

# Training document

## MAA OpAssure TD 001 Human Factors training requirement

<b>Last Review:</b> 16 January 2023	<b>Author:</b> DSA-MAA-OpAssure-ASM-HF-SO2
<b>Next Review:</b> 16 January 2024	<b>Approver:</b> DSA-MAA-OpAssure-ASM

### Note

This document complements and should be read in conjunction with Regulatory Article [\(RA\) 1440: Air Safety Training](#)

### Introduction

1. This document provides further guidance on Human Factors (HF) training and facilitation for all military personnel and civilians working in the Defence Air Environment (DAE). The majority covers the military HF training system and is aimed at those personnel who have attended the Human Factors Facilitators' Course (HFFC) and the Human Factors Supervisors' Course (HFSC) at RAFC Cranwell and are discharging the duties as a Human Factors Facilitator (HFF) or a Human Factors Supervisor (HFS) at their unit or station. However, there is also critical guidance that affects the HF training both for civilians and Civilian Qualified HF Instructors (CQHFI).

### Governance

2. The Human Factors Competency Framework (HFCF)<sup>1</sup> at Annex A is maintained by the Defence Aviation Human Factors Training School (DAHFTS) and staffed through the Defence Aviation Human Factors Working Group (DAHFWG), under the direction of the MAA Air Safety and Airworthiness Training Customer Executive Board Working Group (ASAT CEB WG), which retains ownership of the document. It represents the Defence HF Body of Knowledge (BoK) as applied to the DAE and must be used as the benchmark for phased and induction training and development. The HFCF identifies 4 Levels of HF competence. The competence level required by individuals will vary depending upon their post, appointment or role. AM(MF)s, AMs, HoEs, and Heads of ADH-Facing Organizations ensure that the appropriate level of HF training is provided to their personnel. The following 4 levels of HF competency are recognised:

- a. **Level 1 – Foundation.** Basic understanding of HF and EM gained during single/joint service phased and civilian induction training.
- b. **Level 2 – Practitioner.** Workplace practical application of HF and EM knowledge gained during Foundation Training or civilian induction training and developed during facilitated HF continuation training sessions.

<sup>1</sup> The HFCF gained tri-Service endorsement at the Defence Aviation Human Factors Working Group (DAHFWG) and was accepted as the benchmark standard for Defence Aviation HF training at the final meeting of the Defence Aviation HF Customer Executive Board Working Group in Nov 2011. Following many changes to HF courses and terminology, the HFCF was rewritten by the MAA HF team, RAF Centre of Aviation Medicine and OC HF Training School (DAHFTS) in Jun 16.

- c. **Level 3** – Required for HFF or CQHFI and is attained through attending the Human Factors Facilitators’ Course (HFFC)<sup>2</sup>.
- d. **Level 4** – Required for HFS and attained through attending the Human Factors Supervisors’ Course (HFSC)<sup>2</sup>.

### DAHFTS HF and EM Training

3. HF Foundation and Error Management Training, and Continuation Training can only be delivered by an individual holding the HFF competence<sup>2</sup>. Delivery of HF & EM Foundation Training or any HF training for personnel in Phase 1 or 2 training, must be delivered by an individual who also holds an appropriate Defence Trainer qualification<sup>3</sup>. The modules are summarised below:

- a. **HF Foundation and Error Management Training.** HF and EM Foundation Training is common for all personnel and attracts the following JPA competency (for military personnel):

▶ *‘Flight Safety | Human Factors and Error Management Foundation Training | Joint’* ◀



- b. **HF Continuation Training.** HF continuation training is delivered through facilitated sessions as a minimum every 2 years. The training attracts the following JPA competency for military personnel:

*‘Flight Safety | Human Factors Continuation Training | Joint’*

### DAHFTS HF and EM Courses

4. Individuals undertaking a HF Level 3 or 4 training course must be selected by role and suitability. Applications must be approved by their AM(MF)s, AMs, HoEs, and Heads of ADH-Facing Organizations or Cdrs within DH-facing orgs. Potential HFSs need to be qualified and current HFFs, preferably with over 12 months experience facilitating HF sessions. The DAHFTS delivers the following HF courses for the DAE:

