understanding industry prerequisites, initial training	Industry prerequisites for recruitment to include qualifications (VET or other), and personal experience. Initial training questions to determine the outcomes, elements of initial cabin crew training and how it is conducted.	Industry & Defence
	Determination of essential elements of initial cabin crew training	Identify which elements are considered essential and common among the stakeholders, and if they are included in the Certificate III.	Industry, Defence & Unions
	Determination of how the Certificate III course content was developed e.g., Unit assignment as 'Core' or 'Elective'	Identify if the process that was conducted to develop the course, i.e. did it include CASA and industry consultation.	RTO
What barriers and outcomes do these gaps create for individual applicants and industry?	Identification of barriers or incentives to complete the Certificate III	Identify if the course is recognised by the industry during recruitment or job progression. Determine the number of completions versus enrolments of the Certificate III and any feedback from union members about the course.	Union, RTO & Industry
What are the industry needs for entry-level cabin crew to hold the AVI30219 Certificate III in Aviation (Cabin Crew) and what changes	Identification of airline and aircraft agnostic cabin crew training elements	Determine what elements of the training are not specific to the airline and/or the aircraft type, using RPL for transitioned cabin crew between airlines and aircraft types	Industry, Defence & Unions

Problem Questions	Interview Question Themes	Explanation	Stakeholder Organisation Category
would need to be made for industry to recognise it?	Confirmation of the expanse of training conducted by industry	Determine the assimilation of Cabin crew training within stakeholder operations. To identify how the training is validated, standardised or meets compliance with CASR Part 121 requirements.	Industry, Defence & Unions
	Alternative pathways	Determine the appetite of stakeholders for; the creation of a CASA licence for Cabin Crew, and the recognition of industry provided courses for Cabin Crew accreditation.	Industry, Defence, Unions and RTO

Interview Questions

Atturra developed three key Problem Questions to be answered by this research:

What is the gap between the Units of Competency of AVI30219 Certificate III in Aviation (Cabin Crew) and Civil Aviation Safety Regulations 1998 and industry requirements (expectations) for cabin crew?

What barriers and outcomes do these gaps create for individual applicants and industry?

What are the industry needs for entry-level cabin crew to hold the AVI30219 Certificate III in Aviation (Cabin Crew) and what changes would need to be made for industry to recognise it?

These Problem Questions were used to develop questions for interviews with Cabin Crew industry stakeholders.

Questions for Defence

1. Are Defence Cabin Attendants required to adhere to the same or similar currency, recency, category system as other Mission (Flight) crew?
2. Can you please explain the or provide the Defence Crew Attendance training continuum and initial training competencies? What elements are included in the crew attendant initial training?
 - a. i.e. Emergency handling, human factors, first aid, customer service, other safety training
3. What is the average length of time (contact hours) required to train Cabin Crew before their first operational flight?
4. How much of the initial training is generic? i.e. not tailored to a specific aircraft type or unique to the operator.
5. What additional training is required on completion of initial Cabin Attendant training to enable them to be operational? Or when an experienced Cabin Attendant switches between aircraft types?
6. Does Defence offer opportunities for civil trained cabin crew and which elements of your training are RPL'd if you have a successful applicant who has transferred from outside defence?
7. What VET qualifications, if any, does Defence issue to Cabin Attendants?
 - a. trained in Australia
 - b. trained overseas (at a recognised CFS)
 - c. if any, at what stage are they issued/provided?
8. Is the AVI30219 CERT III in Aviation (Cabin Crew) issued?
9. If VET qualifications not issued, why not?
10. Does Defence align its Cabin Attendant training with the requirements of CASR PART 121 Chater 13?
11. If CASA required civil Cabin Crew to be "licenced" would Defence consider providing the licence to Defence Cabin Attendants?
12. Looking at the current list of Core and Essential Units of competency of the Cert III, what changes would make the course more recognisable as meeting your requirements for initial training?
 - a. Example changes

