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1.0 INTRODUCTION

The European Regulation (EU) 1178/2011, as amended, details the rules for the licensing of aircrew subject to EASA regulation. Part-ORA contains information with regards to the approval of Pilots Approved Training Organisations and Part-CC the cabin crew attestation.

1.1 Purpose of This Document

This document has been established to serve the following purposes:

- Give guidance to new organisations to ensure that an application made for the initial approval will satisfy EASA and TM-CAD requirements
- Give guidance of administrative arrangements and legal matters particular to Malta
- ensure the process and procedures are understood by the organisation TM-CAD regulates and to ensure continued compliance

1.2 General

All organisations offering courses to which information in this document relates to must be approved as a CCTO.

Organisation seeking approval are to be in possession of the latest version of EASA Aircrew Regulation Part-CC, Part-ARA, Part-ORA and the Basic Regulation.

1.3 Who can apply

An organisation must be an “Cabin Crew Training Organisation” (CCTO) in order to provide training for the issue of a cabin crew attestation.

Organisations that wish to conduct cabin crew training with a Malta CCTO must initially meet the below requirements:

- Organisation must be registered within the Malta Business Register;
- Organisation must be in possession of a Malta VAT number;
- All records (student, instructor, management decisions, etc) must be avaiable for an on-site inspection (overight or ad-hoc) at the Malta head office.
- Approved classrooms shall be at adequate facility inspected by TM CAD as below (hotel rooms are not considered as adequate)

2.0 PREPARATION FOR INITIAL APPROVAL OR VARIATION TO AN EXISTING APPROVAL

2.1 Prior to Application

Prior to application the organisation must state if training is conducted at multiple locations. All sites will be subject to approval and onsite inspections/oversight (including contracted organisations).

2.2 Applying

The process flow chart in Appendix 1 shall be followed for the initial application. In detail guidance shall be provided by TM-CAD PEL department upon application.

2.3 Fees

Fees and charges are published under the Malta ANA (Cap 641), together with its associated Regulatory Instruments issued pursuant to Article 5 and are payable upon application. Thereafter a continuation charge is made on the 1st week of each year of initial approval date. Please note that for reasons of security, only e-banking transfers to our account are accepted.

2.4 Timescale

When making an application for initial approval, or to vary an existing approval a CCTO shall ensure that any documents provided are compliant to the EASA regulation, ICAO documentation (if applicable) and to TM-CAD procedures. Applications are processed in order of receipt. If documentation is not compliant this will delay the approval process.

2.5 Language

TM-CAD will only approve courses and documentation in the English language.

2.6 Items Required for Submission for Initial Application

- 3 year Business plan
- Application Form TM/CAD/0171 completed and signed
- CCTO Manuals
- Fee according to ANA and associated Regulatory Instruments pursuant
- Application Form TM/CAD/0419 completed and signed for each nominated person including CVs and relevant certificates
- TM-CAD completed checklists
- Proof that the organisation has established Malta as their principal place of business

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Additional Items Required

- The manual shall contain a floor plan with dimensions and maximum number of students per room.
- Training material, including PPTs, handouts, and CBT access (syllabus must be in accordance with Appendix 2).

2.7 Records

Records shall be maintained in Malta and these shall be easily accessible for inspections, including for any ad-hoc inspections.

2.8 Facilities

All training facilities used for the purpose of training are to be conducted in a suitable environment that is conducive to the learning environment of cabin crew. It is expected that training elements that require demonstrative exercises to enhance the knowledge of the participants are conducted in a simple aircraft setting and seating environment. The setting could include elements from an actual aircraft such as seats, overhead compartments, wallpaper or posters to create a look of an inside panel of the aircraft.

TM CAD will assess whether the proposed facilities and set up allows for the accomplishment of the training elements of the initial attestation training.

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3.0 MAXIMUM AMOUNT OF STUDENTS

A maximum of 20 trainees per trainer is recommended in a classroom environment.

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

For practical training, the number of trainees should not exceed 10 persons per trainer.

