



Building intercultural  
competences for ambulance  
services

IO1: Training course concept  
and framework

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## Introduction

BICAS is a transnational project, co-financed by the Erasmus+ programme of the European Commission. Its goal is the creation and piloting of an intercultural training course for ambulance services. The format of the training course is blended learning, consisting of an e-learning part accompanied by in-class-training. Additionally, a mobile app which summarizes important information and gives support after the end of the training course will be developed.

The on-going European integration as well as the growing numbers of refugees and migrants make intercultural competencies a necessity not only in social professions. This fact has been neglected within initial and further vocational training so far. The effects are massive problems in pre-clinical emergency services.

Ambulance services and paramedics as well as other medical and emergency personal are confronted with situations where intercultural know-how is a prerequisite. Since it is lacking most of the time emergency services are increasingly overstrained, leading to inadequate communication with patients, massive complications based on cultural/religious differences, psychosocial challenges and high stress levels on both sides, which result in avoidable complications in emergency situations.

The goals of the BICAS project are

- Increased intercultural competencies among paramedics through the offer of an integrated learning approach in initial and further vocational training, consisting of an online course and in-class-training according to ECVET criteria.
- A mobile application that supports paramedics in their daily work by providing easily accessible background information about for example cultural and religious peculiarities.
- Betterment of work conditions for paramedics through lower stress levels achieved through better intercultural understanding and ability to act accordingly.
- Sensitisation of stakeholders (health authorities, ambulance services, training institutions) and beneficiaries (migrants).

### Further notes about this curriculum

It is not the goal of the training course to provide comprehensive knowledge about other cultures, nor cure-all approaches to working with migrant groups. Rather, we aim to achieve the willingness and ability to change perspective and put oneself in the place of people with migration history, putting own views into perspective and broaden social skills and abilities to work more efficiently. Gaining intercultural competencies is a process, where the outcome is difficult to measure or to be estimated, since this is dependent of the willingness of the person to integrate this knowledge into his/her thinking and acting. However, Paramedics will be enabled to competently handle difficult emergency situations with an intercultural context.

<b>Intercultural Training course concept</b>			
Title of training measure	BICAS - Intercultural Training Course		
Qualification level:			
Name of module:	<b>Intercultural Competence</b>		
Goal of the module:	To provide knowledge, know-how and skills required to understand and be sensitized for intercultural competencies. Participants shall understand what de-centration and de-culturalisation means and should be able to change the cultural perspective.		
Extent of the module in credits:	1,4 ECVET points		
Competencies:	Being sensitized for cultural differences and the relativity of cultural identities. Knowing the relation between stereotypes, prejudice and the development of group-focused enmity. Understand what intercultural competence means and how to use it. Understand own cultural conditioning and relativity of it. Ability to change cultural perspective. Being diversity sensitized.		
Learning Outcome	Knowledge	Skills	Social / methodological abilities
Understand the meaning and importance of intercultural competence in general and in the health sector and for the own working life.	The participant has an integrated knowledge about the current and historical background of intercultural competence .	The participant names the importance of intercultural competences.	The participant encourages debate about intercultural competence.
	The participant has in-depth knowledge of intercultural		The participant realises the benefit of the intercultural training for his work.

	skills in the health care sector		
<b>Training Plan</b>			
<b>Knowledge / Skills /Social/methodological abilities</b>	<b>Theoretical training (e-learning) – volume in hours (ECVET credits)</b>	<b>Practical training (in-class-training) – volume in hours (ECVET credits)</b>	<b>Methods of assessment</b>
The participant has an integrated knowledge about the current and historical background of intercultural competence.		Exercises: Cultural Welcome (20 min) Where do you come from? (20 min) Group mirror (20 min)	Questionnaires pre-test and final test, Comparison of perceived competence gains
The participant has in-depth knowledge of intercultural skills in the health care sector			
The participant names the importance of intercultural competences.			
The participant realises the benefit of the intercultural training for his work.		Exercise: Intercultural Competence for my work (20 min)	
<b>Learning Outcome</b>	<b>Knowledge</b>	<b>Skills</b>	<b>Social / methodological abilities</b>
Understanding how and by which factors identity is constituted and critically reflect on own identity and cultural consciousness.	The participant has knowledge about the relativity of	The participant differentiates cultural specifications in the following areas:	

Change the cultural perspective and be aware of own prejudices.	culture.	- communication - interaction - symbols	
	The participant has specific knowledge about cultural peculiarities.		
Training Plan			
Knowledge / Skills /Social/methodological abilities	Theoretical training (e-learning) – volume in hours (ECVET credits)	Practical training (in-class-training) – volume in hours (ECVET credits)	Methods of assessment
The participant has knowledge about the relativity of culture.		Exercises: Lemons are all the same (30 min) Typical...! (30 min)	Questionnaires pre-test and final test, Comparison of perceived competence gains
The participant has specific knowledge about cultural peculiarities.		Exercise: Disagreement (30 min)	
The participant differentiates cultural specifications in the following areas: - communication - interaction symbols		Exercise: What is “culture”? (45 min)	
Learning Outcome	Knowledge	Skills	Social / methodological abilities
Raised awareness about the relativity of one's own worldview	The participant has an		The participant communicates his intercultural



and perspective. Ability to change cultural perspective and applying intercultural competence in own professional life.	integrated knowledge of intercultural competence		knowledge with his colleagues.
			The participant reflects his own intercultural actions.
			The participant represents his intercultural attitude towards third parties.
		The participant makes use of intercultural competence in the field of professional life situational.	The participant draws conclusions from the assessment of social and ethnic implications..
		The participant integrates intercultural competence in his work life.	The participant interacts process-oriented.

