Initial Training for Cabin Crew

EASA Guidelines on the conduct of Initial training

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Revision record

Issue	Date of issue	Summary of changes
01	01.12.2022	Initial issue

Change Revision Summary

Paragraph no.	Description of change

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1. Glossary

This document refers to Commission Regulation (EU) No 1178/2011[1] (further referred to as the 'Aircrew' regulation), as amended by Commission Regulation (EU) No 290/2012[2], namely Annex V (Part-CC), and specifically to Appendix 1 to Part-CC. The referenced Appendix contains the training programme of the Initial training course (further referred to as the 'Initial training') each cabin crew trainee must undergo and successfully complete to obtain a Cabin Crew Attestation.

2. Purpose of these guidelines

This document provides guidelines on the implementation of Appendix 1 to Part-CC of the Aircrew regulation. Its aim is to help training providers[3] and competent authorities to build the Initial training on the same pillars, hence achieving the intended harmonisation on the conduct of this training in the European Union (EU).

The following documents can be helpful for the development of the Initial training and can be the source of information for the individual subjects to be trained:

- Regulation (EU) No 2018/1139[4];
- Commission Regulation (EU) No 2018/1042[5];
- Commission Regulation (EU) No 965/2012[6], Subpart-FTL;
- Commission Regulation (EU) No 83/2014[7];
- Commission Regulation (EU) No 376/2014[8];
- Regulation (EC) No 300/2008[9];

[1] Commission Regulation (EU) No 1178/2011 of 3 November 2011 laying down technical requirements and administrative procedures related to civil aviation aircrew pursuant to Regulation (EC) No 216/2008 of the European Parliament and the Council.

[2] Commission Regulation (EU) 290/2012 amending Regulation (EU) No 1178/2011 laying down technical requirements and administrative procedures related to civil aviation aircrew pursuant to Regulation (EC) No 216/2008 of the European Parliament and of the Council

[3] Training provider means an operator or a training organisation.

[4] Regulation (EU) 2018/1139 of the European Parliament and of the Council of 4 July 2018 on common rules in the field of civil aviation and establishing a European Union Aviation Safety Agency, and amending Regulations (EC) No 2111/2005, (EC) No 1008/2008, (EU) No 996/2010, (EU) No 376/2014 and Directives 2014/30/EU and 2014/53/EU of the European Parliament and of the Council, and repealing Regulations (EC) No 552/2004 and (EC) No 216/2008 of the European Parliament and of the Council and Council Regulation (EEC) No 3922/91.

[5] Commission Regulation (EU) No 2018/1042 amending Regulation (EU) No 965/2012, as regards technical requirements and administrative procedures related to introducing support programmes, psychological assessment of flight crew, as well as systematic and random testing of psychoactive substances to ensure medical fitness of flight and cabin crew members, and as regards equipping newly manufactured turbine-powered aeroplanes with a maximum certified take-off mass of 5 700 kg or less and approved to carry six to nine passengers with a terrain awareness warning system.

[6] Commission Regulation (EU) No 965/2012 laying down technical requirements and administrative procedures related to air operations pursuant to Regulation (EC) No 216/2008 of the European Parliament and of the Council.

[7] Commission Regulation (EU) No 83/2014 laying down technical requirements and administrative procedures related to air operations pursuant to Regulation (EC) No 216/2008 of the European Parliament and of the Council.

[8] Commission Regulation (EU) No 376/2014 of the European Parliament and of the Council of 3 April 2014 on the reporting, analysis, and follow-up of occurrences in civil aviation, amending Regulation (EU) No 996/2010 of the European Parliament and of the Council and repealing Directive 2003/42/EC of the European Parliament and of the Council and Commission Regulations (EC) No 1321/2007 and (EC) No 1330/2007 Text with EEA relevance.

[9] Regulation (EC) 300/2008 OF THE EUROPEAN PARLIAMENT AND OF THE COUNCIL of 11 March 2008 on common rules in the field of civil aviation security and repealing Regulation (EC) No 2320/2002.

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- Council Directive 2000/79/EC[10];
- Regulation (EC) No 1107/2006[11];
- ICAO Doc 10002[12];
- ICAO Cir 356[13];
- ICAO Cir 344-AN/202[14];
- ICAO Doc 9284[15] and ICAO Doc 9481[16]; and
- ICAO Doc. 10147[17].

2.1 Initial training

The Initial training is an introductory aviation training each trainee must undergo and successfully complete before being issued with the EU qualification document 'Cabin Crew Attestation'[18]. The Aircrew regulation specifies the minimum training elements to be included in the Initial training and serves as the basis for the syllabus to be developed by each training provider[19]. The EU provisions do not contain any details on e.g.: the time or methodology to be allocated to each training element.

Every individual who has decided to become a cabin crew member is required to undergo the Initial training, the aim of which is to prepare each trainee for the safety role of a cabin crew member. Each trainee will receive an adequate level of familiarisation with the aviation environment and will acquire general (i.e.: non-operator related) knowledge and basic proficiency required for the performance of cabin crew duties and responsibilities for the safety of aircraft occupants during flight operations in normal, abnormal, and emergency circumstances. The purpose of these Guidelines is to address the Initial training specified in the Aircrew regulation, and does not involve any aspects related to operator's procedures. Regulation (EU) No 965/2012 on air operations (further referred to as the 'AIR OPS' regulation) specifies the operator's responsibilities if intending to provide training required by Annex V (Part-CC) of the Aircrew regulation (reference ORO.AOC.120[20] of the AIR OPS regulation).

As the Initial training is an introductory aviation training, the majority of the learning is knowledge-based, though an important part of the training requires practical exercises. The physical presence

[10] Council Directive 2000/79/EC of 27 November 2000[10] concerning the European Agreement on the Organisation of Working Time of Mobile Workers in Civil Aviation concluded by the Association of European Airlines (AEA), the European Transport Workers' Federation (ETF), the European Cockpit Association (ECA), the European Regions Airline Association (ERA) and the International Air Carrier Association (IACA).

[11] Regulation (EC) No 1107/2006 of the European Parliament and of the Council of 5 July 2006 concerning the rights of disabled persons and persons with reduced mobility when travelling by air

[12] ICAO Doc 10002 Cabin Crew Safety Training Manual.

[13] ICAO Cir 356 Guidelines on digital learning for cabin crew training.

[14] ICAO Cir 344-AN/202 Guidelines on education, training and reporting practices related to fume events.

[15] ICAO Doc 9284 Technical Instructions for the safe transport of dangerous goods by air.

[16] ICAO Doc 9481-AN/928 Emergency response guidance for aircraft Incidents involving dangerous goods.

[17] https://www.icao.int/safety/airnavigation/OPS/CabinSafety/Pages/Dangerous-Goods.aspx.

[18] ORO.CC.120 of Commission Regulation (EU) No 965/2012 laying down technical requirements and administrative procedures related to air operations pursuant to Regulation (EC) No 216/2008 of the European Parliament and of the Council.
CC.CCA.100 of Commission Regulation (EU) 290/2012 amending Regulation (EU) No 1178/2011 laying down technical requirements and administrative procedures related to civil aviation aircrew pursuant to Regulation (EC) No 216/2008 of the European Parliament and of the Council.

[19] Training provider means an operator or a training organisation.

[20] ORO.AOC.120 of Commission Regulation (EU) No 965/2012 laying down technical requirements and administrative procedures related to air operations pursuant to Regulation (EC) No 216/2008 of the European Parliament and of the Council.

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and person-to-person interaction during the theoretical and practical parts of the Initial training are crucial, as the trainee has the possibility to acquire and apply collaborative skills leading to the integration of CRM elements such as teamwork, effective communication, and coordination.

2.2 Cabin Crew Attestation

Each EU cabin crew member must hold a valid Cabin Crew Attestation (CCA). Article 67 of Regulation (EU) 2018/1139[21], further referred to as the 'Basic Regulation', foresees the mutual recognition of the CCA within the European Union. Hence, the holder can benefit from a free working environment within the EU without the need to apply for a new CCA, or undergo the Initial training/examination again, when starting employment with a new operator or when relocating to another EASA MS.

2.3. Identified challenges

Regulation (EU) 290/2012[22] amended the Aircrew Regulation to introduce qualification requirements for cabin crew. The minimum duration of initial training was not regulated.

Implementation experience has shown that the duration of the Initial training approved in individual MSs varies between 50 and 168 hours. This variation impacts negatively the mutual recognition of CCAs.

MSs' competent authorities have highlighted thatcommon provisions supportign the equal conduct and quality of Initial training would enhance the transferability and mutual recognition of the CCA.

3. Training methodology and equipment

Several training methodologies maybe used in teaching to reach a maximum learning effect. Cabin crew training comprises a combination of lesson styles, from classroom lectures and facilitation to hands-on handling of equipment and actual practical exercises. Methodologies used for each topic of the training should vary in style to maintain the trainee's attentiveness and to enhance understanding of the training contents throughout the course. This may include:

1) in-person training, i.e., trainer-led theoretical and practical sessions;
2) use of multimedia tools, presentation technology and classroom equipment (video and audio media, flip charts, marker boards, projectors, power-point presentations, images, etc.);
3) discussions;
4) individual or group exercises, including hands-on training, to review knowledge and practice and to develop skills;
5) review exercises.

[21] Regulation (EU) 2018/1139 of the European Parliament and of the Council of 4 July 2018 on common rules in the field of civil aviation and establishing a European Union Aviation Safety Agency, and amending Regulations (EC) No 2111/2005, (EC) No 1008/2008, (EU) No 996/2010, (EU) No 376/2014 and Directives 2014/30/EU and 2014/53/EU of the European Parliament and of the Council, and repealing Regulations (EC) No 552/2004 and (EC) No 216/2008 of the European Parliament and of the Council and Council Regulation (EEC) No 3922/91.
[22] Commission Regulation (EU) No 290/2012 amending Regulation (EU) No 1178/2011 laying down technical requirements and administrative procedures related to civil aviation aircrew pursuant to Regulation (EC) No 216/2008 of the European Parliament and of the Council.

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ICAO Doc 10002 'Cabin Crew Safety Training Manual' provides guidance on classroom set-up as well as training devices and training equipment. Equipment used for Initial training should be representative of that used in civil aviation, i.e., not in rail or maritime. Trainees should acquire knowledge of various types of safety and emergency equipment used/installed on board an aircraft. For example, the operator-related training will focus on the type of equipment carried on board its own aircraft (this can be one type of fire extinguisher only), however, the Initial training should introduce the trainee to a variety of equipment, where existing, i.e., all known types of fire extinguishing agents the trainee may potentially encounter.

