

# FOCA Functions list, Training needs & Type of training (as of 01.01.2023)

**Please note:** The information contained in this document is subject to change.

- This document is a guide to assist industry stakeholders in the implementation of the competency-based training and assessment (CBTA) approach.
- The establishment of the training program is the responsibility of the employer.
- Regardless of whether the recommendations in this table are adopted or not, the stakeholders will have to provide to the FOCA upon request evidences that their training program is efficient.

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<b>FUNCTIONS</b> <i>With reference to ICAO Tis Part 1 Chapter 4.1.1, the following list reflects the functions identified potentially involved in DG transport. This list may not be exhaustive.</i>  <i>Note:</i> <i>In the logic of Doc. 10147 (ICAO DG CBT guidance), a role can be understood as a former job-title.</i>  <i>For two different entities, the same role/job-title can refer to different functions.</i> <i>A function is a set of tasks.</i>	<b>Entity dealing with DG as cargo?</b>	<b>TRAINING NEEDS</b> <i>Remarks:</i> <ol style="list-style-type: none"> <li>1. The objectives of training are defined in accordance with ICAO Tis, Part 1, 4.2 Objective of dangerous goods training (a), b), c)) (IATA DGR reference: 1.5.1.2)</li> <li>2. For the functions aimed at ensuring that DG are transported in accordance with the Technical Instructions, a full training (= a + b + c) is mandatory</li> <li>3. For the same function, training requirements may differ from one entity to the other, depending on its organization/risk profile.</li> <li>4. As for the functions related to operators, the analysis is <b>based on commercial air transport (CAT) and specialized operations (SPO)</b></li> </ol>	<b>TYPE OF TRAINING</b> <i>Remarks:</i> <i>The type and definition of type of training as well as the respective methods/techniques (training format) are attached to this document</i> <i>Minimum type of DG training = Recommended type of training, which can be combined with any other type of training</i> <ol style="list-style-type: none"> <li>1. <b>TRADITIONAL CLASSROOM LEARNING</b> (theoretical face-to-face training, not necessarily include practical training)</li> <li>2. <b>PRACTICAL LEARNING</b> (face-to-face training in an operational and/or simulated environment)</li> <li>3. <b>DISTANCE LEARNING</b> (different locations)               <ol style="list-style-type: none"> <li>3.1. Synchronous (real-time interaction)</li> <li>3.2. Asynchronous (without real-time interaction)</li> </ol> </li> <li>4. <b>SELF-LEARNING</b></li> <li>5. <b>BLENDED LEARNING</b> (combination of several types 1-4)</li> </ol>



**OPERATORS** (including entities carrying out some or all of the functions of an operator)

Functions	Entity dealing with DG as cargo?	Training needs		Type of Training	
		Mandatory (M) / Recommended (R)	Objective of DG training	Min. Type of DG training: Initial (*all allowed)	Min. Type of DG training: Recurrent (*all allowed)
<b>MANAGEMENT / ORGANISATION PERSONNEL</b>					
• Nominated persons (as defined in ORO.AOC.135 a))	Y	R (see requirements for operational point of contact for DG)	a	*	*
	N	M	if no other DG operational point of contact appointed: a + c	*	*
		n/a	if other DG operational point of contact appointed: n/a	n/a	n/a
• Operational point of contact for DG (including DG coordinators abroad)	Y	M	a + b + c	1 or 3.1	1 or 3
	N	R	if designated: a + b + c	*	*
• Personnel in charge of <b>establishing and maintaining the</b> DG training programme (e.g. training needs analysis etc.)	Y	M	a + b	1 or 3	1 or 3
	N	M	a + b	1 or 3	1 or 3
• Personnel in charge of auditing DG topics/supervising	Y	M	a + b* + c *See remark 3	1 or 3.1	1 or 3
	N	M	Where applicable: a	(if M: *)	(if M: *)
• Personnel in charge of auditing / supervising (not DG related)	Y/N	R	a	*	*
• Personnel in charge of collecting safety data	Y	R	a	*	*
	N	R	a	*	*
<b>PREPARING CONSIGNMENTS (COMAT)</b>					
	Y	M	a + b + c	(1 or 3.1) and 2	1 or 3
	N	M	a + b + c	(1 or 3.1) and 2	1 or 3