- a. **DAHFTS Human Factors Facilitator Course (HFFC).** To become a HFF, individuals are required to attend the HFFC at the DAHFTS, RAFC Cranwell. HF and EM Foundation Training is a prerequisite for attendance. The primary focus of the course is to increase an individual’s HF and EM knowledge, achieve Level 3 of the HFCF and enable personnel to competently deliver facilitated HF sessions. On successful completion of the HFFC military personnel will be awarded the following JPA competency:

*‘Flight Safety | Human Factors Facilitator | Joint’*

<sup>2</sup> Or civilian course as defined in RA 1440(1) – Air Safety Training.

<sup>3</sup> JSP 822: Defence Direction and Guidance for Training and Education, Part 1: Directive, Section 4: Defence Direction for Trainer Capability refers.

b. **DAHFTS Human Factors Supervisors' Course (HFSC).** The HFSC is aimed at experienced HFFs, who, on completion will undertake the role of unit HFS. The primary focus of the course is to enable personnel to competently assess and support HFFs delivering training and achieve level 4 of the HFCF. On successful completion of the HFSC, attendees will be awarded the following competence:

*'Flight Safety | Human Factors Supervisor | Joint'*

### **DAHFTS HFF and HFS Currency and Re-qualification**

5. The following currency and requalification apply to HFFs and HFSs:

a. **HFF Currency.** To maintain currency, HFFs must deliver a minimum of one facilitated or instructional session every 6 months. HFF currency can be regained through an assessment by a current HFS. If a HFF's session is judged to be ineffective or below standard during a HFS assessment, the competency can be removed and the AM(MF)s, AMs, HoEs, and Heads of ADH-Facing Organizations or Cdr within DH-facing org informed. The HFS assessment sheet, found on the [DAHFTS SharePoint site](#) and any other supporting documentation must be retained as evidence.

b. **HFF Qualification, Validity/Re-qualification.** *In order to provide appropriate mentorship and assure competency, the first session delivered by a newly qualified HF Facilitator must be conducted in tandem with an experienced HFF or HFS before they are permitted to deliver facilitation independently. Once 5 years has elapsed since initial qualification, HFFs must conduct re-validation trng from DAHFTS staff. This refresher training will update HFFs on the latest developments in the HF field and also ensure that HFFs are maintaining practical delivery standards.*

c. **HFS Currency.** To maintain currency, HFSs must deliver a minimum of one facilitated session and one HFF assessment every 6 months. HFS currency can be regained through an assessment by a current HFS.

d. **HFS and CQHFI Validity/Re-qualification.** Once 5 years has elapsed since initial qualification, all HFSs and CQHFI must conduct a HFSC or CQHFI course again, irrespective of currency.

### **Content of HF and EM Training**

6. HF Foundation Training must include, but is not limited to, the following topics:

- a. Introduction to HF
- b. Mental Processing
- c. Situation Awareness and Decision Making
- d. Fatigue, Stress and Performance
- e. Leadership and Followership
- f. Communication
- g. Error Management

## h. Safety Culture

7. HF Continuation Training should be tailored to the needs of the unit/organisation, addressing current HF issues and is not required to cover all of the topics in para 6, however Error Management and Safety Culture must be included. To maximise training value, facilitated sessions should be limited to no more than 15 people and last approximately 3 hours. Individual HFFs and CQHFI are responsible for sourcing their own, up to date, relevant training aids, exercises and case studies.

### **Training Resources for DAHFTS Qualified Personnel**

8. Training resources for HFFs are distributed to personnel attending the HFFC. These are regularly updated by the DAHFTS to ensure a base line standardisation for the subjects listed in Para 6 above. Further training resources for HFFs (restricted access) can be found at the [DAHFTS SharePoint site](#).

### **HF Training Management & Assurance**

9. HFFs and CQHFI must record when, where and to whom training is delivered, together with a summary of the subject matter covered.