Practical exercises, where required, are to be carried out by each trainee and should be repeated until the required proficiency has been achieved. Each trainee should be provided with equal training opportunities. Where the training element implies or requires an involvement of actual equipment (this can be equipment for 'training use only'), each trainee should have the opportunity to practise handling of the equipment. Use of a video, projected images, virtual reality, posters, or similar methods to replace hands-on training with actual equipment does not substitute the training objective. Observation of a practical exercise conducted by fellow-trainees and the associated de-brief by the trainer form an important part of the learning process.

The organisation providing the training should have a variety of equipment available for the training such as, but not limited to:

1) An emergency medical kit;
2) A first-aid kit;
3) Universal Precaution Kit;
4) Portable oxygen equipment + mask;
5) Protective respiratory equipment (PBE), including packaging with the PBE status warning system;
6) Portable fire extinguisher as those found on an aircraft (type BCF, H2O);
7) An emergency axe/crowbar;
8) A megaphone;
9) A flashlight;
10) A Portable ELT;
11) Flotation devices for adults, children, and infant;
12) Models of safety cards;
13) Equipment for the demonstration of safety features to passengers;
14) At least one first aid dummy for actual adult and infant CPR practical training;
15) Defibrillator;
16) Different types of safety belts (seat, extension, and infant belts);
17) Restraint kit/device;
18) In addition, the training organisation should have the following equipment for the development of survival practices:
    a) Complete aeronautical raft or slide raft (including its attached equipment);
    b) Lifejackets (a number equal to the maximum number of participants should be available to the organisation);

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c) Survival kit and the respective contents (as an example, the listed items in CAT.IDE.A.285[23] including optical and pyrotechnic signaling).

At least one sample of the equipment (this can be equipment for 'training use only') should be available to allow hands-on handling of the equipment and actual practical exercises. Other samples of commonly available equipment such as fire extinguishers, protective breathing equipment, etc. can be explained using multimedia tools. The equipment should be in a good condition, properly maintained, and suitable for use in the training environment.

Although most of the training elements are only suitable for training in a proper cabin simulator/training device, less complex training elements that require a practical exercise (e.g.: the conduct of safety demonstration or public announcements, cabin securing, verification of the suitability of a child restraint device brought on board by a passenger and its installation on an aircraft seat, practicing communication with passengers, etc.) may be accomplished in a simple aircraft seating environment. The compentent authority should assess whether such a simple aircraft seating environment* allows accomplishing the objective of the training element.

*Note: *A simple aircraft seating environment refers to a training environment comprising elements installed inside the aircraft, which is not built as a simulator or a mock-up. A simple aircraft seating environment can, for example, be created inside a classroom with aircraft seats (not necessarily airworthy but suiting the training purpose) to simulate a cabin environment. The training provider may decorate the wall(s) with a wallpaper/poster to create a look of an inside panel of the aircraft, add at least one overhead stowage compartment on the wall, etc.*

The use of digital technologies such as virtual and augmented reality and gamification can be an effective tool in presenting the subject and bringing the reality as close to the trainee as possible,especially when the situation cannot be simulated by a live exercise due to safety reasons. Digital learning can replace classroom training, specific hands-on exercises, or traditionally simulated exercises if well designed e.g. to include the necessary interaction to fulfil the training needs and requirements of the subject or part of it. The method should be approved by the NAA, when satisfied that the method's effectiveness in strengthening the trainee's knowledge and skills and in enhancing the desired learning outcome has been demonstrated. Digital learning could be selected as a training tool when it is deemed suitable to attain the learning outcome and its use results in an equivalent or increased level of competence for the trainee. The organisation providing the training should specify in the training program and syllabus the training method to be used for each subject.

4. Ratio Trainer[24]-Trainee

The trainer-trainee ratio could vary depending on the specific training content. For example, the conduct of practical training will have different needs, limitations, methodology and level of

[23] Air Ops regulation
[24] Trainer and instructor are considered the same for the purposes of this document.

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supervision and control compared to a theoretical classroom lesson. Whilst theoretical parts of the training conducted in a classroom environment may have a higher number of trainees per trainer, practical hands-on exercises may require the number of trainees per trainer to be significantly reduced.

Theoretical elements of the training, when conducted as a classroom lesson, should normally be allocated relatively similar time by various training providers. In a classroom environment, consideration should be given to the number of trainees and the realistic capacity to verify their understanding. Knowledge assurance can take longer if the number of trainees in the classroom is higher. High ratios should be avoided as they can also result in trainees having a poor understanding of the subject that may only be detected at the examination stage. To provide for sufficient supervision and control, a maximum of 20 trainees per trainer is recommended in a classroom environment. The training provider should consult with the compentent authority on any planned increase of the recommended ratio.

When facilitating computer-based-training, the trainee-to-trainer ratio may be more flexible. A maximum of 30 trainees per trainer is recommended, assuming that the role of the trainer is limited to providing support.

Practical-based learning requires both time for a theoretical lesson and the time to practically carry out the task by each trainee using equipment, when relevant. Depending on the number of trainers available to monitor the trainees and the number of available equipment, the time to complete the practical session will vary, e.g., practical training with one shared portable breathing equipment conducted in smaller groups versus in one large group. A higher number of trainers assigned to one training course provides for a split of the entire group into smaller ones, taught in parallel, with a consecutively run timing of the training course. When conducting practical instruction such as hands-on exercises, the trainee-to-trainer ratio should be lower to allow for better supervision. However, the type of hands-on exercise being performed should be considered. Individual hands-on exercises on safety and emergency equipment versus group simulated exercises may prompt an adjustment of the proposed trainee-to-trainer ratio. To allow for better supervision of each trainee, the number of trainees should not exceed 10 persons per trainer during the practical training.

These Guidelines do not recommend a minimum number of trainees per training course. When conducting the initial training with a low number of trainees, including as low as one trainee only, special attention should be paid to those elements of training that by nature require the involvement of more than one person (e.g., water survival, first-aid, etc.). The absence of other trainees in such exercises should be substituted by e.g., other operator's personnel (cabin crew, trainers, flight crew, office personnel, etc.). The objective of the Initial training, as described in 2.1 above, should be maintained. The trainee should be made aware of both types of operations, multi-cabin crew and single cabin crew.

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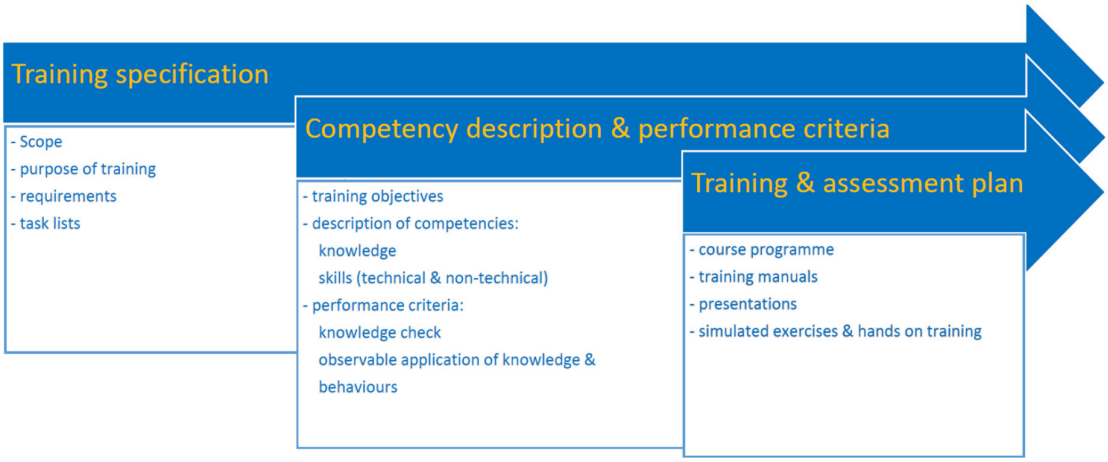
5. Minimum learning objectives

Table 1 included in Appendix 1 contains the minimum learning objectives (MLOs) for knowledge, skills, and competencies to be acquired within the nine subject areas of the Initial training. Following the completion of each subject area, the trainee will possess and be able to demonstrate knowledge and abilities on the listed learning objectives.



6. Minimum training hours

The recommended minimum net training time (excluding breaks) for the conduct of Initial training is 95 hours. The column 'Duration' in Appendix 1 reflects the recommended allocation of training time to the required subject areas of the Initial training. A certain level of flexibility in determining the hours assigned to each training element can be substantiated by the training provider to the respective competent authority.

7. Examination

7.1 General

Following the completion of the Initial training, each trainee is required to undergo an examination covering all elements of the training programme specified in Appendix 1 to Part-CC, except crew resource management (CRM). This is to demonstrate that they have attained familiarity with the aviation environment and have acquired general (i.e., non-operator related) knowledge and basic proficiency required for the performance of cabin crew duties and responsibilities for the safety of aircraft occupants during flight operation in normal, abnormal, and emergency circumstances.
The training provider should, in coordination with the competent authority, establish criteria for the conduct of the examination process. The examination method to be used should be specified in the training programme and syllabus. The following should be considered:

1) The maximum number of trainees per examination.

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2) The examination process may include paper-based or electronic methods, and practical and oral assessments. Combinations of these assessment methods are possible.
3) The examination may be conducted as:
    a. one final examination upon completion of the overall Initial training, or
    b. on a modular basis upon completion of each of the Initial training subject areas, or
    c. using a combination of both modular and final examination.
4) The training provider should prepare several different examination papers/electronic exams so that trainees cannot predict which questions they will receive.
5) The overall theoretical examination (i.e., involving all the required subject areas) should consist of 100 questions as a minimum.
6) The following types of questions could be used:
    a) Multiple Choice: A standard multiple-choice question is enhanced by the ability to constantly shuffle answers, add imagery, and reference material and make it visually more appealing. Where a purely multiple-choice examination format is used, each question should provide more than two choices as answers.
    b) Multiple Response: Multiple Response allows the trainee to select multiple answers. This questioning type allows for a breakdown of more complex procedures and for the trainee to be able to pick out the key elements. It helps the examiner to assess if the trainee clearly understands the elements of a procedure or the requirements of a process.
    c) True / False: This type of questioning is suitable when incorporated into scenario-based tests including follow-up questions/tasks to quickly ascertain knowledge of a particular requirement or procedure and can be used in many ways depending on the knowledge being assessed.
7) Where the training provider uses oral and/or practical assessments as part of the examination process, such assessments could replace the theoretical test if they would be more suitable for checking the ability of the trainee to apply procedures, handle equipment, etc.
8) Unless needed for the test (e.g., dangerous goods, check lists), the presence of any auxiliary material should not be permitted during the examination.
9) Practical examination (see Appendix 2 for example of skill assessments) should be conducted on the subjects of first-aid, fire and smoke and water survival and should cover at least the following aspects:
    a) First-aid: cardio-pulmonary resuscitation (adult, child, infant), use of an automated external defibrillator, abdominal thrust procedure and recovery position, use of portable oxygen equipment, management of bleeding, first-aid treatment scenarios.
    b) Fire and smoke: use of protective breathing equipment, fire-on-board scenario.
    c) Survival: aquatic survival techniques for planned and unplanned ditching, use of survival equipment in water, donning/inflation of a lifejacket in water and boarding and use of the slideraft or similar equipment. The wet drill should be carried out in a body of water or pool of sufficient depth to perform the simulated exercise.