- i. changes to which Units are core or essential
- ii. addition / removal of Units

13. Would having an industry and/or CASA Recognised training course (Cert III) be of benefit to Defence?

Questions for Industry

Recruitment / Pre-employment (Industry needs) (Prerequisites)

14. What attributes and knowledge are required/expected of a successful applicant? e.g., Communication skills, documentation management (word processing), understanding personal performance (fatigue)
15. Which, if any, VET courses were required to be a successful applicant?
16. What, if any, value is given to VET qualifications when determining successful candidates? Aviation-specific qualifications, like AVI30219 CERT III in Aviation (Cabin Crew) and/or other qualifications?
 - a. If no value, why are they not recognised?
 - b. If a value is given, what benefit does it give to the applicant?

Operator / Industry Training (Needs, Gap and Barriers)

1. How long has the organisation been conducting cabin crew training?
2. Is the initial Cabin Crew training conducted entirely in-house or is an external provider utilised for components? If yes, which components?
3. Is the initial Cabin Crew training conducted at one location?
4. How is the training validated/standardised within your organisation and across the industry? If not, is there a need/benefit for standardisation?
5. Is the training assessed by CASA for compliance to CASR Part 121 requirements?
6. What is the average length of time (contact hours) required to train Cabin Crew before their first operational flight?
7. What elements are included in the operator training? i.e. Emergency handling, human factors, first aid, customer service, other safety training
8. How much of the initial training is generic? i.e. not tailored to a specific aircraft type or unique to the operator.
9. What additional training is required when Cabin Crew switch between aircraft types?
10. What training is required for a Cabin Crew transitioning from another operator? Or what elements of your training are RPL'd if you have a successful applicant who has transferred from another operator?
11. Do operators offer recognition of prior learning (RPL) for previous airline experience and/or Cabin crew external training (Cert III or non-accredited courses)? - Related to the questions above, re-rating/recognition of qualifications.
12. Are all the CASR Requirements (Part 121 Chapter 13) met in initial Cabin Crew training, or do any occur as part of on-the-job training and job progression?
13. Upon completion of initial Cabin Crew training, are the candidates given any qualifications?
14. What are your minimum requirements for generic initial cabin crew training?

15. Looking at the current list of Core and Essential Units of competency of the Cert III, what changes would make the course more recognisable as meeting your requirements for initial training? For example:
 - a. changes to which Units are core or essential
 - b. addition / removal of Units
16. What benefit would having a recognised initial cabin crew course provide?
 - a. What consultation would be required to achieve this?
 - b. What are your expectations?
17. Would industry benefit from CASA creating a Cabin Crew licence, would it assist in transitions or utilisation of external training providers?

Questions for Registered Training Organisations

1. Have you offered the AVI30219?
 - a. If Yes;
 - i. Do you currently offer the course? If yes which locations?
 - ii. How many enrolments in the course occur annually? Or in total?
 - iii. From those enrolled, which electives are most and least commonly selected?
 - iv. What is the completion rate for the course? Do you have data on why they dropped out?
 - b. If No (or no to 1a);
 - i. Why not? Or why was it removed?
2. What would be required to recognise the competencies achieved as part of industry cabin crew training and/or achievement of CASA requirements? (RPL provision for the Cert III)
3. Did the development of the AVI30219 include consideration of CASR Part 121 Chapter 13 and current operator training (industry consultation)?
4. What criteria determined which are Core and Elective Units of competency? Can it be adjusted? i.e. noting CASA requirements, the nomination of Human Factors as an elective Unit for cabin crew.

Questions for Unions

1. What elements of cabin crew training are generic across platforms (aircraft types) and operators?
2. Have your members requested, questioned, complained about, and/or mentioned the Cert III?
 - a. If yes, what were those comments, queries, etc?
3. What benefit (or detriment) would having a recognised course that meets the generic operator needs be to your members?
 - a. Should having the Cert III increase employment opportunities and/or enhance job progression?
 - b. How would/could/should achievement of the CERT III benefit your members?
4. What are, if any, the recognised shortfalls of the Cert III?
5. What would the ideal course look like to be fully recognised by operators and beneficial to your members?