**Training Plan**

<b>Knowledge / Skills /Social/methodological abilities</b>	<b>Theoretical training (e-learning) – volume in hours (ECVET credits)</b>	<b>Practical training (in-class-training) – volume in hours (ECVET credits)</b>	<b>Methods of assessment</b>
The participant has an integrated knowledge of intercultural competence			Questionnaires pre-test and final test, Comparison of perceived competence gains
The participant makes use of intercultural competence in the field of professional life situational.			





The participant integrates intercultural competence in his work life.			
The participant communicates his intercultural knowledge with his colleagues.		Exercise: Discriminative experiences (45 min) Rumores (45 min)	
The participant reflects his own intercultural actions.		Exercise: 3 friends meet (30 min)	
The participant represents his intercultural attitude towards third parties.			
The participant draws conclusions from the assessment of social and ethnic implications.			
The participant interacts process-oriented.			
<b>Requirements and specifications of training</b>			
<b>Requirements for the organisation of theoretical training (e-learning): time planning, topics/subjects covered</b>	<p>Access to internet, device to access e-learning course  e-learning: 6 teaching units, reading: 2 teaching units  Subjects covered: introduction to intercultural competence in general and in service, cultural diversity, cultural socialisation, identity &amp; culture, culture, cultural standards, iceberg model, stereotypes and prejudices, cognitive economy, discrimination, ethnocentrism, group-focused enmity, diversity, intercultural opening of organisations</p>		
<b>Requirements of organisation of practical training (in-class-training): time planning, equipment, needed resources</b>	<p>Classroom, pin board, flip chart, moderation equipment, preparation of moderation management sheet (time planning), preparation of exercise material according to trainer handbook</p>		
<b>Requirements to trainers (experience, qualifications)</b>	<p>The teacher should have a high degree of identification with the subject in addition to his training in rescue services. This contributes to a familiarity of the teaching content. Personal,</p>		

	practical and pedagogical experiences enable teachers to respond professionally to individual questions, problems and situations during the seminar.
<b>Required training and information materials (books, databases, documents, etc.)</b>	Books: Carl Machado: Patienten aus fremden Kulturen im Notarzt- und Rettungsdienst, Springer 2013, Hans-Georg Assion: Migration und seelische Gesundheit, Springer, 2005
<b>Procedures of quality assurance and control</b>	Questionnaire at the end of the e-learning, daily feedback classroom
<b>Organisation of assessment of competence (methods, forms, who perform assessment).</b>	Pre-test, final test: Comparison of perceived competence gains

Title of training measure	BICAS - Intercultural Training course
Qualification level:	
Name of module:	<b>Migrants &amp; Health – different migrant groups, relevant ethnic minorities, their understanding of health and usage of health services</b>
Goal of the module:	To provide knowledge about the migration process and its implications for the migrants, relevant and biggest migrant groups, their culturally conditioned understanding of health and usage patterns of health systems. Participants realize cultural misunderstandings concerning health and are able to avoid conflict. They are aware of the peculiarities of vulnerable groups (asylum seekers, undocumented refugees, unaccompanied minors and victims of trafficking) and the different needs of different persons according to age, gender, legal status.
Extent of the module in credits:	1,6 ECVET points
Competencies:	Knowing the phases of migration and related psychosocial risks. Being familiar with the largest migrant groups in the respective region, their access to and usage of health services. Being sensitized for their understanding of health and illness. Raised awareness of victims of trafficking



	and knowledge about vulnerable groups like undocumented refugees and unaccompanied minors.		
Learning Outcome	Knowledge	Skills	Social / methodological abilities
Knowledge the phases of migration and related psychosocial risk. Knowledge of the specific situation of asylum seekers, undocumented refugees and vulnerable groups, like victims of trafficking.	The participant has professional knowledge about the phases of migration and related psychosocial risk.	The participant adapts his actions to the special situational requirements.	The participant supports his environment in special problem situations.
	The participant has professional knowledge about the current situation of asylum seekers, recognized and undocumented refugees, and especially vulnerable groups.		The participant follows the current situation self-controlled.
	He is aware of the signs of trafficking.		He identifies special problem situations.
			He sensitively evaluates his options for action.