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10) The examination should include only those training elements required in the Initial training. It should not include other elements of training, which are not part of the Initial training syllabus, e.g., aircraft type training, customer service, aspects related to operator's policies, etc.
11) The training provider should determine the pass/fail and re-sit criteria. Candidates who will be issued with a Cabin Crew Attestation should reach a minimum of 80% success rate in theoretical knowledge examination and a minimum overall score of 3 in each practical examination.
12) If trainees fail to meet the established standards for the theoretical examination, the latter should be repeated. Whereas its purpose can remain, the repeat examination should not be identical.

7.2 Electronic examination

The electronic examination is carried out on an electronic device and is an alternative to paper-based exams. Question types are no longer limited to multiple-choice. Most learning management systems (LMS) and exam tools offer other options, which aid with knowledge transfer and retention. In addition to the multiple-choice, multiple responses and true/false options, the following question types bring their own benefits to the exam:

1) match;
2) drag and drop;
3) puzzle image;
4) fill-in the blank;
5) hotspot.

Match or Drag & Drop:
These options require the trainee to match an image with a procedure or drag and drop elements into a sequence. Match/drag & drop questioning are interactive questioning tools, that can be used to create interactivity in the assessment to assess knowledge of process flow acronyms, etc.

Puzzle image:
This interactive questioning type requires to visually build a procedure or sequence and can be used for assessing the knowledge sequence applied by the trainee.

Fill in the blank:
This questioning tool can be used to assess knowledge of memory items or commands.

Hotspot:
This questioning method requires the trainee to select an area of a given image to identify a feature. Hotspot questions are a powerful and interactive way of assessing trainee knowledge, they can be used in multiple ways to identify equipment features, operation, errors, etc.

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7.3 Conduct of the examination

The examination(s) should be conducted by personnel who are qualified for this purpose and free from conflict of interest. For any element being examined for the issue of a cabin crew attestation as required in Part-CC, the person who delivers the associated training or instruction should not also conduct the examination. However, if the training provider has appropriate procedures in place to avoid conflict of interest regarding the conduct of the examination and/or the results, this restriction need not apply.

7.4 Skill assessment checklist

Using a standard checklist approach for the assessment of practical parts of the Initial training allows for the standardisation of practical assessment, the standardisation of trainers and examiners and for the ability to effectively assess knowledge transfer and practical skill application. Appendix 2 'Skill assessment checklist' contains checklists for examination of the practical parts of the Initial training – first-aid, fire and smoke, water survival - as described in paragraph 9 of the list of 7.1. Each task objective is defined with the required scores, the scoring matrix is explained below. Further, it also contains guidance for the trainer included at the bottom of each individual task objective. This guidance is key for allowing effective scoring and feedback to the trainee.

Scoring matrix:

The following scoring matrix provides an insight on how to effectively score practical knowledge and skills. In the example below, the matrix includes five scoring levels, where an overall score of 3 would be the minimum to pass. The other scoring grades provide information on how a person performed to identify any weaknesses and strengths to determine any level of retraining as required. As an example, a score of 1 in any area would require retraining in such area, whereas a score of 2 would require reinforcement and counselling to reach level 3. The matrix is based on a competency template and uses a visual traffic light system to aid the trainer with scoring and aids the trainee in understanding areas of improvement or learning from the assessment.

Score	Competency Grades
1	The crew member did not apply procedures correctly, by rarely demonstrating any of the knowledge / skills when required, which resulted in an unsafe situation.
2	The crew member applied procedures at the minimum acceptable level, by only occasionally demonstrating some knowledge / skills when required, but which overall did not result in an unsafe situation.
3	The crew member applied procedures adequately, by regularly demonstrating most of the knowledge / skills required, which resulted in a safe operation.
4	The crew member applied procedures effectively, by regularly demonstrating all the knowledge / skills when required, which enhanced safety.
5	The crew member applied procedures in an exemplary manner, by always demonstrating all the knowledge / skills when required, which significantly enhanced safety, effectiveness, and efficiency.

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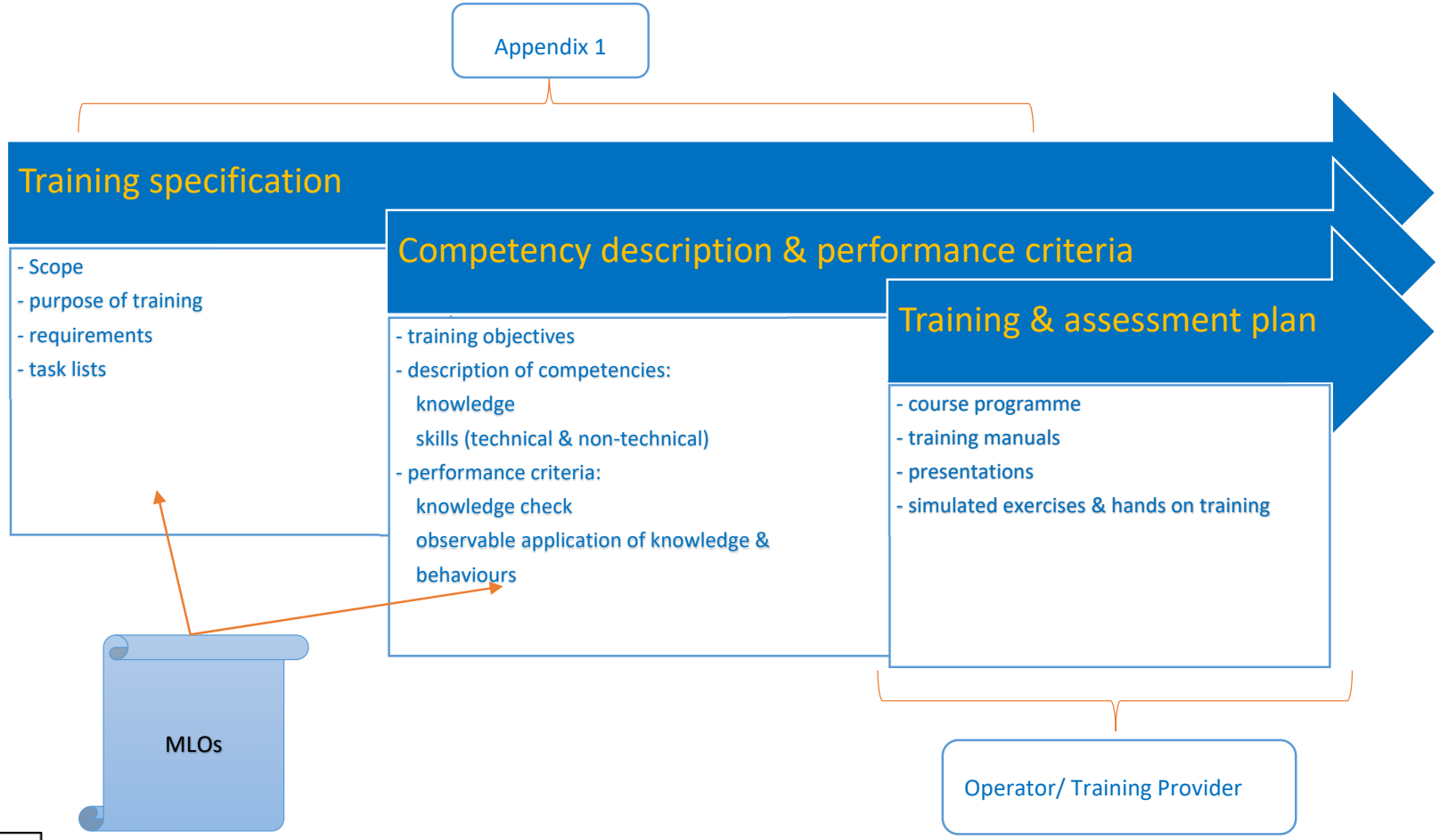
Appendix 1 Minimum learning objectives and training hours

Hybrid Approach: Design & Development Process



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1. General theoretical knowledge of aviation and aviation regulations covering all elements relevant to the duties and responsibilities required from cabin crew				19,5 hrs
Scope	Competencies: Knowledge/ Skills/ Attitudes to be acquired and demonstrated	Methodology	Equipment criteria	Duration

Aviation terminology, theory of flight, passenger distribution, areas of operation, meteorology, and effects of aircraft surface contamination:
 	
Aviation terminology:
• terminologies and abbreviations relevant to cabin operations incl. standard units, airport identifiers etc.
• the phonetic alphabet; and
• the 24-hour clock, time zones, coordinated universal time (UTC) etc.
 	
Theory of flight:
• general description of an aircraft;
• the aerodynamics of flight;
• aircraft mass and balance and passenger distribution;
• phases of flight incl. critical phases and the associated workload for flight & cabin crew; and
• areas of operations, the associated impact on safety and any measures in place to enable safe operations.
 	
Meteorology and effects of aircraft surface contamination:
• composition of the atmosphere;
• basic meteorology and its effect on aircraft operations and cabin environment:
  ○ types of cloud formations,
  ○ air masses and fronts,
  ○ seasonal weather variations,
  ○ winds, jet stream,
  ○ wind shear,
  ○ turbulence, etc.;
• aircraft surface contamination e.g., ice, volcanic ash etc. and associated hazards;
• importance for recognition and reporting of such situations; and
• measures & procedures for icing conditions.
	• understand and be able to correctly use the aviation terminology including abbreviations common in operations;
	• ability to correctly use the phonetic alphabet in aviation-related communication;
	• demonstrate understanding of the 24-hr clock, changes of time with longitude, the meaning of coordinated universal time (UTC), time zones, etc., and their application to aviation.
	
	• be able to identify and describe the basic components of an aircraft and their functions;
	• understand the basic theory of flight;
	• acquire a basic knowledge of aircraft mass and balance and understand how it affects passenger distribution;
	• understand the different phases of flight and how they affect cabin crew and flight crew tasks;
	• understand the different areas and type of operations and how they affect crew composition and aircraft equipment (e.g., short-haul, long-haul, flying over large areas of water, mountain areas etc.).
	