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Functions	Entity dealing with DG as cargo?	Training needs		Type of Training	
		Mandatory (M) / Recommended (R)	Objective of DG training	Min. Type of DG training: Initial (*all allowed)	Min. Type of DG training: Recurrent (*all allowed)
<b>ORGANIZING DG TRANSPORT</b>					
<ul style="list-style-type: none"> <li>Personnel responsible for the planning of aircraft loading (such as loadmasters...)</li> </ul>	Y	M	a + b + c	(1 or 3.1) and 2	*
	N	M	a + c	*	*
<ul style="list-style-type: none"> <li>Flight operations officers and flight dispatchers</li> </ul>	Y	M	a + b + c	(1 or 3.1) and 2	*
	N	M	a	*	*
<ul style="list-style-type: none"> <li>Applying for approvals and exemptions according to ICAO TIs Part 1, Chapter 1</li> </ul>	Y	M	a + b	(1 or 3.1)	(1 or 3)
<b>CUSTOMER SERVICE DESK</b>					
<ul style="list-style-type: none"> <li>Personnel in charge of passengers' and/or cargo booking/selling, answering questions, handling claims, etc.</li> </ul>	Y / N	M	a + b	1 or 3.1	*
Accepting passenger and crew baggage (check-in), managing aircraft boarding areas and other tasks involving direct passenger contact at an airport	Y / N	M	a + b + c	1 or 3.1	1 or 3
<b>PROCESSING OR ACCEPTING GOODS (CARGO)</b>					
<ul style="list-style-type: none"> <li>Dangerous goods consignments</li> </ul>	Y	M	a + b + c	(1 or 3.1) and 2	(1 or 3) and 2
<ul style="list-style-type: none"> <li>Goods presented as general cargo</li> </ul>	N	M	a + b + c	(1 or 3) and 2	(1 or 3) and 2
<b>HANDLING</b>					
<ul style="list-style-type: none"> <li>Handling of baggage</li> </ul>	Y / N	M	a + b + c	1 or 3.1	1 or 3
<ul style="list-style-type: none"> <li>In a warehouse</li> </ul>	Y	M	a + b + c	(1 or 3.1) and 2	(1 or 3) and 2
	N (= only general cargo)	M	a + b + c	*	*

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Functions	Entity dealing with DG as cargo?	Training needs		Type of Training	
		Mandatory (M) / Recommended (R)	Objective of DG training	Min. Type of DG training: Initial (*all allowed)	Min. Type of DG training: Recurrent (*all allowed)
<ul style="list-style-type: none"> <li>Loading and unloading unit load devices and/or aircraft cargo compartments</li> </ul>	Y	M	a + b + c	(1 or 3.1) and 2	(1 or 3) and 2
	N	M	a + b + c	*	*
<b>MANAGING DG IN-FLIGHT</b>					
<ul style="list-style-type: none"> <li>Flight crew</li> </ul>	Y	M	a + b + c	(1 or 3.1) and 2	* and 2
	N	M	a + b + c	*	*
<ul style="list-style-type: none"> <li>Cabin crew</li> </ul>	Y / N	M	a + b + c	(1 or 3.1) and 2	(1 or 3) and 2
<ul style="list-style-type: none"> <li>Personnel with a function related to the cargo</li> </ul>	Y	M	a + b + c	(1 or 3.1) and 2	(1 or 3) and 2
	N	R	a + c	*	*
<ul style="list-style-type: none"> <li>Task specialists (SPO)</li> </ul>	Y	M	a + b + c	(1 or 3.1) and 2	(1 or 3) and 2
	N	R	a	*	*
<b>TRAINING AND ASSESSMENT STAFF</b>					
<ul style="list-style-type: none"> <li><del>developing the training and assessment content</del></li> </ul>	Please refer to document "4. New Instructor & Assessor qualification requirements"				
<ul style="list-style-type: none"> <li>Conducting the training (instructors)</li> </ul>					
<ul style="list-style-type: none"> <li>Conducting assessment</li> </ul>					