- a. Same units as now
- b. Switch of Core and Essential Units i.e. Human Factors
- c. Addition of new Units
- d. Removal of current Units
6. Would it be beneficial to your members if CASA created a licence for Cabin Crew?
 - a. If yes, what form would it take?
 - b. If no, why not?

APPENDIX B - ADDITIONAL FINDINGS

Industry requirements to be Cabin Crew

The following elements are prerequisites to be employed as cabin crew. Table C1 excludes the requirements that cannot be trained, such as age and height requirements.

Table B1. Cabin Crew Prerequisites.

Cabin Crew Prerequisites	Included in Certificate III	Included in airline training
English Language proficiency;	No	No
Language other than English (international flights only);	No	No
Water Competency Certificate;	No	No
'Provide First Aid course' certificate (HLTAID011); and	Elective Unit or as additional to Certificate III	No
'Provide responsible service of alcohol' certificate (SITHFAB021).	Elective Unit or as additional to Certificate III	No

As previously mentioned, as both HLTAID011 Provide First Aid and SITHFAB021 Provide responsible service of alcohol are prerequisites to be employed as cabin crew with RPT airlines, they should be delivered as core UoCs.

The list below presents the key requirements to operate as cabin crew, which were gathered from interviews with stakeholders. For this comparison, the requirements only refer to civilian cabin crew working for RPT airlines.

- Emergency procedures – Firefighting
- Emergency procedures – Aviation Medicine
- Emergency procedures – Security
- Non-technical skills (e.g., teamwork, communication)
- Customer service skill/experience
- Fatigue risk management

Based on the results of the gap analysis, all elements listed are provided as part of airline cabin crew training and are taught as part of core UoCs in the Certificate III (based on the UoC's application, elements and performance criteria) (see Annex A).

It should be noted that although the Certificate III UoCs do align well with the broad cabin crew requirements identified by stakeholders, this does not necessarily match the content being taught.

All RTO stakeholders agreed that the Certificate III contains Units and content that are either outdated, repetitive, irrelevant or beyond the needs of entry-level RPT cabin crew. For example, the Certificate III Qualification description make reference to learning about “Defence aviation operations”, and UoC content includes learning about surveillance of perimeter fences or monitoring vehicles entering/exiting an airport. Whilst this is a requirement of Defence cabin crew, it is beyond the scope of commercial/RPT cabin crew operations.

It was also reported that the same topics were covered by multiple Units and/or had knowledge and performance evidence that was identical between the Units. For example, there are three core Units about security procedures (see Annex A), and despite the identical components, RTOs reported that each component is required to be taught and re-taught and assessed and re-assessed because they are part of separate UoCs.

A union reported that a significant issue for cabin crew is fatigue management. Although cabin crew training does include topics on fatigue management, the union representative identified that current RPT cabin crew training on the topic was inadequate. It was hypothesised that this was likely due to the large amount of content being delivered during cabin crew training within a relatively short period. It was suggested that there was a need for specific training on fatigue identification and risk management. This is particularly important for new cabin crew who do not have the experience to identify their own levels of fatigue or identify whether a scheduling roster is going to fatigue them. Thus, although current cabin crew training provided by the airlines meets CASA requirements, it does not necessarily always meet the operational needs of cabin crew.

Relevant stakeholders across the industry should be engaged to clearly define the roles, responsibilities and level of skill required to operate as cabin crew. Further, cabin crew and unions should be engaged to ensure that all RTO and airline training is meeting the operational needs of cabin crew.