	• acquire a basic knowledge of meteorology and demonstrate understanding of its effects on flying;
	• understand how aircraft surface contamination affects aircraft performance and importance to report abnormal situations;
	• acquire knowledge about de-icing and anti-icing procedures
		• Instruction/ facilitation
		• Scenario based training
		• Combined CBT & instructor-led session
			• Classroom
			• CBT facility as applicable	

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1. General theoretical knowledge of aviation and aviation regulations covering all elements relevant to the duties and responsibilities required from cabin crew				19,5 hrs
Scope	Competencies: Knowledge/ Skills/ Attitudes to be acquired and demonstrated	Methodology	Equipment criteria	Duration

Aviation regulations relevant to cabin crew and the role of the compentent authority:
• aviation regulations relevant to cabin crew such as but not limited to:
  ○ ICAO, EASA NA (National Authorities) and IATA
  ○ EU rules related to cabin crew attestation,
  ○ Overview of Reg. (EU) 965/2012 as relevant for CCM and their duties
  ○ Council Directive 2000/79/EC
  ○ training requirements and recency
• medical requirements and medical report applicable to cabin crew;
• flight and duty time limitations, rest requirements and fatigue management;
• the role of the compentent authority;
• the objectives of and roles played by national civil aviation entities (e.g., civil aviation authorities, including their inspectors, airport operators and/or authorities, etc.) and of other aviation regulatory authorities that crew members may be in contact with (e.g., customs, immigration, health, security);
	• demonstrate an understanding of regulations applying to cabin crew members;
	• understand training requirements and proficiency for cabin crew;
	• basic understanding of the framework concerning flight and duty time limitations and applicable rest requirements
	• be able to identify the role and responsibilities of international and national authorities as relevant to cabin crew.
		• Instruction/ facilitation
		• Scenario based training
		• Combined CBT & instructor-led session
			• Classroom
			• CBT facility as applicable	

Duties and responsibilities of cabin crew: • safety culture in aviation; • reporting responsibilities and how to report including chain of command; • responsibilities to operate according to the operator's manual • documents and manuals relevant to cabin crew, their purpose, and contents as well as the responsibilities of crew members. • responsibility to maintain competence & skills to operate as a cabin crew member • responsibility for ensuring adequate rest and fitness for flight duty	• gain an awareness of safety culture in aviation, the reporting responsibilities of cabin crew and how to report • identify the need for continuing competence and fitness to operate as a cabin crew member • understand the importance of cabin crew performing their duties in accordance with the operations manual of the operator; • identify documents required to operate as a cabin crew; • understand the common structure and contents of manuals relevant to cabin crew;	• Instruction/ facilitation • Scenario based training • Group discussion • Practical exercise	• Classroom • Classroom with cabin representative seating • Mockup • Cabin simulator	

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1. General theoretical knowledge of aviation and aviation regulations covering all elements relevant to the duties and responsibilities required from cabin crew				19,5 hrs
Scope	Competencies: Knowledge/ Skills/ Attitudes to be acquired and demonstrated	Methodology	Equipment criteria	Duration

• regulations to cabin crew complement including conditions for a reduction and its impact;
• phases of a flight and the relevant cabin crew responsibilities such as but not limited to:
  ○ pre-flight briefing;
  ○ pre-flight preparation & checks;
  ○ passenger boarding;
  ○ pushback, taxi & take-off;
  ○ cruise and during any associated occurrences such as turbulences;
  ○ descent, approach & landing; and
  ○ post landing and post flight duties incl. tasks during transit stop.
• responsibility for passenger surveillance;
• the concept of silent review;
• sterile flight deck;
• tasks and duties in case of aircraft refuelling & defueling;
• emergencies and the respective duties and responsibilities of cabin crew. This should include but not limited to:
  ○ unanticipated emergencies on ground, during taxi, take-off, and landing;
  ○ anticipated emergencies with time available for preparing the passengers and cabin; and
  ○ un-anticipated emergencies in-flight such as decompression, in-flight fire etc.
	• understand the importance of ensuring that relevant documents and manuals are kept up to date, with amendments provided by the operator as applicable.
	• understand the duties and responsibilities of cabin crew during operations and the need to respond promptly and effectively to normal, abnormal, and emergency situations including the use of commands and the relevant signs and signals;
	• understand applicable regulations concerning cabin crew complement and situations where this is reduced and identify the respective impact on operations;
	• understand and be able to define the responsibilities of a cabin crew during different phases of a flight;
	• understand the importance of the cabin crew's pre-flight briefing and the provision of necessary safety information with regards to their specific duties;
	• understand the importance of appropriate surveillance of the cabin compartment and passengers;
	• identify the importance of the silent review concept
	• understand and be able to apply the principles of sterile flight deck
	• understand hazards associated with aircraft refuelling and defueling and identify the respective duties and responsibilities of cabin crew;
	• knowledge of various emergency situations whether unanticipated or anticipated and be able to define the responsibilities of cabin crew in each situation;
	• develop skills to promptly identify, handle and apply general procedures for different types of unanticipated and anticipated emergency situations on board
	• understand the importance of identifying when cabin crew members have the authority and responsibility to initiate an evacuation and other emergency procedures;			

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2. Communication				6,5 hrs
Scope	Competencies: Knowledge/ Skills/ Attitudes to be acquired and demonstrated	Methodology	Equipment criteria	Duration

Communication in an aircraft operations & techniques to effective communication:
 	
• Meaning and importance of communication in aircraft operations and as relevant to cabin crew;
• definition and description of normal, abnormal, and emergency communication including relevant common terminologies;
• Verbal and non-verbal communication ;
• effective communication techniques and active listening;
• effective communication among cabin crew, flight crew, other personnel, and passengers;
• barriers (physical & non-physical) to communication:
  ○ cultural aspects
  ○ language & level of understanding
  ○ different perceptions
  ○ physical barriers such as separation between flight deck and cabin compartment or several decks etc.;
• communication within the aircraft environment:
  ○ common aircraft communication systems
  ○ necessity of applying the operator's communication procedures
• passenger announcement types and examples used for various phases of a flight and in emergencies including unexpected incidents such as medical cases, turbulences etc.;
• written communication applicable to cabin crew:
  ○ common written reports
  ○ Incident/ accident reporting
  ○ technical log for reporting defects etc.;
	• gain an understanding of communication and its importance as relevant to cabin crew
	• gain knowledge of different types of communication during normal, abnormal, and emergency situations and be able to apply communication skills
	• understand the importance of effective communication and active listening;
	• knowledge about verbal and non-verbal communication and its impact on overall communication;
	• knowledge about effective communication techniques and barriers to effective communication and demonstrate ability to apply such principles;
	• know how to and be able to communicate effectively (clearly, concisely) among cabin crew members, with flight crew members and ground personnel as well as passengers using correct terminology
	• have knowledge about and be able to consider cultural aspects, different perceptions and levels of understanding when communicating among crew members and with passengers;
	• understand purpose of different communication system on board and demonstrate ability to properly communicate via such means in different situations;
	• gain knowledge about communicating in an aircraft environment, the necessity of applying the operator's communication procedures and the existence of different aircraft communication systems;
	• demonstrate ability to carry out passenger announcements in different scenarios;
	• •demonstrate ability to apply correct written communication for meaningful reports, technical log etc.;
		• Instruction/ facilitation
		• Scenario based training
		• Hands on training
		• Practical exercise
		• Group discussion
			• Classroom
			• Classroom with cabin representative seating and generic communication equipment
			• Mockup
			• Cabin simulator	

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3. Introductory course on human factors (HF) in aviation and crew resource management (CRM)				13 hrs
Scope	Competencies: Knowledge/ Skills/ Attitudes to be acquired and demonstrated	Methodology	Equipment criteria	Duration
Human factors in aviation: • Case studies of accidents/ incidents where human factors were identified as a contributing factor; • the concept of human performance as a contributing factor to aircraft accidents; • human factor models, explaining the relationship between individuals and their operational environment (e.g., SHELL model software/ hardware/ environment/ liveware) **Human performance and limitations:** Aspects of aviation physiology including limitations of the senses, disorientation, etc. by addressing subjects such as but not limited to: • the atmosphere; • hypoxia; • hyperventilation; • decompression sickness • acceleration • high altitude environment • the sensory system, vision, hearing, equilibrium; • health & hygiene; Aspects of aviation psychology including workload, information processing, attitudinal factors, judgment and decision-making, stress, operational pressure, corporate pressure, etc. by addressing subjects such as but not limited to:	• understand the role of human factors in accidents/ incidents and be able to identify the contributing factors; • understand the role of the human in complex systems, such as aircraft operations; • understand how human performance may be affected by the various factors of the operational context; • be able to identify the relationships between people and equipment, systems, procedures, and the environment as well as personal relationships between individuals and groups. • understand the human performance and associated limitations; • understand the basics of aviation physiology; • be able to describe the operational environment and its impact on the human body; • understand the effects of high altitude; • understand the basic function of the sensory system; • be able to identify factors which can affect health and performance and measures to maintain hygiene and fitness to fly; • understand the basics of aviation psychology; • understand how the human processes information; • be able to identify factors affecting attention and vigilance; • understand human error and reliability; • be able to describe the decision-making process;	• Instruction/ facilitation • Scenario based training • Group discussion	• Classroom	

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3. Introductory course on human factors (HF) in aviation and crew resource management (CRM)				13 hrs
Scope	Competencies: Knowledge/ Skills/ Attitudes to be acquired and demonstrated	Methodology	Equipment criteria	Duration
• human information processing, attention and vigilance, perception, memory; • human error and reliability; • decision making; • co-ordination; • communication; • personality and attitudes • human overload and underload, stress, fatigue etc.	• understand the importance of co-ordination and communication; • understand personality and attitudes and be able to identify behaviours that enhance co-ordination and cooperation; • understand human overload and underload and the associated impact on performance; • understand types of stress and develop approaches to manage them; • be able to identify fatigue and its impact on performance.			
General instructions on CRM Principles: • CRM concepts and its general principles; • CRM as a tool to prevent accidents/ incidents; • objectives of CRM to improve crew coordination, enhanced crew performance and safety awareness; • Just Culture as a subset of safety culture and examples of non-punitive policies such as but not limited to flight data monitoring (FDM), fatigue risk management (FRM), fatigue report; • competencies that foster CRM, including skills such as communication, leadership and teamwork, passenger management, error recognition and management etc.; • cultural differences and their impact on individual and team performance; and • threat and error management framework and its components, relevant to cabin operations.	• understand the importance of the use of CRM as a tool to prevent accidents/incidents through improved crew coordination, enhanced crew performance and safety awareness; • understand the importance of CRM and its use in proactively preventing accidents/ incidents; • understand the importance of Just Culture and be able to define its principles in developing a safety culture suitable for aircraft operations; • understand the importance to develop competencies that foster CRM, including components like communication, leadership and teamwork, passenger management etc. • understand how cultural differences can affect individual and overall crew performance; • gain an understanding of common Threat and Error Management Models and be able to apply it to cabin operations;	• Instruction/ facilitation • Scenario based training • Group discussion	• Classroom	