In case of additional trainees, the CCTO is to seek prior approval by TM-CAD which will be given on a case-by-case instance.

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4.0 COURSE PROGRAM

4.1 Minimum training hours

The recommended minimum training time (excluding breaks but including examinations) for the conduct of Initial training is 95 hours. See Appendix 2 for specific subject duration. Classroom-based instruction will not normally exceed 8 hours (excluding breaks). For virtual instruction, effective online teaching time shall not exceed 5 hours per day, and a break of at least 20 minutes must be scheduled for every hour of virtual instruction. Refer to Pel Notice 78. Each student must be scheduled for a minimum rest period of 1 day within any consecutive period of 7 days. Any requests for deviations from these requirements must be submitted for approval and will be assessed on a case-by-case basis.

A certain level of flexibility in determining the hours assigned to each training element can be substantiated by the CCTO to TM-CAD. In this regard, a case shall be submitted to TM-CAD at the initial application stage indicating clearly how the same level of training will be attained by the organisation.

4.2 Learning Objectives/ Syllabus

Table 1 included in Appendix 2 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.

4.2.1 Dangerous Goods move towards Competency-Based Training

In line with ICAO Doc 10147, TMCAD expects to see a competence-based approach to dangerous goods training and assessment for personnel involved in the transport of cargo, mail, passengers and baggage by air in accordance to the candidate's role.

The following are the tasks the cabin crew would typically perform and for which training and assessment would therefore be required.

5. Accepting passenger and crew baggage
5.2 Accept baggage
5.2.1 Apply operator requirements
5.2.2 Verify passenger baggage requirements
5.2.3 Advise pilot-in-command

6. Transporting cargo/baggage
6.2 Manage dangerous goods pre- and during flight
6.2.1 Detect presence of dangerous goods not permitted in baggage
6.2.2 Interpret NOTOC
6.2.3 Apply procedures in the event of an emergency
6.2.4 Inform flight operations officer/flight dispatcher/air traffic control in the event of an emergency

6.2.5 Inform emergency services of the dangerous goods on board in the event of an emergency

7. Collecting safety data

7.1 Report dangerous goods accidents

7.2 Report dangerous goods incidents

7.3 Report undeclared/misdeclared dangerous goods

7.4 Report dangerous goods occurrences

4.3 Theoretical Examination

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). The examination method to be used shall be specified in the CCTO manual. This shall include the below:

1) The maximum number of trainees per examination (this is dependant if it is computer-based or classroom-based or oral-based).
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) Several different examination papers are required (the amount is dependant of the predicted trainee amount)
5) The overall theoretical examination shall consist of 100 questions as a minimum. Furthermore, candidates are to be given a briefing ensuring that a 100% knowledge (theoretical examination and practical assessments) is attained.
6) The following theoretical knowledge examination question types may be used: multiple choice, multiple response, true/false
7) Where the training provider uses oral and/or practical assessments as part of the examination process these may be accepted by TM-CAD but questions must be standardised and processes must be documented adequately.
8) Unless needed for the test (e.g., dangerous goods, check lists), the presence of any auxiliary material is not permitted during the examination.
9) The candidates who will be issued with a Cabin Crew Attestation shall reach a minimum of 80% success rate in theoretical knowledge examination and pass the practical examination as stated in section 4.4.

4.4 Practical Examination

Practical examination shall be conducted on the subjects of first-aid, fire and smoke and water survival and shall 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 slide raft 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.

The candidates who will be issued with a Cabin Crew Attestation shall pass the theoretical examination as stated in section 4.3 and reach a minimum overall score of 3 in each practical examination (see Appendix 3 for example of skill assessment scoring form).

Scoring matrix:

The following scoring matrix provides an insight on how to effectively score practical knowledge and skills. The matrix is based on a competency template and uses a numeric system to aid the trainer with scoring and aids the trainee in understanding areas of improvement or learning from the assessment.

Score		Competency Grades
FAIL	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.
PASS	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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5.0 FAILURE PROCEDURE

If trainee fails to meet the established standards for the theoretical examination or practical examination, the examinations shall be repeated. The CCTO shall determine when re-training is required prior to the repeat examination. This should be determined by the grade the trainee achieves.