Barriers to Certificate III Uptake by Applicants & Certificate III Recognition by Industry

Barriers to Certificate III uptake by applicants

Lack of recognition and requirement by industry

The primary deterrent to individuals completing the Certificate III is that airlines do not see value in the qualification, and therefore, it is not considered an industry requirement to gain employment as cabin crew. Instead, airlines provide their own CASA-approved training to all new cabin crew, and do not provide recognition of prior learning, even if they already have experience or training from a subsidiary airline. In addition, no externally provided qualification is required by cabin crew to advance in their career. Progression to supervisor or manager-level positions is achieved through experience and completing internal training and assessments.

Duration & Cost of Certificate III

The duration and cost to the individual of the Certificate III compared to the airline training (see Table 2), were reported as barriers to individuals undertaking the Certificate III. RTOs reported that the high cost was due to the need for expensive aircraft simulation and emergency procedure equipment.

In addition, the requirement to complete some components in-person (such as Emergency Procedure training) was also identified as a barrier. It should be noted however, that the in-person requirement exists for both the Certificate III and airline training.

Table C2. Comparison of duration and cost of different cabin crew training.

Barrier	Certificate III	Airline training
Duration	6-9 months	5 to 8 weeks - varies based on number of different aircraft types being trained
Cost	VIC: \$4,616 (full fee) or \$2,997 with government assistance NSW: \$8,460 (full fee) or \$2,410 if meeting state-specified requirements	Varies by airline - either no wage, minimum wage, or award rate

A union reported that there are too few training organisations that deliver the Certificate III and therefore limits the number and diversity of students who can complete the course. However, as the Certificate is not required by the airlines there is no incentive for the RTOs to deliver the course. Should a Certificate be required for cabin crew to be employed, then there would be a higher demand and incentive for more RTOs to deliver the course.

Barriers to Certificate III recognition by industry

The following are the barriers to industry recognition of the Certificate III that were identified by stakeholders during interviews.

Lack of alignment between Certificate III and industry requirements

One barrier to the recognition of the Certificate III by industry is the lack of alignment between industry requirements and the Certificate III UoCs. There was consensus across RPT airline stakeholders that while the Certificate III did include common elements relevant to cabin crew operations it also contained Units that were either outdated, repetitive, irrelevant or beyond the needs of entry-level RPT cabin crew.

Multiple stakeholders reported that the Certificate III training package was very outdated and needed revision along with industry engagement. For some examples, reference in the qualification to Defence operations and that multiple Units covered the same topics and/or had identical knowledge and performance evidence. In addition, one RTO reported that the Certificate III included content that is more appropriate for a role as Cabin Crew Supervisor and thus exceeds the requirements of entry-level RPT Cabin Crew. These examples highlight the need for stakeholder engagement to clearly define the roles, responsibilities and level of skill required to operate as cabin crew.

The elective Units included in the Certificate III are determined by the individual RTOs in consultation with subject matter experts (SMEs). SMEs advise on which elective Units to include, with the goal of selecting those that provide the greatest value to students and the most relevance to employment in the industry. Individual faculties within the RTO may choose to invest additional resources to offer a broader range of electives. In the case of the Certificate III in Aviation (Cabin Crew) the RTOs have chosen not to offer additional electives as it is not an airline requirement. This process highlights that the inclusion of some Units in the Certificate III is based on subjective knowledge and experience of the RTO's SMEs and can result in misalignment with industry needs.

Capability to rapidly update training content based on new operational procedures

Changes to operational procedures within the airline industry can occur regularly, with one stakeholder reporting that changes can occur daily to monthly. For example, in response to an onboard fire caused by a power bank, an airline had changed its policy within 48-hours. These changes can also be reflected in the airline's training program relatively quickly and easily, compared to updating a national training package, and distributing to and being implemented by multiple RTOs.