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3. Introductory course on human factors (HF) in aviation and crew resource management (CRM)				13 hrs
Scope	Competencies: Knowledge/ Skills/ Attitudes to be acquired and demonstrated	Methodology	Equipment criteria	Duration
Relevant to the individual cabin crew member: Personality awareness, attitudes and behaviours, self-assessment, and self-critique: • personality styles and their effect on crew performance; • hazardous attitudes and antidotes; • examples of desired and undesired behaviours in aircraft operations • effects and challenges of behaviours in aircraft operations; • self-assessment to understand how own personality, attitudes and behaviour is perceived by others; • coping strategies and helpful suggestions to maintain effective crew performance; Human error and reliability: • why human make errors incl. examples from aviation environment; • definition of human error and human behaviour reliability; • error types: errors (skill-based), mistakes (knowledge-based) and violations; • error chain and how systems and procedures are designed to minimise the effect of human error; • error detection and prevention; • error management concept such as “Swiss cheese” model and the respective defences layers;	• understand the importance of personality awareness regarding cabin crew duties and the role of behaviour in normal and emergency; • identify common personality styles and how they can affect crew performance; • understand difference between attitude and behaviour, • identify and describe hazardous attitudes and behaviours, their effects in aircraft operations as well as the antidotes; • identify desired and undesired behaviours in aircraft operations; • be able to assess own personality and select appropriate behaviours and attitudes that promotes safety and enhanced crew performance; • gain an understanding of human error and factors that affect the human reliability; • identify different error types and how they occur • understand error chain and identify measures such as system design and procedures available in aircraft operations to minimise the effects; • understand the concept of error detection and prevention; • gain understanding of error management model e.g., Reason Model and be able to apply skills to prevent, detect and trap errors as relevant to cabin crew;	• Instruction/ facilitation • Scenario based training • Group discussion	• Classroom	

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3. Introductory course on human factors (HF) in aviation and crew resource management (CRM)				13 hrs
Scope	Competencies: Knowledge/ Skills/ Attitudes to be acquired and demonstrated	Methodology	Equipment criteria	Duration
Stress and stress management: • definition of stress on human being; • types of stress e.g., acute or chronic; • effects upon individual's mental or physical systems; • symptoms because of continuous stress; • human overload and underload; • optimum arousal for maximum performance; • stressors, their sources, and management of stress; • Effects of stress on behaviour and psychological mechanisms • Coping strategies and workload management to maintain crew performance in demanding situations; Fatigue and vigilance: • Principles of fatigue, transient and cumulative fatigue • Importance of vigilance associated with crew performance • Symptoms and effects of fatigue on crew performance	• Acquire a background knowledge on stress and types of stress; • Understand how stress affects an individual mentally and physically within aircraft operations and the increased importance of effective; interpersonal communications under stressful conditions; • be able to identify the symptoms associated with stress; • understand human overload and underload and identify the importance of appropriate arousal to enhance performance; • Identify factors contributing to stress and coping strategies to manage stress; • understand how stress affects behaviour and team performance by identifying factors that influence perception and decision making; • be able to apply coping strategies to optimize crew performance in high workload situations; • understand the principles of fatigue and acquire through appropriate examples an awareness of transient and cumulative fatigue; • identify how fatigue affects crew behaviour and performance;	• Instruction/ facilitation • Scenario based training • Group discussion	• Classroom	

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3. Introductory course on human factors (HF) in aviation and crew resource management (CRM)				13 hrs
Scope	Competencies: Knowledge/ Skills/ Attitudes to be acquired and demonstrated	Methodology	Equipment criteria	Duration
Assertiveness: • definition and importance of assertiveness e.g., during decision making process, passenger evacuation etc. • operational situations to demonstrate causes of lack of assertiveness and its effects • assertive skills v/s aggressive behaviour; • the characteristics of assertive behaviour; • assertiveness on interpersonal communication • assertiveness and crew member participation in decision making; Situation awareness, information acquisition and processing: • the human information processing and associated limitations of the senses • response of human brain to incoming information and contribution to situation awareness and decision making; • the role of memory • perception and mental models versus reality • definition of situation awareness incl. surrounding environment, monitoring etc. • dangers of poor situation awareness; • skills for maintaining situation awareness;	• Understand the characteristics behind assertiveness; • recognise the importance of assertiveness within aircraft operations and identify situations where assertiveness skills are required; • appreciate the importance of clear and unambiguous communication and explore ways to communicate assertively; • Develop assertive behaviour appropriate to the role as a cabin crew; • Understand how the human perceive and process information; • Identify the limitations of our senses and individual differences in interpreting information; • Understand how information processing is correlated to actions we take or communicate • Understand the dimension of situation awareness and recognise its importance for decision making; • Identify the role of memory and how information perceived could lead to mental models; • Identify poor situation awareness and contributing factors • Develop ways of improving situation awareness; •	• Instruction/ facilitation • Scenario based training • Group discussion	• Classroom	

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3. Introductory course on human factors (HF) in aviation and crew resource management (CRM)				13 hrs
Scope	Competencies: Knowledge/ Skills/ Attitudes to be acquired and demonstrated	Methodology	Equipment criteria	Duration
Automation: • automation: new technologies and tools in the cabin and work environment as well as those used in training; • Systems, devices intended to support the human at work; • Reliability of the human on such technologies; • Coping with new technologies; • Importance of basic skills in accomplishing tasks;	• Achieve a basic understanding of new technologies in use in the cabin environment and in work as well as training processes of cabin crew; • Identify the benefits of modern technologies and how this support maintains the workload; • Recognise the danger of overreliance in automation and appreciate the importance to maintain basic skills required to accomplish tasks; • Appreciate the importance to develop skills to cope with modern technologies without losing awareness of the operating environment;	• Instruction/ facilitation • Scenario based training • Group discussion	• Classroom	

4. Passenger handling and cabin surveillance				13 hrs
Scope	Competencies: Knowledge/ Skills/ Attitudes to be acquired and demonstrated	Methodology	Equipment criteria	Duration

Passenger handling and Cabin surveillance:
• Continued vigilance;
• Cabin monitoring during all phases of flight such as but not limited to:
  ○ Securing of passenger compartment
  ○ Passenger behaviour
  ○ Use of PED etc.
• Cabin readiness for boarding incl. tasks related to:
  ○ Equipment checks;
  ○ Cabin furnishing;
  ○ Security checks etc.
• Cabin readiness for moving off stand:
  ○ Seating policies;
	• Appreciate the importance of continued vigilance when on board the aircraft;
	• Identify items that need monitoring and actions of cabin crew;
	• Develop skills associated with cabin monitoring during all phases of flight;
	• Achieve a practical knowledge on items associated with preparing the cabin compartment before boarding can take place;
	• Appreciate the purpose of such tasks related to cabin readiness for boarding passengers;
		• Instruction/ facilitation
		• Scenario based training
		• Group discussion
		• Hands-on training
		• Practical training
			• Classroom
			• Training equipment
			• Cabin training simulator	

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4. Passenger handling and cabin surveillance				13 hrs
Scope	Competencies: Knowledge/ Skills/ Attitudes to be acquired and demonstrated	Methodology	Equipment criteria	Duration
○ Baggage compartments closed ○ Lavatories unoccupied ○ Aisles & exits cleared etc. • Securing of the cabin compartment for: ○ Take-off; ○ Landing; ○ Turbulence; ○ As required by the situation; • Correct seat allocation: ○ with reference to aeroplane mass and balance and the needs of the flight; ○ restrictions for special category of passengers ○ live animals • able-bodied passengers: ○ definition and purpose; ○ the necessity of their seating at exits and as required by the situation;	• Achieve a practical knowledge on tasks to be accomplished by cabin crew before an aircraft can move from the stand; • Appreciate the purpose of such tasks and identify each related item • Achieve a practical knowledge on all items related to securing the cabin compartment and its occupants for different phases such as take-off, landing, turbulence and as deemed necessary by the situation including abnormal and emergency situations; • Appreciate the importance of adhering to such tasks to maintain safety on board; • Recognise the importance for correct seat allocation as required by the aeroplane mass and balance and identify the associated practice; • Understand the restrictions and correct seat allocations associated with special categories of passengers as well as passengers traveling with live animals; • Define able-bodied passengers and understand their purpose on board; • Appreciate the importance of seating able-bodied passengers adjacent to unsupervised exits and as required by the situation;			

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4. Passenger handling and cabin surveillance				13 hrs
Scope	Competencies: Knowledge/ Skills/ Attitudes to be acquired and demonstrated	Methodology	Equipment criteria	Duration
Special categories of passengers: • Each group as defined by Regulation (EU) 965/2012; • Carriage in the cabin; • Associated procedures; • Additional safety briefing; • use of child restraint devices on board; **Passengers with medical conditions:** • Categories and examples; • Classification (those where advance notice is provided to an operator and those who develop a condition on board); • Associated procedures and precautions; **Passengers with disruptive behaviour:** • Recognition and categories; • Passengers under influence of psychoactive substances; • Aggressive passengers; • Passengers disregarding the instructions of the crew; • Management and handling;	• Identify the different groups of special categories of passengers; • Understand the procedures associated with the carriage of each group of special categories of passengers; • Develop skills on how to carry out additional safety briefing of such passengers • Identify the different categories of passengers with medical conditions; • Differentiate tasks associated with passengers travelling with prior notice concerning medical conditions and those developing a condition in-flight; • Develop skills to deal with such passengers and situations; • Identify disruptive behaviour and causes leading to such situations; • Gain knowledge on different behaviour where passengers are intoxicated by alcohol or being under the influence of drugs; • Recognise aggressive behaviour and passengers disregarding instructions given by the crew; • Develop skills to manage and handle such situations and categories of passenger; • Appreciate the importance for appropriate crew communication and coordination in actions taken;	• Instruction/ facilitation • Scenario based training • Group discussion • Hands-on training • Practical training	• Classroom • Training equipment • Cabin training simulator	
Carriage of live animals: • Categories • Precautions • Associated procedures	• Identify categories of live animal carried on board; • Develop skills in handling the carriage of live animal in the cabin; • Appreciate the precaution in place and the need apply the associated procedures;	• Instruction/ facilitation • Scenario based training	• Classroom • Training equipment	