REMOVED

## ENTITIES OTHER THAN OPERATORS

Functions	Entity dealing with DG as cargo?	Training needs		Type of Training	
		Mandatory (M) / Recommended (R)	Objective of DG training	Min. Type of DG training: Initial (*all allowed)	Min. Type of DG training: Recurrent (*all allowed)
<b>MANAGEMENT/ORGANISATION PERSONNEL</b>					
• Airports: personnel in charge of Safety and Security	Y / N	M	a + c	(1 or 3.1) and 2	(1 or 3) and 2
• Personnel in charge of establishing and maintaining the DG training programme (e.g. training needs analysis etc.)	Y	M	a	(1 or 3.1) and 2	(1 or 3) and 2
	N		n/a	n/a	n/a
• Personnel in charge of auditing DG topics	Y	M	a + b* + c <i>*see remark 3</i>	1 or 3.1	1 or 3
	N		n/a	n/a	n/a
• Personnel in charge of collecting safety data	Y	R	a	*	*
	N	R	a	*	*
<b>FUNCTIONS OF PERSONNEL INVOLVED IN THE PREPARATION OF DANGEROUS GOODS CONSIGNMENTS</b>					
• Personnel responsible of the classifying and identifying DG	Y	M	a + b + c	(1 or 3.1) and 2	(1 or 3) and 2
• Personnel responsible of packaging performance tests (shippers' personnel)	Y	R	a	*	*
• Personnel responsible of selecting/ordering DG packaging	Y	R	a	*	*
• Personnel responsible of preparing DG consignments (package and documentation)	Y	M	a + b + c	(1 or 3.1) and 2	(1 or 3) and 2

MODIFIED

MODIFIED



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		Mandatory (M) / Recommended (R)	Objective of DG training	Min. Type of DG training: Initial (*all allowed)	Min. Type of DG training: Recurrent (*all allowed)
<b>PERSONNEL INVOLVED IN THE ORGANIZATION OF CARGO TRANSPORT</b>					
<ul style="list-style-type: none"> <li>Cargo booking/selling</li> <li>Organizing and coordinating shipments via multimodal transport (e.g. freight forwarders, brokers, etc.)</li> <li>Preparing transport documents required such as the Airway Bill, Cargo manifest, etc.</li> </ul>	Y	M	a + b	(1 or 3.1)	(1 or 3)
	N	M	a + b	(1 or 3.1)	(1 or 3)
<ul style="list-style-type: none"> <li>Applying for approvals and exemptions according to ICAO TIs Part 1, Chapter 1</li> </ul>	Y	M	a + b	(1 or 3.1)	(1 or 3)
<b>CUSTOMER SERVICE DESK</b>					
<ul style="list-style-type: none"> <li>Personnel in charge of answering questions, handling claims, etc.</li> </ul>	Y	M	a + b	(1 or 3.1)	*
	N	R	a + b	(1 or 3)	*
<b>PERSONS RESPONSIBLE FOR PASSENGER AND BAGGAGE</b>					
Personnel responsible for the screening of passengers and crew and their baggage, cargo and mail.	-	M	a + b + c	(1 or 3.1) and 2	(1 or 3) and 2
Passenger baggage accepting and handling (incl. at baggage drop off points)	-	M	a + b + c	(1 or 3.1) and 2	(1 or 3) and 2
Passenger baggage handling	-	M	a + b + c	(1 or 3.1) and 2	(1 or 3) and 2
<b>PERSONS RESPONSIBLE FOR PROCESSING AND HANDLING CARGO, BAGGAGE OR MAIL</b>					
<ul style="list-style-type: none"> <li>In a warehouse,</li> </ul>	Y	M	a + b + c	(1 or 3.1) and 2	(1 or 3) and 2
	N (= only general cargo)	M	a + b + c	(1 or 3.1) and 2	(1 or 3) and 2
<ul style="list-style-type: none"> <li>Loading and unloading unit load devices</li> </ul>	Y	M	a + b + c	(1 or 3.1) and 2	(1 or 3) and 2
	N	M	a + b + c	(1 or 3.1) and 2	(1 or 3) and 2