10. It is recommended that a HFS on a Unit is nominated as the lead point of contact for all HF matters, including 1<sup>st</sup> Party Assurance of HF activity.

### **Transitional / Legacy Arrangements**

11. There are a minority of personnel who did not complete HF Foundation Training during phased training. AM(MF)s, AMs, HoEs, and Heads of ADH-Facing Organizations are responsible for ensuring the HF Foundation Training package is delivered to these personnel by a suitably qualified HFF or HFS.

12. ► Following changes to the competencies recorded on JPA, the competency that previously existed for 'Flight Safety | Human Factors Foundation Training | Joint' has been removed and replaced with 'Flight Safety | Human Factors and Error Management Foundation Training | Joint'.

13. The competency 'Flight Safety | Error Management Foundation Training | Joint' is no longer to be used and existing JPA records have been replaced with 'Flight Safety | Error Management Foundation Training (Legacy)| Joint'. ◀

14. Any questions relating to this document should be addressed to DSA-MAA-OpAssure-ASM-HF-SO2.

### **Annexes**

A. HF & EM Competency Framework.

## HF & EM Competency Framework

Competence Area	Competence	Performance Criteria	EFFECTIVE INDICATOR			
			LEVEL 1 (Foundation)	LEVEL 2 (Practitioner)	LEVEL 3 (Facilitator)	LEVEL 4 (Supervisor)
(a)	(b)	(c)	(d)	(e)	(f)	(g)
1. <b>Introduction to HF.</b>	1.1 Basic understanding of HF.	1.1.1 Definition of HF.	Can give a workable definition of HF and its scope.	Can apply basic HF definitions to the workplace.	Is able to deliver a basic HF facilitated session.	Is able to critique and appraise a HFF delivering a facilitated session.
		1.1.2 Understands the effect HF has on performance.	Understands that HF can enhance performance as well as influence poor performance and cause error.	Can identify HF that enhance performance as well as influence poor performance and cause error in the workplace.	Is able to lead debate into how HF can enhance performance as well as influence poor performance and cause error.	Is able to assess HFFs leading debate on how HF can enhance and impair performance.
		1.1.3 Understands the Defence Aviation requirements for HF.	Can describe the effect HF has had on military Flight Safety.	Can describe the effect HF has had on military Flight Safety at their unit.	Is able to facilitate discussion on the role of HF in Flight Safety. Is able to develop commitment in others to the importance of HF.	Is able to appraise HFFs on their ability to facilitate discussion on the effect HF has on Flight Safety, while evaluating the HFFs ability to develop commitment in others.

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(a)	(b)	(c)	(d)	(e)	(f)	(g)
	1.2 Understands Human Performance Limitations.	1.2.1 Understands psychological limitations on performance.	Can describe psychological factors that can limit performance.	Can recognise the relevant psychological factors that limit performance in their workplace.	Is able to analyse, using case studies, the relevant psychological factors that limit performance and is able to ensure practitioners understand how this occurs in their work place.	Is able to appraise HFFs on their ability to analyse, using case studies, the relevant psychological factors that limit performance and assess their ability to ensure practitioners understand how this occurs in their workplace.
		1.2.2 Understands physiological limitations on performance.	Can describe physiological factors that can limit performance.	Can recognise the relevant physiological factors that limit performance in their workplace.	Is able to analyse, using case studies, the relevant physiological factors that limit performance and is able to ensure practitioners understand how this occurs in their workplace.	Is able to appraise HFFs on their ability to analyse, using case studies, the relevant physiological factors that limit performance and assess their ability to ensure practitioners understand how this occurs in their workplace.
		1.2.3 Understands environmental limitations on performance.	Can describe environmental factors that can limit human performance.	Can recognise the relevant environmental factors that limit human performance in their workplace.	Is able to analyse, using case studies, the relevant environmental factors that limit human performance and is able to ensure practitioners understand how this occurs in their workplace.	Is able to appraise HFFs on their ability to analyse, using case studies, the relevant environmental factors that limit human performance and assess their ability to ensure practitioners understand how this occurs in their workplace.
		1.2.4 Understands the interrelation between human performance limiting factors.	Understands that physiological, environmental and psychological factors interact and influence performance.	Can recognise when physiological, environmental and psychological factors interact and influence performance.	Is able to analyse, using case studies, when physiological, environmental and psychological factors interact and influence performance.	Is able to appraise HFFs on their ability to analyse, using case studies, when physiological, environmental and psychological factors interact and influence performance.