The repeat theoretical knowledge examination shall not be identical by at least 50% of the questions.

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6.0 NOMINATED PERSONS

The key personnel in an organisation must be notified to TM-CAD. See flow chart in Appendix 1 for documentation needed and the guidance from the EASA regulations with regards to requirements for nominated person positions. TM-CAD interviews the below persons:

Accountable Manager

The requirements and qualifications for the Accountable Manager can be found in Part-ORA.GEN.200 and PEL notice 89.

Safety Manager

The requirements and qualifications for the Safety Manager can be found in PEL notice 89.

Compliance Manager

The requirements and qualifications for the Compliance Manager can be found in AMC1 ORA.GEN.200

Head of Training

The assigned person responsible for training. This person shall have adequate experience in cabin crew training procedures and regulations.

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7.0 CABIN CREW INSTRUCTORS AND EXAMINERS

Reference of the requirements and pre-requisites for Cabin Crew Instructors and Examiners can be found in Regulation (EU) 2018/1139 as listed below:

Cabin Crew Instructors

Instruction must be given by appropriately qualified instructors. Those instructors must:

(a) have appropriate knowledge in the field where instruction is to be given;

(b) be capable of using appropriate instructional techniques; and

(c) receive regular refresher training to ensure that the instructional standards are maintained up to date.

The TM-CAD interpretation of the above is that the instructor shall:

- Hold or have held an EASA Attestation
- Have Senior Cabin Crew Experience or an equivalent level of experience accepted by TM-CAD
- Have undergone a course in instructional techniques
- Cabin Crew Instructors who are also subject matter experts shall meet the requirements specified in Section 7.1.

The regularity of the refresher training shall be determined by the CCTO and approved by TM-CAD. As guidance to the PEL Unit, an adequate regularity is at least yearly.

7.1 Subject Matter Experts requirements

Subject matter experts who are not necessarily cabin crew instructors, shall hold Instructional Techniques qualification to instruct in their area of expertise. Furthermore, they shall meet the below criteria:

(a) For **Dangerous Goods** modules the instructor shall have completed an adequate training program in line with current obligatory requirements

(b) For **CRM** modules the instructor shall be a qualified CRM Trainer

(c) For **Aero-Medica**l modules the instructor shall be a qualified First Aid Trainer or equivalent

(d) For practical **Fire** Fighting modules, the instructor shall be a qualified Fire Fighting Instructor/Fire Fighter or equivalent.

(e) For **Security** modules the instructor shall be a qualified Security Trainer or equivalent

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7.2 Cabin crew Examiners

Persons responsible for examination of cabin crew must:

(a) meet the requirements for cabin crew instructors; and

(b) be capable of assessing cabin crew performance and conducting examinations

The examination(s) should be conducted by personnel who are qualified as above 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 will be considered by TM-CAD for removal.

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8.0 PROGRESS OF APPLICATION

8.1 Review of manual, Examinations and Supporting Documentation

Manuals put forward for initial approval shall be in electronic format and placed on the TM-CAD online platform called Centrik (Access codes will be provided once application is received).

Organisations that wish to apply for approval to provide cabin crew training and issue cabin crew attestations shall state how the required procedures are documented.

Reference Regulation:

(1) Commission Regulation (EU) No 1178/2011 laying down technical requirements and administrative procedures related to civil aviation aircrew.

Reference Material:

(1) Annex V (Part CC) and Guidance Material to Part-CC and
(2) Annex VI
(3) EASA Guidelines on Initial Cabin Crew Training
(4) ICAO Doc 10002
(5) ICAO Technical Instructions – ICAO Doc 9284

8.2 On-site Inspection of Facilities

Prior to the approval an inspection of the facilities shall be conducted to ensure full compliance with the applicable requirements. When more than one facility is applied for, then the inspection of these facilities shall also be conducted.