REMOVED

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		Mandatory (M) / Recommended (R)	Objective of DG training	Min. Type of DG training: Initial (*all allowed)	Min. Type of DG training: Recurrent (*all allowed)
<b>TRAINING AND ASSESSMENT STAFF</b>					
<div style="display: flex; justify-content: space-between;"> <div style="width: 20%;"> <p style="color: #e67e22;"><i>developing the training and assessment content</i></p> <ul style="list-style-type: none"> <li>Conducting the training (instructors)</li> <li>Conducting assessment</li> </ul> </div> <div style="width: 80%; text-align: center;"> <p>Please refer to document “4. New Instructor &amp; Assessor qualification requirements”</p> </div> </div>					
Personnel in charge of packaging tests according to ICAO TIs; Part 6 (other than shippers' personnel)	n/a	Approved by other authorities than civil aviation authorities			
Air traffic controller	n/a	No DG training requirements			
Drivers (incl. Flight level zero with AWB)	Y/N	n/a Refer to international and national road DG legislation			
Processing of import shipments		n/a Refer to international and national road DG legislation			

# Training Format ~~(Type and definition of type of training)~~

**Please note:** The information contained in this document is subject to change.

<b>Type and definition of type of training</b> <i>(This list includes just a few of the current terminologies and is not complete)</i>	<b>Methods / Techniques (examples)</b>	<b>Definitions</b>
<p><b>1. TRADITIONAL CLASSROOM LEARNING</b> (theoretical face-to-face training, not necessarily include practical training)</p> <p><u>Traditional Classroom Learning</u> is where a teacher moderates and regulates the flow of information and knowledge. A traditional classroom involves a standard curriculum delivered by a teacher in-person</p>	<ol style="list-style-type: none"> <li>1. <b>Lecture</b></li> <li>2. <b>Exercises/case study</b></li> <li>3. <b>Workshop/working groups</b></li> <li>4. <b>Game based training</b></li> <li>5. <b>Role playing</b></li> <li>6. <b>Group discussions</b></li> </ol>	<p><u>Workshop</u> is a period of discussion or practical work on a particular subject in which a group of people share their knowledge or experience.</p>
<p><b>2. PRACTICAL LEARNING</b> (face-to-face training in an operational and/or simulated environment)</p>	<ol style="list-style-type: none"> <li>1. <b>Exercises</b></li> <li>2. <b>Workshop/working groups</b></li> <li>3. <b>Game based training</b></li> <li>4. <b>Role playing</b></li> <li>5. <b>Group discussions</b></li> </ol>	<p><u>Workshop</u> is a period of discussion or practical work on a particular subject in which a group of people share their knowledge or experience.</p>
<p><b>3. DISTANCE / REMOTE LEARNING</b> (different locations)</p> <p><u>Distance Education/Learning</u></p> <ul style="list-style-type: none"> <li>• The teacher and students are separated by distance (this distance could mean different classrooms in the same school or different locations thousands of miles apart).</li> <li>• The instruction is delivered via print, voice, video, or computer</li> <li>• The communication is interactive in that the student receives support and feedback from the teacher. The feedback may be immediate or delayed. Distance Learning can be roughly divided into synchronous or asynchronous delivery types.</li> </ul>	<ol style="list-style-type: none"> <li>1. <b>E-Learning</b></li> <li>2. <b>Internet-Based Training</b></li> </ol>	<p><u>E-Learning</u> (short for electronic learning) is an umbrella term that refers to all types of training, education and instruction that occurs on a digital medium, like a computer or mobile phone.</p> <p><u>Internet-based Training</u> delivered primarily by WLAN network technologies such as email, newsgroups, and so forth. Although the term is often used synonymously with Web-based training, Internet based training is not necessarily delivered over the World Wide Web, and may not use the HTTP and HTML technologies that make Web-based training possible.</p>