Complexity of altering existing training systems

A major airline expressed resistance to recognising cabin crew training provided by RTOs due to the effort required to alter their complex internal training systems and processes. Training systems incorporate a wide range of domains, such as regulatory compliance, recurrent training and remediation pathways, domestic and international training pathways, different aircraft and equipment types, training, and safety feedback system to improve learning packages, and standardisation across instructors and the wider organisation. The airline viewed the effort to change such an intricate system as outweighing any potential benefits (e.g., reducing training by only 2-3 days). It should be noted that the airline that reported these concerns does not recruit cabin crew from within Australia and would therefore be less affected by the recognition of a cabin crew qualification. Another airline was more receptive to the concept of altering existing training systems and implementing an RTO qualification requirement, identifying that internal training duration could be halved, significantly reducing the airline's costs.

Although altering training programs to align with an external provider can be complex, it is not impossible. Defence has spent the time and effort to align its cabin crew procedures with Qantas, allowing Qantas to provide part of their initial and annual training. For example, for initial cabin crew training, Defence personnel complete a two-week course with Qantas, primarily focussed on Emergency Procedures, followed by a two-day 'differences' course during which the Defence-specific procedures and aircraft-specific knowledge and skills are taught. Additionally, the European Aviation Safety Agency (EASA) regulate Cabin Crew Attestation and training, which is mandatory for all cabin crew in Europe, and is recognised in all member states without requiring further requirements or training by airlines. This demonstrates that complex training systems can be altered to incorporate external training providers and still meet the required regulations.

Air Operator's Certificate limits who can provide training

CASA regulations require that training must be delivered by approved instructors who are accredited to teach on specific aircraft and airline procedures. One airline has recent experience of trying to organise external providers to deliver the required training and reported that they "couldn't make it work under the regs [regulations] with additional different instructors and everything like that... it was unable to be untangled, basically. And we had to remain with our instructor cohort."

It should be noted however, that smaller airlines do accept training from external providers. These providers have instructors who are certified by CASA to deliver training as part of the Air Operator's Certificate. It is a 6 to 8-month process to become a CASA approved instructor.

Airline and aircraft specific content

Currently, under the Air Operator's Certificate, cabin crew are only qualified to operate within the airline they are employed by, and only on the aircraft that they have been trained on. This is because the Emergency Procedures (including Firefighting and Aviation Medicine) and customer service procedures are unique to the airline and aircraft. RTOs are unable to meet the requirements of the AOC as they are unable to deliver training on all the different procedures, aircraft types and equipment used across the airlines and will often use either a generic model or components from different types. However, as discussed in Barrier #5, it is possible to develop generic cabin crew training which can be supplemented with short airline/aircraft 'differences training'.

Provision of recurrency training

Due to CASA regulations, airlines are required to provide recurrency training to cabin crew. If the Certificate III is implemented as a requirement to operate as cabin crew, the airlines would still be required to have the same systems and processes in place to conduct this recurrency training. Therefore, it is logical for the airline to maintain their current training system and conduct the initial training instead of an RTO.

Confidence or trust in external training providers

Airlines reported that they were not confident that an individual with the current Certificate III would be able to operate as cabin crew without at least first completing an internal assessment and a short refresher course. Further, as the employer of the cabin crew, airlines are liable for incidents that require cabin crew response or intervention, not the RTO that provided their training. Therefore, the easiest way for the airline to be confident that they and the cabin crew meet all the requirements and regulations is to provide the training themselves. One airline representative said that "if they [cabin crew] came with this preexisting sort of training, I would definitely... put a couple of days in to be able to assess that knowledge... certainly I wouldn't put them on the aeroplane straight away... I love the fact that you've learned how to operate a 737 door... Here's a 737 door. Let's run through it, or let's do a little of half-day refresher and now we can do the assessment with you... There's no way I could ever, in any stretch, imagine [the airline] going happy days. You've got the Certificate 3. There's an aeroplane. See you in Sydney."

Proactive interference of learnt information

An airline stakeholder reported that completing the Certificate III may hinder an individual during their employment assessment or initial training. RTOs are unable to deliver training on all the different aircraft types and equipment used within industry and thus may use either a generic model or one specific type. If this type differs from that which the individual is being trained or assessed, then proactive interference can occur. Proactive interference is the phenomenon where the old information that has been learnt interferes with the ability to learn or recall new information. If students have become familiar with a different type of procedure or equipment, they would need to unlearn this knowledge/behaviour during their employment assessment or training, which would affect their performance.