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4. Passenger handling and cabin surveillance				13 hrs
Scope	Competencies: Knowledge/ Skills/ Attitudes to be acquired and demonstrated	Methodology	Equipment criteria	Duration
Rules covering safe stowage of cabin baggage and service items: • Safe use and stowage of cabin service items: • Safe stowage of cabin baggage • Risks and hazards of cabin items and baggage to occupants • Risks of unsecured items e.g., obstructions and damage to exits, equipment etc.	• Achieve a practical knowledge on the rules covering the safe stowage of cabin baggage and cabin service items on board; • Understand the risks associated with cabin service items and cabin baggage to occupants, aircraft equipment and exits; • Develop skills how to safely use cabin service items such as trolleys and other equipment in the galley etc. • Develop skills for the safe stowage of cabin baggage and cabin service items; • appreciate adherence to such procedures;	• Group discussion • Hands-on training • Practical training	• Cabin training simulator	

Turbulence:
• Types of turbulences;
• Associated precautions:
  ○ discontinuation of cabin services;
  ○ securing the cabin where possible etc.;
	• identify the different types of turbulence;
	• understand the tasks of cabin crew in cases of turbulence;
	• appreciate the associated precautions including discontinuing cabin services and securing the cabin where possible;			

Cabin management: • tasks to manage cabin in normal, abnormal, and emergency situations; • passenger safety briefing • importance of coordination and communication with flight crew and other cabin crew • importance of teamwork; • manage passengers for a speedy and safe egress from the aircraft (evacuation, rapid disembarkation).	• understand the tasks of cabin crew and develop skills related to managing the cabin in normal, abnormal, and emergency situations; • develop skills to conduct passenger safety briefing and safety equipment demonstration; • appreciate the importance of coordinating actions among the crew and maintain teamwork; • develop skills to motivate passengers and apply crowd control necessary to expedite an emergency evacuation or rapid disembarkation as deemed necessary by the situation;			

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5. Aero-medical aspects and first aid				16,5 hrs
Scope	Competencies: Knowledge/ Skills/ Attitudes to be acquired and demonstrated	Methodology	Equipment criteria	Duration
General instruction on aero-medical aspects and survival: • Introduction and importance of aero medical aspects in aviation; • Medical aspects in flight as well as survival situations; • General responsibilities of cabin crew; **Physiological effects of flying:** • The cabin environment, changes in atmospheric pressure, cabin altitude and low humidity; • physiological effects of pressure changes in the body (gases, cavities, sinuses, and ears, etc.) • physiology of respiration and circulation and the body's requirement for oxygen; • Decompression sickness; • Cabin depressurisation; • hypoxia, signs, and symptoms; • time of useful consciousness; • Hyperventilation, signs symptoms and first aid actions;	• Identify and appreciate the importance of understanding aero medical aspects in aviation; • Understand situations where cabin crew skills are required to manage medical aspects, apply first aid in an aircraft and in a survival environment; • Understand crew member duties and responsibilities for medical events and the associated communication and coordination with the rest of the crew or rescue services; • be able to identify and describe the most common physiological effects of flying in pressurised aircraft, their likely causes and methods to minimise such effects; • Understand barotrauma and its effect on the sinuses and ears, cavities etc.; • Knowledge on the respiratory and circulation system of the body and its requirement for oxygen; • Recognise the need of oxygen due to relative hypoxia even at normal cabin altitude; • Be able to describe decompression sickness and the physiological effects of pressure changes on gases in the body; • Appreciate the importance of enough time between scuba diving and flight; • Knowledge of different types of depressurisations; • Understand different types of cabin depressurisation and hypoxia and be able to promptly recognise the signs and symptoms as well as actions required; • Understand hyperventilation, it signs and symptoms, and applicable first aid measures;	• Instruction/ facilitation • Scenario based training • Group discussion • Hands-on training • Practical training	• Classroom • Training equipment • Cabin training simulator	

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5. Aero-medical aspects and first aid				16,5 hrs
Scope	Competencies: Knowledge/ Skills/ Attitudes to be acquired and demonstrated	Methodology	Equipment criteria	Duration

Basic first aid:
• Objectives, principles, and priorities of first aid;
• General first aid measures and crew actions in situations involving at least but not limited to:
• air sickness:
  ○ causes,
  ○ signs and symptoms,
  ○ how to deal with air sickness,
  ○ available medication and precaution,
• gastro-intestinal disturbances:
  ○ causes and type of disturbance,
  ○ signs and symptoms;
  ○ apply measures as per cause of disturbance;
• hyperventilation:
  ○ causes,
  ○ signs and symptoms,
  ○ first aid measures
• burns:
  ○ classification by degree and causes,
  ○ signs and symptoms;
  ○ factors determining seriousness;
  ○ complications;
  ○ first aid procedures;
• wounds and soft tissue injuries:
  ○ types of wounds;
  ○ associated types of bleeding such as venous, arterial, external, internal etc.
  ○ signs and symptoms of severe bleeding;
  ○ prevention of contamination and infection of wounds
  ○ dressings, bandages, slings etc.
	• Identify and understand the principles of first aid and the general approach in applying such measures;
	• Understand responsibility and actions required by crew members;
	• Understand causes of air sickness and be able to identify the associated signs and symptoms;
	• Be able to describe the first aid for airsickness and care for the passenger;
	• Gain knowledge of the causes and types of gastro-intestinal disturbances and be able to identify the cause, signs, and symptoms;
	• Identify and apply the required first aid measures for gastro-intestinal disturbances;
	• Understand the causes of hyperventilation and be able to identify the signs and symptoms
	• Be able to apply first aid measures for hyperventilation;
	• Knowledge of the types of burns and the applicable first aid measures and be able to apply first aid treatment;
	• Understand and be able to identify the different types of wounds and the associated types of bleeding;
	• Recognise signs and symptoms of severe bleeding;
	• Identify applicable dressings, bandages and slings appropriate to various wounds and injuries;
		• Instruction/ facilitation
		• Scenario based training
		• Group discussion
		• Hands-on training
		• Practical training
			• Classroom
			• Training equipment
			• Cabin training simulator	

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5. Aero-medical aspects and first aid				16,5 hrs
Scope	Competencies: Knowledge/ Skills/ Attitudes to be acquired and demonstrated	Methodology	Equipment criteria	Duration
○ first aid for wounds and external bleeding ○ wounds with embedded objects ○ first aid for suspected internal bleeding;	• Be able to apply dressings, bandages etc. to different types of wounds; • Be able to apply procedures to stop different types of bleeding; • Understand how to treat wounds with embedded objects; • Be able to apply procedures for suspected internal bleeding;			
Basic first aid: Unconsciousness: • Common causes such as fainting, shock, injuries, heart attack, epileptic fit, low blood sugar etc.; • Approach and assessment; • First aid measures if breathing incl. recovery position; • First aid measures if not breathing incl. artificial ventilation; Fractures: • Classification of fractures and its severity; • Open fracture, closed fracture & dislocations; • Signs and symptoms for different types of fractures; • Risks and precautionary measures in case of fractures; • First aid measures; • Use of common equipment such as improvised or commercial splint, triangular bandages etc.;	• Understand and be able to identify the causes for unconsciousness; • Identify the approach to unconsciousness and apply the appropriate assessment method to determine next steps; • Understand and be able to apply first aid measures in case the person is breathing; • Demonstrate ability to apply the recovery position; • Understand and be able to apply first aid in case the person is not breathing; • Demonstrate ability to apply artificial ventilation; • Be able to identify and classify fractures according to type and severity; • Understand open fractures, closed fractures and dislocations and be able to identify the associated signs and symptoms; • Understand the risks associated with fractures and be able to apply precautionary measures as required; • Demonstrate ability to support and immobilise various types of fractures; • Knowledge of common as well as improvised equipment that can be used for handling fractures and demonstrate ability to use such equipment;	• Instruction/ facilitation • Scenario based training • Group discussion • Hands-on training • Practical training	• Classroom • Training equipment • Cabin training simulator	

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5. Aero-medical aspects and first aid				16,5 hrs
Scope	Competencies: Knowledge/ Skills/ Attitudes to be acquired and demonstrated	Methodology	Equipment criteria	Duration
In-flight medical emergencies & first aid involving but not limited to: Asthma: • Description and causes of asthma; • Severe asthmatic attack; • Signs and symptoms; • First aid treatment incl. own medication or those available on board; Stress and panic attack: • Description and causes of stress or over-reaction to a situation of fear; • Recognition of stress; • Handling stress; Allergic reactions: • Causes and types of allergic reactions; • Classification of allergies up to severe reactions and histamine poisoning; • Signs and symptoms; • First aid measures; • Passenger own medication and those available on board;	• Develop skills to manage medical emergencies on board through appropriate recognition of signs and symptoms of individual medical events and applying techniques and actions to preserve life; • Recognise signs and the symptoms associated with medical events and identify the appropriate measures to be taken; • communicate and manage assistance from the on-board volunteer health professional and/or ground-based medical assistance providers, and of the importance of being prepared to apply the procedures; • understand asthma and identify the causes to be able to deal with medical emergencies involving asthmatic attack including severe ones; • be able to identify the signs and symptoms of asthma and demonstrate ability to apply first aid treatment; • gain understanding of common medication in sue and those available on board; • understand stress and panic attack and their causes as well as expression through over-reaction to a situation of fear; • be able to identify such emergencies and demonstrate ability to handle such handle it; • understand allergic reactions and their causes; • be able to classify allergies, describe associated severe reactions which can lead to histamine poisoning; • identify the signs and symptoms of such reactions; • be able to apply first aid to emergencies associated with allergies; • knowledge of common medication carried by passenger and those available on board;	• Instruction/ facilitation • Scenario based training • Group discussion • Hands-on training • Practical training	• Classroom • Training equipment • Cabin training simulator	