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2. <b>Mental processing.</b>	2.1 Understands the underpinning knowledge, on the basic principles of mental processing.	2.1.1 Understands Memory Processing.	Has a basic understanding of working, short term and long term memory.	Can understand how tasks are influenced by memory.	Is able to facilitate discussion on the role of memory processing in workplace tasks.	Is able to assess if HFFs can lead discussions with practitioners to analyse memory processing and the effect it can have in various contexts.
		2.1.2 Understands types of attention.	Has a basic understanding of the 3 types of attention. (selective, focussed and divided)	Can understand how tasks are influenced by the 3 types of attention and recognise their basic characteristics at work.	Is able to facilitate discussion on the 3 types of attention and situations in which they may be highlighted.	Is able to assess if HFFs can lead discussions with practitioners to analyse the types of attention and how they are used in various contexts.
		2.1.3 Understands why the brain can become confused.	Can give a basic definition of a "mental model" and understands how the brain can become confused.	Can understand how workplace actions can be influenced by a mental model.	Is able to facilitate discussion on the effect that an individual's mental model can have in everyday actions.	Is able to assess if HFFs can lead discussions with practitioners to analyse and debate the role of the mental model and how it can be confused in various contexts.

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(a)	(b)	(c)	(d)	(e)	(f)	(g)
3. <b>Situation Awareness and Decision Making.</b>	3.1 Understands how to develop and maintain Situation Awareness (SA).	3.1.1 Understands SA and its scope.	Can describe SA in basic terms in relation to various contexts.	Can understand and recognise SA in various contexts and its significance in influencing action.	Is able to facilitate discussion on SA and its importance.	Is able to assess if HFFs can lead discussions with practitioners to analyse and debate the importance of SA.
		3.1.2 Understands why SA is lost.	Understands what factors can lead SA to be lost.	Can recognise factors that lead to SA loss in various contexts.	Is able to facilitate discussion on the loss of SA and how this can occur.	Is able to assess if HFFs can lead discussions with practitioners to analyse and debate how SA is lost.
		3.1.3 Is able to regain and maintain SA.	Can describe basic techniques for regaining and maintaining SA.	Can apply techniques for regaining and maintaining SA in various contexts.	Is able to facilitate discussion on the techniques for regaining and maintaining SA.	Is able to assess if HFFs can lead discussions with practitioners to analyse and debate techniques for regaining and maintaining SA.
	3.2 Understands how decision making can be influenced individually and in a group.	3.2.1 Understands what influences the decision making process.	Can describe various factors that contribute to the decision making process.	Can apply techniques for making effective decisions (such as RAPDAR).	Is able to facilitate discussion on the techniques for making effective decisions.	Is able to assess if HFFs can lead discussions with practitioners to analyse and debate techniques for making effective decisions.
		3.2.2 Understands group decision making dynamics.	Can describe how decision making is affected by group dynamics.	Can recognise when decision making is affected by group dynamics.	Is able to facilitate discussion on the effect group dynamics has on decision making.	Is able to assess if HFFs can lead discussions with practitioners to analyse and debate the effect group dynamics has on decision making.