8.3 Inspection of Training

Once a CCTO approval is given, the organisation shall keep TM-CAD informed of the first training planned and TM-CAD has the authority to attend this training as part of the approval process.

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9.0 CONTINUED OVERSIGHT

Once a CCTO has been issued with an approval it is subject to continued oversight of the management system, documentation, training and other areas required by TM-CAD.

9.1 Oversight Planning Cycle

The frequency of the audit is based on a risk-based concept. Nevertheless, the first oversight inspection will be conducted after 12 months of the issue date of the CCTO.

9.2 Desk-top audits, Ad-hoc/ unannounced inspections

TMCAD may, at any point, conduct unannounced or ad-hoc inspections as required by the oversight program.

In accordance with national laws, Regulation (EU) No. 2018/1139 and its relevant implementing rules, Organisations shall provide full access to any documentation, records, equipment, aircraft and facilities which the Director may wish to inspect or examine.

In this regard, the interpretation of providing access to documentation, for the purpose of examining or inspecting data, may mean one or more of the below:

- Onsite physical access to documents, records, data, a system, aircraft, facility, etc.
- Direct access to a database or system through password access (NB: only viewing rights are required) for retrieval of data, documents, records, etc.
- Submission to TMCAD, electronic or physical copies of the data, documents or records for an analysis to be conducted offsite.

The means of access to the above shall be agreed upon by TMCAD with the Organisation. If access cannot be given a non-compliance shall be issued.

9.4 Changes to the organisation

All changes requiring prior approval must be submitted to the authority for approval. For other changes not-requiring prior approval, the CCTO must have a procedure in the manual for these changes in accordance with ORA.GEN.130.

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10.0 REVOCATION, SUSPENSION OR VARIATION/ LIMITATION OF AN APPROVAL

In case of any significant non-compliance to the regulations or with the terms of approval which reduces safety or seriously hazards flight safety (ARA.GEN.350(b) and/or ARA.GEN.330(b)) TM-CAD will raise a Level 1 finding and thus TM-CAD will prohibit, limit or suspend activities of the organisation. When the non-compliance “could” reduce safety or hazard flight safety as indicated in ARA.GEN.350(c), the competent authority will raise a Level 2 finding.

10.1 Non-compliances

Any Findings shall be issued and addressed through Centrik. Access codes shall be provided upon approval of the CCTO to the compliance manager.

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11.0 CONTINUATION OF APPROVAL

11.1 Approval validity period

Organisation approvals are non-expiring; however this is subject to a continuation recommendation every 12 or 24 months from the date of issue. This is raised by the TM-CAD Inspector following the audit programme.

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12.0 USEFUL INFORMATION

- Malta ANA and associated Regulatory Instruments issued pursuant to Article 5.
- PEL Notice 89