Individual resistance within airlines

The appetite for change within the airlines can be impacted heavily by the individuals involved. For example, it was reported that some people with training-related jobs within the airline were resistant to change as they

were concerned about their job becoming redundant if RTO-provided training became recognised by the airlines. It was reported that individuals within the training departments of the airline have often spent their whole career in the industry and that this may lead to the view that the current system is sufficient because that is the way it has always been done. Further they may not be as familiar with different training and compliance processes implemented within the airline industry internationally or within other industries in general.

Current benefits of the Certificate III

There were two examples provided by stakeholders where major airlines had advised unsuccessful cabin crew applicants to complete the Certificate III through an RTO. One reasoning behind this was that this particular RTO had a positive reputation for developing the desired 'soft skills' in its graduates and building their confidence and assertiveness to be successful cabin crew.

Some High Schools offer the Certificate III (through an RTO) as part of the VET in Schools program. This means that students can complete the Certificate III while at secondary school which allows students to decide whether they are interested in pursuing a career in the aviation industry before going through the airline recruitment process.

The RTOs reported that those who complete the Certificate III have greater success as being employed by the airlines, however this is difficult to confirm without comparing it to data from the airlines and comparing to the numbers of successful applicants who do not have a Certificate III. The RTOs attribute the higher success rate to the quality of their practical training, for example offering higher-fidelity Emergency Procedures training compared to the airlines. By undertaking this training as part of the Certificate III, students have more experience than non-certificate holders when it comes to performing the same Emergency Procedure as part of the airline's assessment and are therefore more likely to be successful and gain employment.

Another benefit to undertaking or completing the Certificate III is that it does not limit students to the cabin crew industry. For example, the Certificate III contains six core Units and nine elective Units that overlap with the AVI30319 Certificate III in Aviation (Ground Operations and Service). Students who have completed the Units that are common to both Certificates may be eligible for Recognition of Prior Learning (RPL) if they choose to transfer or enrol in the other course.

APPENDIX C - EXCERPT CIVIL AVIATION SAFETY AMENDMENT (PART 121) REGULATIONS 2018³⁰

23. 121.640 Qualifications, experience and training

Qualifications, experience and training

(1) The operator of an aeroplane for a flight contravenes this subregulation if, when the flight begins, a requirement mentioned in subregulation (2) is not met for the flight.

(2) The requirements are that each cabin crew member for the flight must:

(a) have the recent experience required for the flight by regulation 121.705; and

(b) meet the initial training requirements under regulation 121.710 for the operator; and

(c) meet the conversion training requirements under subregulation 121.715(1) for the operator and the aeroplane type; and

(d) for unsupervised line flying for the flight, meet the conversion training requirements under subregulation 121.715(3) for the operator and the aeroplane; and

(e) meet the differences training requirements (if any) under regulation 121.720 for the operator and the aeroplane; and

(f) hold a valid annual training check under regulation 121.725 for the operator and the aeroplane type; and

(g) for unsupervised line flying for the flight, hold a valid line check under regulation 121.730 for the operator and an aeroplane operated by the operator; and

(h) hold a valid 3 yearly training check under regulation 121.735 for the operator and the aeroplane type; and

(i) have the qualifications and experience required by the operator's exposition for the duties assigned to the cabin crew member for the flight.

Training or checking involving safety or emergency equipment

(3) The operator of an aeroplane for a flight contravenes this subregulation if training or checking mentioned in subregulation (2), to the extent that it involves safety equipment or emergency equipment, is conducted other than by a person who holds an approval under regulation 121.010.