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5. Aero-medical aspects and first aid				16,5 hrs
Scope	Competencies: Knowledge/ Skills/ Attitudes to be acquired and demonstrated	Methodology	Equipment criteria	Duration
In-flight medical emergencies & first aid: Shock: • Description of shock; • Signs and symptoms; • Major causes of shock; • Danger if not treated accordingly; • Faintness to sudden collapse; • Treatment if conscious and unconscious; Diabetes: • Types of diabetic emergencies; • Signs and symptoms; • First aid actions; Choking: • Causes of choking in an adult, child, and infant; • Partial and complete airway obstruction; • Signs of chocking; • First aid measures for adult, child, and infant; Epilepsy: • Description; • Signs and symptoms and recovering of consciousness; • Treatment and support; • Actions to avoid; • Actions in case of repeated fits or prolonged unconsciousness;	• Understand shock situations, their major causes and be able to identify the associated signs and symptoms; • Appreciate the importance to promptly deal with situation accordingly due to associated dangers; • Understand the possibility of faintness or even sudden collapse; • Be able to apply first aid treatment in case of consciousness and unconsciousness; • Knowledge on diabetic emergencies and their causes; • Be able to identify the signs and symptoms and take first actions accordingly; • Understand choking and common causes in an adult, child, and infant; • Be able to identify the signs of choking and partial or complete airway obstruction; • Develop skills to apply first aid to choking involving an adult, child, and infant; • Understand epilepsy, the phases and the causes associated with it; • Be able to identify the signs and symptoms including the phase of recovering of consciousness; • Develop skills to apply first aid and support the person involved; • Appreciate actions to avoid to not complicate the situation; • Understand the actions required in case of repeated fits or prolonged unconsciousness;	• Instruction/ facilitation • Scenario based training • Group discussion • Hands-on training • Practical training	• Classroom • Training equipment • Cabin training simulator	

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5. Aero-medical aspects and first aid				16,5 hrs
Scope	Competencies: Knowledge/ Skills/ Attitudes to be acquired and demonstrated	Methodology	Equipment criteria	Duration
In-flight medical emergencies & first aid: Childbirth: • Description; • Signs indicating beginning of labour; • Signs of imminent delivery • Preparing for emergency delivery; • Emergency delivery and handling of the different phases; • Miscarriage and first aid measures; Stroke: • Description and causes; • Signs and symptoms; • Treatment if conscious; • Treatment if unconscious; Heart attack: • Description and cause; • Signs and symptoms; • Different types of cardiac chest pain • Treatment and use of available medication from emergency medical kit; • Considering diversion as required; • First aid actions in case of massive heart attack involving collapse, respiration, or cardiac arrest;	• Knowledge on childbirth and situations when this could occur on board; • Identify signs indicating beginning of labour and those of imminent delivery; • Identify the preparation required for emergency delivery; • Develop skills to handle emergency delivery during the different phases; • Knowledge on miscarriage, the associated signs, and symptoms and the applicable first aid measures; • Knowledge on stroke and its causes; • Be able to identify its signs and symptoms; • Develop skills required to apply first aid in case the person is conscious and in cases of unconsciousness; • Knowledge of heart attack, its causes and the associated signs and symptoms; • Develop skills to deal with emergencies involving heart attack and the use of medication including those available in the emergency medical kit; • Develop skills to contribute to decision making for diversion as required; • Develop skills for applying first aid measures in case of massive heart attack involving collapse, respiration, or cardiac arrest;	• Instruction/ facilitation • Scenario based training • Group discussion • Hands-on training • Practical training	• Classroom • Training equipment • Cabin training simulator	

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5. Aero-medical aspects and first aid				16,5 hrs
Scope	Competencies: Knowledge/ Skills/ Attitudes to be acquired and demonstrated	Methodology	Equipment criteria	Duration
Use of first aid equipment and contents such as but not limited to: • first-aid oxygen; • first-aid kits; • emergency medical kits; • universal precaution kits; • defibrillators (AED); • Other life-saving equipment commonly carried on board;	• Acquire the relevant knowledge about what medications and equipment are available for use; • Demonstrate the ability to use various equipment commonly available for first aid; • Knowledge and purpose of first aid oxygen; • Knowledge on common types of therapeutic oxygen bottle and their operation; • Knowledge on other types of first aid oxygen systems commonly used in aviation; • Knowledge on the contents required for the first aid kits and ability to use the contents in various situations requiring first aid; • Knowledge on the contents required for the emergency medical kits and identify the items relevant to cabin crew and how and when these are to be used; • Knowledge of the contents for universal precaution kits and ability to use the contents. • Knowledge on the purpose of AEDs and understand how and when to use them;	• Instruction/ facilitation • Scenario based training • Group discussion • Hands-on training • Practical training	• Classroom • Training equipment • Cabin training simulator	
Cardio-pulmonary resuscitation: • Anatomy of the heart; • Causes of a cardiac arrest; • Signs of cardiac arrest; • First aid for cardiac arrest; • CPR guidelines; • Checking vital functions; • Procedure for CPR by adults, children, and infants; • Coordinating CPR with doctor or medical staff;	• Knowledge of the anatomy of the heart and function; • Understand the causes of a cardiac arrest and be able to identify the associated signs; • Define the first aid actions required; • Understand the CPR guidelines and develop skills to apply such procedures in a practical environment; • Be able to apply the check of the vital functions; • Demonstrate ability to apply resuscitation techniques by adults, children, and infants and where applicable in combination with oxygen administration;	• Instruction/ facilitation • Scenario based training • Group discussion • Hands-on training • Practical training	• Classroom • Training equipment • Cabin training simulator	

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5. Aero-medical aspects and first aid				16,5 hrs
Scope	Competencies: Knowledge/ Skills/ Attitudes to be acquired and demonstrated	Methodology	Equipment criteria	Duration
	• Develop skills to coordinate CPR with support of doctor or other medical personnel;			

Travel health and hygiene:
 	
• Travel health;
  ○ immunisation;
  ○ protection against infectious diseases;
  ○ alertness management, physiological effects of fatigue, sleep physiology, circadian rhythm, and time zone changes (can be integrated in Human Factors Training and Cabin Crew Responsibilities);
  ○ personal safety (e.g., food and drink precautions, use of alcohol, other drugs, scuba diving, blood donations etc.)
  ○ health care in tropical regions
 	
• hygiene on board:
  ○ spread of diseases;
  ○ food hygiene;
  ○ risk of contact with infectious diseases and means to reduce such risks;
  ○ handling of clinical waste;
  ○ aircraft disinsection;
  ○ handling of death on board;
	• understand the purpose of travel health and identify measures to protect oneself;
	• identify symptoms of a communicable disease, the risks associated in the cabin environment and procedures to be adopted to reduce risks to all aircraft occupants;
	• the physiological effects of flying and fatigue and be able to recognise the indications;
	• understand the importance of personal safety and identify associated risks such as food and drink contamination, alcohol, medication, scuba diving, blood donations etc.
	• gain knowledge on various risks and diseases including those associated with tropical climate and identify measures for personal health care;
	
	• Appreciate the importance of hygiene on board and measures which are necessary to adhere to;
	• Knowledge on hygiene required in handling food on board and be able to identify such measures;
	• Knowledge on common diseases and the associated risks as well as measures to reduce such risks;
	• Knowledge on clinical waste and identify the necessary measures required;
	• Knowledge on aircraft disinsection and its purpose and difference to disinfection;
		• Instruction/ facilitation
		• Scenario based training
		• Group discussion
		• Hands-on training
		• Practical training
			• Classroom
			• Training equipment
			• Cabin training simulator	

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6. Dangerous goods in accordance with applicable ICAO Technical Instructions				6,5 hrs
Scope	Competencies: Knowledge/ Skills/ Attitudes to be acquired and demonstrated	Methodology	Equipment criteria	Duration
Refer to: • ICAO Doc. 9284, The Technical Instructions for the Safe Transport of Dangerous goods and • ICAO Doc. 10147, Guidance on a Competency-based Approach to Dangerous Goods Training and Assessment Note: The scope should cover all aspects related to operators who transport dangerous goods as cargo.	Refer to: • ICAO Doc. 9284, The Technical Instructions for the Safe Transport of Dangerous goods and • ICAO Doc. 10147, Guidance on a Competency-based Approach to Dangerous Goods Training and Assessment Note: CC should acquire all the competencies that would be necessary to carry out their tasks when flying for an operator who has an approval to transport dangerous goods as cargo.	Refer to: • ICAO Doc. 9284, The Technical Instructions for the Safe Transport of Dangerous goods and • ICAO Doc. 10147, Guidance on a Competency-based Approach to Dangerous Goods Training and Assessment	Refer to: • ICAO Doc. 9284, The Technical Instructions for the Safe Transport of Dangerous goods and • ICAO Doc. 10147, Guidance on a Competency-based Approach to Dangerous Goods Training and Assessment	

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7. General security aspects in aviation, including awareness of the provisions laid down in Regulation (EC) No 300/2008				4 hrs
Scope	Competencies: Knowledge/ Skills/ Attitudes to be acquired and demonstrated	Methodology	Equipment criteria	Duration
• Previous acts of unlawful interference; • Relevant national/international legal requirements; • Objectives and organisation of aviation security; • Reporting procedures; • Response to incidents.	• knowledge of previous acts of unlawful interference with civil aviation, terrorist acts and current threats; • awareness of the relevant legal requirements; • knowledge of the objectives and organisation of aviation security in their working environment, including the obligations and responsibilities of persons implementing security controls; • knowledge of reporting procedures; • appreciate the importance and demonstrate the ability to respond appropriately to security related incidents; • knowledge/understanding of the related tasks.	• Instruction/ facilitation • Scenario based training • Group discussion	• Classroom • Training equipment	

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8. Fire and smoke training				9,5 hrs
Scope	Competencies: Knowledge/ Skills/ Attitudes to be acquired and demonstrated	Methodology	Equipment criteria	Duration

General:
• fire chemistry;
• classification of different types of fires and the associated smoke and fumes in passenger cabin;
• hazards associated with on-board fires;
• lessons learned from past incidents and accidents;
• responsibility of cabin crew and importance to act promptly;
• special characteristics of fires in confined spaces;
• fume events in the cabin such as but not limited to:
  ○ sources and types of on-board fumes;
  ○ odour descriptors to recognize the presence of oil and hydraulic fluid fumes;
  ○ potential for impairment;
  ○ procedures to apply in fume events; and
  ○ reporting of fume events.
 	