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CIVIL AVIATION DIRECTORATE

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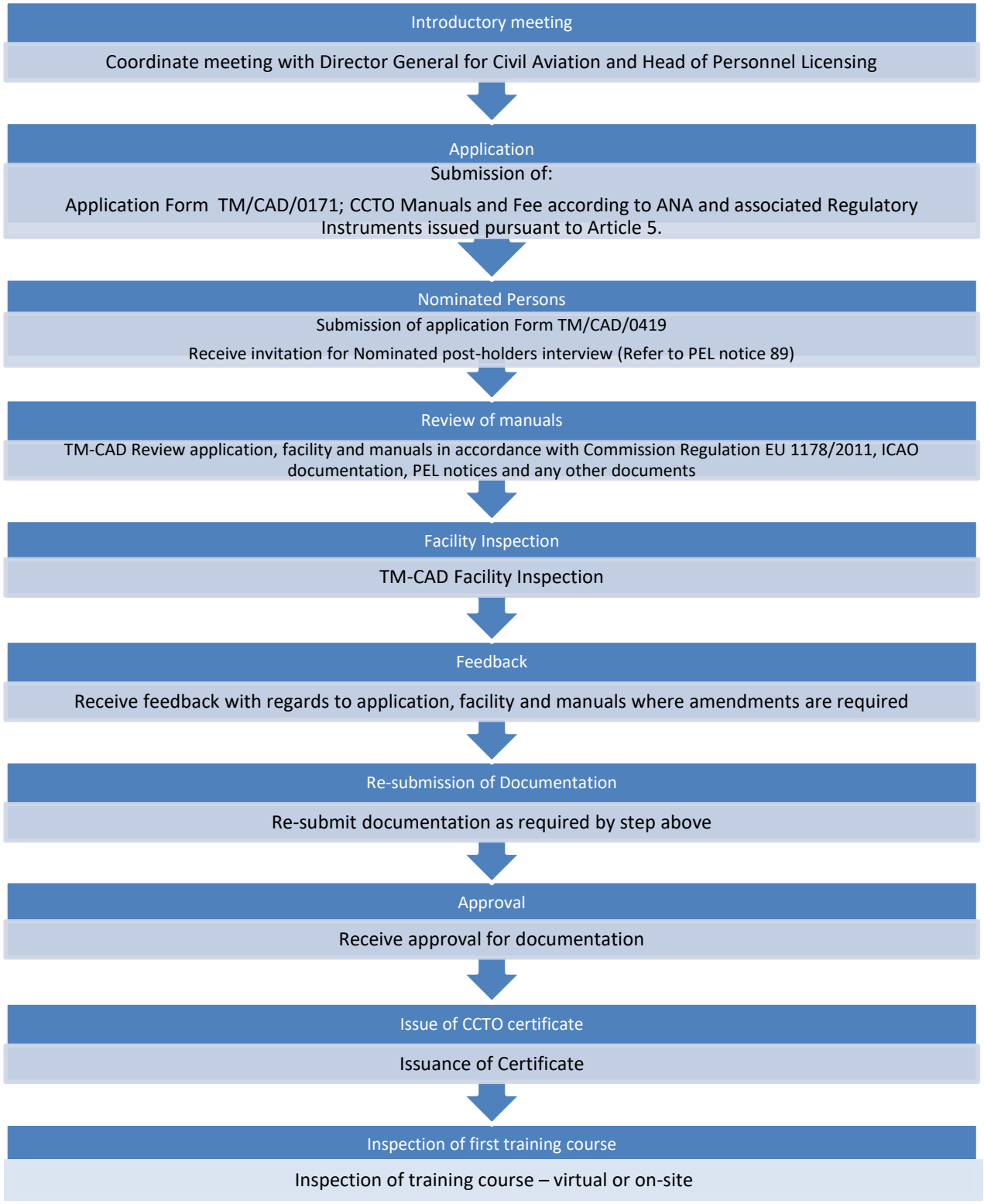
APPENDIX 1



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APPENDIX 2

1. General theoretical knowledge of aviation and aviation regulations covering all elements relevant to the duties and responsibilities required from cabin crew Duration 19.5 hours			
Scope	**Competencies:** **Knowledge/ Skills/ Attitudes to be acquired and demonstrated**	**Methodology**	**Equipment criteria**

Aviation terminology, theory of flight, passenger distribution, areas of operation, meteorology, and effects of aircraft surface contamination:
<u>Aviation terminology:</u>
• 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.
 	
<u>Theory of flight:</u>
• 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.
 	
<u>Meteorology and effects of aircraft surface contamination:</u>
• 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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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 competent 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

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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
• 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.
	• 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;
	• 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 & 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;
		• Instruction/ facilitation
		• Scenario based training
		• Group discussion
		• Practical exercise
			• Classroom
			• Classroom with cabin representative seating
			• Mockup
			• Cabin simulator

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2. Communication Duration 6.5 hours			
Scope	**Competencies:** **Knowledge/ Skills/ Attitudes to be acquired and demonstrated**	**Methodology**	**Equipment criteria**

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) Duration 13 hours			
Scope	**Competencies:** **Knowledge/ Skills/ Attitudes to be acquired and demonstrated**	**Methodology**	**Equipment criteria**
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: • 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 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; • 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.	• Instruction/ facilitation • Scenario based training • Group discussion	• Classroom