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4. <b>Fatigue, Stress and Performance.</b>	4.1 Manages fatigue and stress appropriately	4.1.1 Understands the impact of fatigue at work.	Can describe the basic factors that cause fatigue, and the impact that fatigue has on performance.	Can recognise the factors that cause fatigue in the workplace, and symptoms of fatigue in others.	Is able to facilitate discussion on the factors that cause fatigue and the impact of fatigue.	Is able to assess if HFFs can lead discussions with practitioners on the factors that cause fatigue and the impact of fatigue.
		4.1.2 Understands the impact of workload on performance.	Can provide a basic definition of workload and its impact on performance.	Can recognise high and low workload situations in the workplace, and describe the potential impact on performance.	Is able to facilitate discussion on the role of workload on performance.	Is able to assess if HFFs can lead discussions with practitioners on the role of workload on performance.
		4.1.3 Understands the causes and consequences of stress.	Can outline types and causes of stress. Understands the consequences of stress.	Can recognise stressors in the workplace and the symptoms of stress.	Is able to facilitate discussion on the causes and consequences of stress.	Is able to assess if HFFs can lead discussions with practitioners on the causes and consequences of stress.

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	4.2 Understands processes and tools used to improve performance.	4.2.1 Understands the processes used at work to improve performance.	Can outline key processes in improving performance (including but not limited to procedures, training, supervision, automation and debriefing)	Can recognise the processes in their own workplace that support effective performance.	Is able to facilitate discussion on processes used to improve performance.	Is able to assess if HFFs can lead discussions with practitioners on processes used to improve performance.
		4.2.2 Understands actions that can be taken to reduce fatigue.	Can describe actions that can be taken to reduce fatigue.	Can apply fatigue management techniques in the workplace.	Is able to facilitate discussion on the application of fatigue management.	Is able to assess if HFFs can lead discussions with practitioners on fatigue management.
		4.2.3 Understands how to manage workload.	Can describe techniques for managing own workload.	Can apply techniques for managing own workload, and the workload of others (if relevant to role).	Is able to facilitate discussion on how to manage workload.	Is able to assess if HFFs can lead discussions with practitioners on workload management.
		4.2.4 Understands how to manage stress.	Can describe techniques for managing stress.	Can apply techniques for managing stress.	Is able to facilitate discussion on effective techniques for managing stress.	Is able to assess if HFFs can lead discussions with practitioners on effective techniques for managing stress.

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(a)	(b)	(c)	(d)	(e)	(f)	(g)
5. <b>Leadership and Followership.</b>	5.1 Enhances team performance.	5.1.1 Understands what makes teams effective.	Can describe what makes teams effective.	Can recognise the factors that make teams effective.	Is able to ensure practitioners can recognise the factors that make teams effective.	Is able to assess if HFFs can ensure practitioners can identify the factors that make teams effective.
		5.1.2 Recognises the effect their own and others' behaviour has on team performance.	Can describe the effect their own and others' behaviour has on team performance.	Can recognise their own and others' behaviour and how it affects team performance in the workplace.	Is able to facilitate a discussion on the impact of an individual's behaviour on team performance in the workplace.	Is able to assess how well HFFs assist practitioners in recognising the impact of behaviour on team performance in the workplace.
		5.1.3 Give feedback effectively and appropriately.	N/A	N/A	N/A	Can effectively deliver constructive feedback to HFFs on the conduct of a facilitative session.
	5.2 Understands leadership.	5.2.1 Understands the role of the leader.	Can describe the role of the leader.	Can recognise leadership types in various contexts.	Is able to facilitate discussions with practitioners to analyse and debate the role of the leader in various contexts.	Is able to assess if HFFs can lead discussions with practitioners to analyse and debate the role of the leader in various contexts.
		5.2.2 Understands what makes a good leader.	Can describe the knowledge, skills and attitudes that make a good leader.	Can recognise the knowledge, skills and attitudes that make a good leader.	Is able to facilitate discussions with practitioners to debate the knowledge, skills and attitudes that make a good leader.	Is able to assess how well HFFs lead discussions with practitioners to debate the knowledge, skills and attitudes that make a good leader.
	5.3 Understands the role of followership.	5.3.1 Understands the role of the follower.	Can describe the role of the follower.	Can recognise the followership roles in various contexts.	Is able to facilitate discussions with practitioners to debate the role of the follower in various contexts.	Is able to assess if HFFs can lead discussions with practitioners to debate the role of the follower in various contexts.