Cabin crew duties & responsibilities:
• Fire prevention measures through monitoring and surveillance;
• frequent monitoring of areas presenting a potential fire risk such as but not limited to:
  ○ lavatories,
  ○ galleys,
  ○ electrical appliances,
  ○ IFE,
  ○ areas not accessible to passengers, etc.
• frequent monitoring of smoke detection systems;
• active surveillance of a smoking policy (including electronic cigarettes);
• responsibility of cabin crew and importance to act promptly and apply the required actions;
	• Understand fire chemistry, including the elements, which must be present for fire to occur (e.g., fuel, heat, oxygen, chemical reactions);
	• Identify the different classes of fire and possible sources on board;
	• Identify the hazards associates with on-board fires;
	• Gain awareness of past incidents and accidents and appreciate the lessons learned to enhance safety on board;
	• Understand the importance of early detection of fire;
	• Appreciate the importance and responsibility of cabin crew to act promptly to situation involving fire or smoke on board:
	• Identify characteristics of fires in confined spaces incl. associated restrictions;
	• Be able to identify smoke and fumes and understand their sources and characteristics to be able to differentiate their impact and actions which would be required;
	
	• Appreciate the importance of fire preventive measures and develop skills required to apply such practices on board;
	• Appreciate the responsibility of cabin crew to deal quickly with emergencies involving fire and smoke and the influence of the time factor on the detection and extinction of a fire on board;
	• Understand the differences between single cabin crew operations and multi-cabin crew operations and develop skills to manage such situation relevant to the type of operations;
	• Appreciate the importance of clear and effective communication during the event with crew and passengers;
	• appreciate the importance of informing the flight crew immediately and notifying the other crew members;
		• Instruction/ facilitation
		• Scenario based training
		• Group discussion
		• Hands-on training
		• Practical training
			• Classroom
			• Training equipment
			• Cabin training simulator
			• Fire-fighting training device	

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8. Fire and smoke training				9,5 hrs
Scope	Competencies: Knowledge/ Skills/ Attitudes to be acquired and demonstrated	Methodology	Equipment criteria	Duration
• single cabin crew operations versus multi-cabin crew operations; • effective communication with the crew and passengers • cabin crew actions for coordination and assistance in case fire and smoke are detected;	• develop skills to effectively communicate and coordinate with other crew members; • understand the risk of fire, smoke, and the associated fumes in an aircraft environment and in the cabin and the required crew actions to coordinate and assist; • demonstrate the ability to apply skills learned in scenario based training and simulated exercises;			

Fire-fighting equipment & systems:
• different types of firefighting and protection equipment commonly available in the cabin:
  ○ common types of extinguishing agents (Halon, water, Halotron etc.);
  ○ common types of protective breathing equipment (different types, models)
  ○ fire supressing system in an aircraft e.g., smoke detection systems in lavatories, crew rests, built-in extinguishing system etc.;
• the characteristics of various extinguishing agents;
• use and purpose of protective breathing equipment
• other relevant useful equipment such as crash axe, crowbar, protective gloves etc.
	• Acquire knowledge about commonly available fire-fighting equipment and systems;
	• Identify different types of extinguishing agents, understand their characteristics and purpose;
	• Identify common types of protective breathing equipment, their purpose and function;
	• Identify various fire supressing systems commonly available in aircraft, operations and understand their purpose and function;
	• Identify other equipment that are useful in supporting fighting fires on board;
		• Instruction/ facilitation
		• Scenario based training
		• Group discussion
		• Hands-on training
		• Practical training
			• Classroom
			• Training equipment
			• Cabin training simulator
			• Fire-fighting training device	

Fire-fighting techniques:
• means of fire/smoke detection (e.g., smell, auditory, visual, tactile).
• emphasis on the importance of identifying the actual source of the fire;
• the importance of a prompt identification of the required actions
• fire-fighting techniques as relevant to the location and source of the fire such as but not limited to:
  ○ galley and appliances e.g., oven,
  ○ lavatory,
	• Identify ways and develop skills to detect fire and smoke that could occur on board;
	• Appreciate the importance to identify the actual source of a fire and develop skills in the methods used in locating the source of a fire;
	• Appreciate the need to promptly identify the actions required upon identification of a source of fire;
	• Acquire knowledge of actions required for different source of fire;			

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8. Fire and smoke training				9,5 hrs
Scope	Competencies: Knowledge/ Skills/ Attitudes to be acquired and demonstrated	Methodology	Equipment criteria	Duration
○ electrical, ○ upholstery, ○ fires in confined space and behind panelling, ○ lithium batteries, etc. • application techniques of extinguishing agents; • appropriate measures when extinguishing various types of fires and the consequences of misapplication; • the use of protective breathing equipment including challenges to communication during its use; • post-extinguishing procedures; the necessity to monitor the area for a possible re-ignition;	• Develop skills in applying various techniques to fight fires relevant to an aircraft interior including common galley appliances, cabin equipment and furnishings, areas where a fire could ignite as well as confined areas and those which are less accessible etc. • Develop skills to apply different extinguishing agents; • Demonstrate ability to use a fire extinguisher, protective breathing equipment and further supporting equipment to extinguish fires relevant to an aircraft interior and coordinate actions; • Demonstrate ability of orientation in a smoke-filled environment while using a protective breathing equipment; • Identify post-extinguishing actions and appreciate importance to continue monitor the situation to prevent re-ignition;			
General procedures of ground emergency services at aerodromes: • Emergency services at aerodromes e.g., fire fighters, medical emergency services etc.; • General procedures of emergency services; • Coordination and communication with emergency services and their response time; • Examples of situations where emergency services actions are required on the ground, such as but not limited to: ○ Aircraft interior fire not under control; ○ Engine fires; ○ APU and engine torching; ○ Fuel spill/apron fires; ○ Fires on loading bridges; ○ Service vehicle fires etc.	• Acquire an awareness of the general procedures used by ground emergency services available at an aerodrome, their organisation and response time; • Identify available emergency services at aerodromes and their responsibilities; • Understand general procedures applied by emergency services in different emergency situations; • Appreciate the importance of communication and coordination with ground personnel involved in emergency services • Gain an understanding of various situations where emergency services would be needed to enhance survival;	• Instruction/ facilitation • Scenario based training • Group discussion • Hands-on training • Practical training	• Classroom • Training equipment • Cabin training simulator • Fire-fighting training device	

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9. Survival training				6,5 hrs
Scope	Competencies: Knowledge/ Skills/Attitudes to be acquired and demonstrated	Methodology	Equipment criteria	Duration
Types of survival situations and principles of survival in hostile environments: • polar; • desert; • jungle; • sea; **Basic principles of survival on land and at sea:** • protection; • location; • water; • food; • hygiene; **Crew actions:** • immediate post-emergency landing actions • caring for injured survivors and administering first-aid; • leadership and motivational techniques in survival situations; • ground-to-air signals; • existence and use of signalling devices; • cooperation with rescue services and awareness of their actions;	• knowledge of situations where survival in hostile environments would be relevant; • identify the hazards inherent to the different hostile environments such as polar, desert, jungle, and sea; • understand the post-impact/post-emergency landing actions and appreciate the will to survive and importance of motivating other in survival situations; • understand the basic principles of survival on land and at sea and identify relevant measures and actions required for each type of hostile environment; • knowledge on utilising available aircraft equipment and other items on land (e.g., for building a shelter); • appreciate the importance of leadership in survival situations and develop skills to manage survivors – passengers and crew members including allocating tasks; • identify post-emergency landing survival actions and develop skills to apply such techniques; • develop leadership skills required to lead survivors and apply motivational techniques that would support cooperation and accomplishment of survival tasks; • understand ground-to-air signals, their purpose and acquire knowledge on common signalling devices as well as be able to use them; • understand cooperation with rescue services and awareness of their actions to best coordinate rescuing of survivors;	• Instruction/ facilitation • Scenario based training • Group discussion • Hands-on training • Practical training	• Classroom • Training equipment • Pool for ditching wet drill practical exercise	

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9. Survival training				6,5 hrs
Scope	Competencies: Knowledge/ Skills/Attitudes to be acquired and demonstrated	Methodology	Equipment criteria	Duration

Water survival and equipment:
• personal flotation equipment;
• use of slide-raft, life-raft, or similar equipment in water:
  ○ Effective raft management (e.g., distribution of passengers, deploying sea anchor, etc);
  ○ Erecting the raft canopy;
  ○ Raft maintenance (e.g., leak stoppers/clamps, topping up buoyancy chambers, etc.);
  ○ Distribution of duties to passengers;
• survival kits and use of contents;
• survival techniques in water (individual and as a group);
	• knowledge on different types of personal flotation equipment designed for adult, children, and infants;
	• general knowledge on different types of rafts and slide rafts including associated equipment designed for use in case of a ditching;
	• develop skills to use personal flotation equipment and a slide-raft, life-raft, or similar equipment in water;
	• knowledge on survival techniques in water both as an individual and as a group;
	• demonstrate ability to use available flotation equipment and don personal flotation equipment in water;
	• demonstrate ability to apply skills and techniques in using a slide-raft, life-raft, or similar equipment in water;
	• develop skills to use the contents of common survival kits;
		• Instruction/ facilitation
		• Scenario based training
		• Group discussion
		• Hands-on training
		• Practical training
			• Classroom
			• Training equipment
			• Pool for ditching wet drill practical exercise	

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Appendix 2 Skill assessment checklists

This Appendix contains an example of skill assessment checklists for the practical parts of the examination process.

1. First-aid: cardiopulmonary resuscitation exercise

	1	2	3	4	5
Check the scene is safe	☐	☐	☐	☐	☐
Trainee should establish and verbalise scene safety look for loose wires, pools of blood or anything that would harm them or the casualty.					

	1	2	3	4	5
Establish responsiveness	☐	☐	☐	☐	☐
Trainee should shake the shoulders of the casualty and attempt verbal communication to the casualty.					

	1	2	3	4	5
Implement response plan – Get Help	☐	☐	☐	☐	☐
The trainee must shout for help / seek assistance.					

	1	2	3	4	5
Open airway	☐	☐	☐	☐	☐
The trainee must demonstrate the correct techniques by placing one hand on the forehead and two/three fingers on the chin bone ensuring casualty's head is tilted back. Head tilt, chin lift.					

	1	2	3	4	5
Check breathing for 10 seconds	☐	☐	☐	☐	☐
Trainee must look, listen, and feel for a full 10 seconds. They must place their cheek close to the casualty's mouth looking down the casualty's body and look at the chest for the rise and fall of breathing.					

	1	2	3	4	5
Helper arrives on scene	☐	☐	☐	☐	☐
Trainee asks for pocket face mask and gloves. Inform CAPT and SCCM, PA for medical personnel and requests the AED					

	1	2	3	4	5
Chest compressions commences immediately	☐	☐	☐	☐	☐
Trainee places hands in correct position (middle of the chest) fingers interlocked with heel of lower hand in contact with chest and immediately begins 30 compressions (1.5 – 2inches) at a rate of 100/120 per minute.					

	1	2	3	4	5
Delivers effective rescue breaths	☐	☐	☐	☐	☐
After 30 compressions trainee delivers effective rescue breaths. Mask is positioned correctly and securely over mouth and nose, and two effective rescue breaths are achieved. The trainee should only attempt a maximum of two breath. If breaths fail to deliver trainee must immediately continue chest compressions.					

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