<b>Type and definition of type of training</b> <i>(This list includes just a few of the current terminologies and is not complete)</i>	<b>Methods / Techniques (examples)</b>	<b>Definitions</b>
<p><b>3.1. Synchronous</b> <b>(real-time interaction)</b></p> <p><b>Synchronous</b> means that the teacher and the student interact with each other in "real time." For example, with two-way videoconferences, students interact with "live" video of an instructor.</p> <p><b>3.2. Asynchronous</b> <b>(without real-time interaction)</b></p> <p><b>Asynchronous</b> delivery does not take place simultaneously. In this case, the teacher may deliver the instruction via video, computer, or other means, and the students respond at a later time. For example, instruction may be delivered via the Web or videotapes, and the feedback could be sent via e-mail messages.</p>	<p><b>3. Online Learning</b></p>	<p><u>Online learning</u> is often used synonymously with eLearning. It is an umbrella term that includes any type of learning accomplished on a computer and usually over the Internet.</p>
	<p><b>4. Virtual Classroom</b></p>	<p><u>Virtual classroom</u> refers to a digital classroom-learning environment that takes place over the Internet rather than in a physical classroom. It is implemented through software that allows an instructor and students to interact.</p>
	<p><b>5. Web-Based Training (WBT)</b></p>	<p><u>WBT</u> refers to all types of digital instruction in which the learning material is presented via the Internet.</p>
	<p><b>6. Webinar</b></p>	<p><u>Webinar</u> is a seminar or workshop in which the facilitator and participants view the same screen at the same time. Usually the webinar has an audio component that the facilitator controls and functionality that allows participants to chat by entering text, answering polls, raising their hands and asking questions.</p>

<b>Type and definition of type of training</b> <i>(This list includes just a few of the current terminologies and is not complete)</i>	<b>Methods / Techniques (examples)</b>	<b>Definitions</b>
<p><b>4. SELF-LEARNING</b></p> <p><u>Self-Learning</u> The study of something by oneself, as through books, records, etc., without direct supervision or attendance in a class</p>	<p><b>1. E-Learning</b></p>	<p><u>E-Learning</u> (short for electronic learning) is an umbrella term that refers to all types of training, education and instruction that occurs on a digital medium, like a computer or mobile phone.</p>
	<p><b>2. Computer-Based Training (CBT)</b></p> <p><b>3. Computer Based Learning (CBL)</b></p>	<p><u>CBT/CBL</u> refers to any type of course that runs on a computer, either on a CD, on a person's hard drive or on the Internet. The distinguishing point is that computer-based training does not involve an instructor or facilitator who is physically present. Now that most computer-based training occurs via the Internet, the term is used infrequently. More terms that are common are online learning, eLearning and Web-based Training (WBT).</p>
	<p><b>4. Internet-Based Training</b></p>	<p><u>Internet-based Training</u> delivered primarily by network technologies such as email, newsgroups, and so forth. Although the term is often used synonymously with Web-based training, Internet based training is not necessarily delivered over the World Wide Web, and may not use the HTTP and HTML technologies that make Web-based training possible.</p>
	<p><b>5. Online Learning</b></p>	<p><u>Online learning</u> is often used synonymously with eLearning. It is an umbrella term that includes any type of learning accomplished on a computer and usually over the Internet.</p>
	<p><b>6. Web-Based Training (WBT)</b></p>	<p><u>Web-based training</u> is an internet browser-based learning, which is also available on local intranet. WBT technologies include streaming audio/video, webinars, forums and instant messaging. WBT has many aliases such as e-learning, Internet-based training (IBT) and distance learning.</p>



<b>Type and definition of type of training</b> <i>(This list includes just a few of the current terminologies and is not complete)</i>	<b>Methods / Techniques (examples)</b>	<b>Definitions</b>
<p><b>5. BLENDED LEARNING</b> <b>(combination of several types 1-4)</b></p> <p><u>Blended learning</u> is an instructional approach that includes a combination of online and in-person learning activities. For example, students can complete online self-paced assignments by a certain date and then meet on-site or online for additional learning activities</p>	<p>(All methods apply)</p>	