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(a)	(b)	(c)	(d)	(e)	(f)	(g)
		5.3.2 Understands what makes an effective follower.	Can describe the knowledge, skills and attitudes that make an effective follower.	Can demonstrate the knowledge, skills and attitudes that make an effective follower.	Is able to facilitate discussions with practitioners to debate the knowledge, skills and attitudes that define an effective follower in various contexts.	Is able to assess how well HFFs lead discussions with practitioners to debate the knowledge, skills and attitudes that define an effective follower in various contexts.
6. <b>Communication.</b>	6.1 Communicates effectively.	6.1.1 Understand the barriers to effective communication.	Can describe reasons why people do not communicate well.	Can recognise when they and others do not communicate well in various contexts.	Is able to facilitate discussions with practitioners on the effect that communication barriers have on individual and team performance.	Is able to assess if HFFs can lead discussions with practitioners on the effect that communication barriers have on individual and team performance.
		6.1.2 Communicates clearly, accurately, timely and adequately.	Can describe verbal and non-verbal techniques for communicating effectively.	Can use verbal and non-verbal techniques to communicate effectively in various contexts.	Is able to facilitate discussion on the effectiveness of communication in various contexts.	Is able to assess if HFFs can facilitate discussion on the effectiveness of communication in various contexts.
7. <b>Error Management.</b>	7.1 Understand the need for Error Management.	7.1.1 Understand the basic components of an Error Management System.	Can describe the basic components of an Error Management System.	Understands the practical application of the Error Management System in their workplace.	Is able to ensure that practitioners understand the practical application of the Error Management System in their workplace.	Is able to assess that HFFs can ensure practitioners understand the Error Management System in their workplace.
		7.1.2 Understands the importance of risk management.	Can describe the basic principles of how to assess risk and an individual's attitude to risk.	Can assess risk and understands their role in risk management.	Is able to facilitate discussion on risk and the principles of risk management.	Is able to assess if HFFs can lead discussions on risk and the principles of risk management.

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8. <b>Safety Culture.</b>	8.1 Understands an organization's air safety culture.	8.1.1 Understands the values and behaviours of an Engaged Air Safety Culture.	Can define the 5 'Values and Behaviours Components' that make up an Engaged Air Safety Culture.	Can apply the 5 'Values and Behaviours Components' that make up an Engaged Air Safety Culture.	Is able to facilitate discussion on the 5 'Values and Behaviours Components' that make up an Engaged Air Safety Culture.	Is able to assess if HFFs can facilitate discussions on the 5 'Values and Behaviours Components' that make up an Engaged Air Safety Culture.
		8.1.2 Understands the underpinning components of an Engaged Air Safety Culture.	Can describe the 3 underpinning components of an Engaged Air Safety Culture.	Can recognise and, where appropriate, apply the underpinning components of an Engaged Air Safety Culture.	Is able to facilitate discussion on the 3 underpinning components of an Engaged Air Safety Culture.	Is able to assess if HFFs can facilitate discussions on the 3 underpinning components of an Engaged Air Safety Culture.
	8.2 Understands and applies the principles of a just and reporting culture.	8.2.1 Understands and applies the principles of an organizations' just culture.	Can state the principles of a just culture in Defence Aviation.	Can apply the 4 principles of a just culture.	Champions just culture and demonstrates its effective application in Defence Aviation coupled with an understanding of the DAFAIR model.	Is able to assess if HFFs are able to act as a just culture champion and demonstrate its effective application in Defence Aviation coupled with an understanding of the DAFAIR model.
		8.2.2 Understands and applies the principles of an organizations' reporting culture.	Can describe the benefits of an open and honest reporting culture.	Can recognise the benefits of reporting and understands how reporting is dealt with by the chain of command.	Is able to ensure that practitioners understand the value of reporting and the DAFAIR model.	Is able to assess HFFs understanding of the reporting system and DAFAIR model, and the ability of HFFs to explain reporting culture to practitioners.