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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;		
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;	• 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		

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• 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; 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 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;	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; • 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; • 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;		

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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; 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;	• 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; • 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;		

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

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;
  ○ 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;
	• 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;
	• 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;
		• Instruction/ facilitation
		• Scenario based training
		• Group discussion
		• Hands-on training
		• Practical training
			• Classroom
			• Training equipment
			• Cabin training simulator

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; **Carriage of live animals:** • Categories • Precautions • Associated procedures **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.	• 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; • 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; • 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 & cabin service items; • appreciate adherence to such procedures;	• Instruction/ facilitation • Scenario based training • Group discussion • Hands-on training • Practical training	• Classroom • Training equipment • Cabin training simulator

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Turbulence:
• Types of turbulences;
• Associated precautions:
  ○ discontinuation of cabin services;
  ○ securing the cabin where possible etc.;
 	
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).
	• 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;
	
	• 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 Duration 16.5 hours			
Scope	**Competencies: Knowledge/ Skills/ Attitudes to be acquired and demonstrated**	**Methodology**	**Equipment criteria**
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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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: o causes, o signs and symptoms, o how to deal with air sickness, o available medication and precaution, • gastro-intestinal disturbances: o causes and type of disturbance, o signs and symptoms; o apply measures as per cause of disturbance; • hyperventilation: o causes, o signs and symptoms, o first aid measures • burns: o classification by degree and causes, o signs and symptoms; o factors determining seriousness; o complications; o first aid procedures; • wounds and soft tissue injuries: o types of wounds; o associated types of bleeding such as venous, arterial, external, internal etc. o signs and symptoms of severe bleeding; o prevention of contamination and infection of wounds o dressings, bandages, slings etc. o first aid for wounds and external bleeding o wounds with embedded objects o first aid for suspected internal bleeding;	• 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; • 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;		

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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;		

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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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; 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;	• 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; • 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;		

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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; 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;	• 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; • 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;		

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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; • 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
	• 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;		

• 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;
	• 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;		

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6. Dangerous goods in accordance with applicable ICAO Technical Instructions Duration 6.5 hours			
Scope	**Competencies: Knowledge/ Skills/ Attitudes to be acquired and demonstrated**	**Methodology**	**Equipment criteria**
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

7. General security aspects in aviation, including awareness of the provisions laid down in Regulation (EC) No 300/2008 Duration 4 hours			
Scope	**Competencies: Knowledge/ Skills/ Attitudes to be acquired and demonstrated**	**Methodology**	**Equipment criteria**
• 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 Duration 9.5 hours			
Scope	**Competencies: Knowledge/ Skills/ Attitudes to be acquired and demonstrated**	**Methodology**	**Equipment criteria**

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;
• 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;
	• 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;
	• 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;
		• Instruction/ facilitation
		• Scenario based training
		• Group discussion
		• Hands-on training
		• Practical training
			• Classroom
			• Training equipment
			• Cabin training simulator
			• Fire-fighting training device

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.
 	
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,
  ○ 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;
	• 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;
	
	• 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;
	• 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;
		• 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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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;		

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9. Survival training Duration 6.5 hours			
Scope	**Competencies: Knowledge/ Skills/ Attitudes to be acquired and demonstrated**	**Methodology**	**Equipment criteria**
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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APPENDIX 3

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.***	☐	☐	☐	☐	☐
Establish responsiveness ***Trainee should shake the shoulders of the casualty and attempt verbal communication to the casualty.***	☐	☐	☐	☐	☐
Implement response plan – Get Help ***The trainee must shout for help / seek assistance.***	☐	☐	☐	☐	☐
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.***	☐	☐	☐	☐	☐
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.***	☐	☐	☐	☐	☐
Helper arrives on scene ***Trainee asks for pocket face mask and gloves. Inform CAPT and SCCM, PA for medical personnel and requests the AED***	☐	☐	☐	☐	☐
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.***	☐	☐	☐	☐	☐
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.***	☐	☐	☐	☐	☐

PERSONNEL LICENSING SECTION