Exception

³⁰ <https://www.legislation.gov.au/F2018L01784/latest/text>

(4) Subregulation (1) does not apply in relation to a requirement mentioned in subregulation (2) for a cabin crew member if:

- (a) the cabin crew member is successfully participating in the operator's training and checking system; and
- (b) the operator holds an approval under regulation 121.010 that the system adequately covers the matters to which the requirement relates.

Offence

(5) A person commits an offence of strict liability if the person contravenes subregulation (1) or (3).

Penalty: 50 penalty units.

Note: A defendant bears an evidential burden in relation to the matters in subregulation (4): see subsection 13.3(3) of the Criminal Code.

121.645 Competence

(1) The operator of an aeroplane for a flight contravenes this subregulation if:

- (a) the operator assigns a person to duty as a cabin crew member for the flight; and
- (b) the person has not been assessed by the operator, in accordance with the operator's exposition, as competent to perform the duties assigned to the person for the flight.

(2) A person commits an offence of strict liability if the person contravenes subregulation (1).

Penalty: 50 penalty units.

121.650 Minimum age

(1) The operator of an aeroplane for a flight contravenes this subregulation if, when the flight begins, a cabin crew member for the flight has not turned 18.

(2) A person commits an offence of strict liability if the person contravenes subregulation (1).

Penalty: 50 penalty units.

121.655 English proficiency

(1) The operator of an aeroplane for a flight contravenes this subregulation if:

- (a) the operator assigns a person to duty as a cabin crew member for the flight; and
- (b) the person does not meet a requirement relating to general English Language proficiency for cabin crew members prescribed by the Part 121 Manual of Standards.

(2) A person commits an offence of strict liability if the person contravenes subregulation (1).

Penalty: 50 penalty units.

121.710 Meeting initial training requirements

For the purposes of paragraph 121.640(2)(b), a cabin crew member meets the initial training requirements for an operator of an aeroplane if:

- (a) the cabin crew member has completed the operator's initial training for a cabin crew member; and
- (b) the initial training meets the requirements prescribed by the Part 121 Manual of Standards; and
- (c) the cabin crew member has successfully completed an initial training check in accordance with the operator's exposition.

121.715 Meeting conversion training requirements

(1) For the purposes of paragraph 121.640(2)(c), a cabin crew member meets the conversion training requirements under this subregulation for an operator of an aeroplane and the aeroplane if:

- (a) the cabin crew member has completed the operator's conversion training for the aeroplane type; and
- (b) the training meets the requirements mentioned in subregulation (2).

(2) The requirements are as follows:

- (a) the training must meet the requirements prescribed by the Part 121 Manual of Standards;
- (b) the training must include any additional training required to familiarise a cabin crew member with their duties.

(3) For the purposes of paragraph 121.640(2)(d), a cabin crew member meets the conversion training requirements under this subregulation for an operator of an aeroplane and the aeroplane if:

- (a) the member has completed supervised line flying on that aeroplane type; and
- (b) the cabin crew member successfully completes a valid line check, under regulation 121.730, for the operator and an aeroplane operated by the operator.

(4) The supervised line flying mentioned in subregulation (3) must have been completed after the cabin crew member has successfully completed both of the following:

- (a) a valid annual training check for the operator and the aeroplane type under regulation 121.725;
- (b) a valid 3 yearly training check for the operator and the aeroplane type under regulation 121.735.

121.720 Meeting differences training requirements

(1) For the purposes of paragraph 121.640(2)(e), a cabin crew member meets the differences training requirements for the operator of an aeroplane and the aeroplane if:

- (a) the cabin crew member has completed the operator's differences training for the aeroplane; and

(b) the differences training includes the training mentioned in subregulation (2); and

(c) the cabin crew member has successfully completed the operator's differences training check in accordance with the operator's exposition.

(2) The training is the following:

(a) if the safety equipment on that aeroplane is of a kind that the cabin crew member has not previously received training for, training in the location and use of the safety equipment.

(b) if the normal and emergency procedures for that aeroplane are of a kind that the cabin crew member has not previously received training for, training in the normal and emergency procedures.