<b>Training Plan</b>			
<b>Knowledge / Skills /Social/methodological abilities</b>	<b>Theoretical training (e-learning) – volume in hours (ECVET credits)</b>	<b>Practical training (in-class-training) – volume in hours (ECVET credits)</b>	<b>Methods of assessment</b>
The participant has professional knowledge about the current situation of asylum seekers, recognized and undocumented refugees, and especially vulnerable groups		Exercises: Migration Quiz (60 min)	Questionnaires pre-test and final test, Comparison of perceived competence gains
He is aware of the signs of trafficking.			
The participant adapts his actions to the special situational requirements.			
The participant supports his environment in special problem situations.			
The participant follows the current situation self-controlled.			
He identifies special problem situations.			
He sensitively evaluates his options for action			
<b>Learning Outcome</b>	<b>Knowledge</b>	<b>Skills</b>	



Knowing the relevant migrant groups in the area of your work, their access and usage of health services.	The participant has an integrated professional knowledge of the different usage behavior of health services by migrants	The participant identifies risks regarding the use of migrants' health services	The participant considers the different perspectives / mental models of the persons involved
			The participant analyzes his own and the behavior of others involved.
			He communicates goal-oriented with all parties involved.
			The participant has a positive effect on the design of the usage behavior of health services by migrants.
Training Plan			
Knowledge / Skills /Social/methodological abilities	Theoretical training (e-learning) – volume in hours (ECVET credits)	Practical training (in-class-training) – volume in hours (ECVET credits)	Methods of assessment
The participant has an integrated professional knowledge of the different usage behavior of health services by migrants			Questionnaires pre-test and final test, Comparison of perceived competence gains
The participant identifies risks regarding the use of migrants' health services			
The participant considers the different perspectives / mental models of the persons involved		Exercises: Changing perspectives (60 min)	



The participant analyzes his own and the behavior of others involved.		Exercises: Barnga (80 min) Tower of sugar (30 min)	
He communicates goal-oriented with all parties involved.			
The participant has a positive effect on the design of the usage behavior of health services by migrants.			
<b>Learning Outcome</b>	<b>Knowledge</b>	<b>Skills</b>	<b>Social / methodological abilities</b>
Recognizing different cultural conceptions regarding the understanding of health and illness, resulting in strategies for action. Confidently dealing with typical misunderstandings and conflicts.	The participant has integrated knowledge of selected cultural approaches to health and disease.	The participant recognises cultural differences in the perception of health and disease.	The participant encourages the exchange/discussion of possible differences.
			The participant considers and integrates in his communication the needs of special patient groups.
		He sorts the behaviour of the patient considering his cultural background.	The participant derives consequences for his future actions.
			He shapes professional specific processes in intercultural context.
<b>Training Plan</b>			
<b>Knowledge / Skills /Social/methodological abilities</b>	<b>Theoretical training (e-learning) – volume in hours (ECVET</b>	<b>Practical training (in-class-training) – volume in hours</b>	<b>Methods of assessment</b>



	credits)	(ECVET credits)	
The participant has integrated knowledge of selected cultural approaches to health and disease.			Questionnaires pre-test and final test, Comparison of perceived competence gains
The participant recognises cultural differences in the perception of health and disease.			
He sorts the behaviour of the patient considering his cultural background.			
The participant encourages the exchange/discussion of possible differences.			
The participant considers and integrates in his communication the needs of special patient groups.			
The participant derives consequences for his future actions.			
He shapes professional specific processes in intercultural context.			
Requirements and specifications of training			
<b>Requirements for the organisation of theoretical training (e-learning): time planning, topics/subjects covered</b>	Access to internet, device to access e-learning course E-learning: 3 teaching units, reading: 13 teaching units Subjects covered: migration (why, how, who), phases of migration, migration specific health risks, vulnerable groups (asylum seekers, people without legal status, unaccompanied minors, victims of trafficking), psychological illness, genital mutilation , elements of immediate and mid-term mass trauma intervention (Hobfoll), access to health system,		



	medical concepts, body concepts, concepts of illness, explanation model after Kleinman, grieving and culture
<b>Requirements of organisation of practical training (in-class-training): time planning, equipment, needed resources</b>	Classroom, pin board, flip chart, moderation equipment, preparation of moderation management sheet (time planning), preparation of exercise material according to trainer handbook
<b>Requirements to trainers (experience, qualifications)</b>	The teacher should have a high degree of identification with the subject in addition to his training in rescue services. This contributes to a familiarity of the teaching content. Personal, practical and pedagogical experiences enable teachers to respond professionally to individual questions, problems and situations during the seminar.
<b>Required training and information materials (books, databases, documents, etc.)</b>	Books: Carl Machado: Patienten aus fremden Kulturen im Notarzt- und Rettungsdienst, Springer 2013, Hans-Georg Assion: Migration und seelische Gesundheit, Springer, 2005
<b>Procedures of quality assurance and control</b>	Questionnaire at the end of the e-learning, daily feedback classroom
<b>Organisation of assessment of competence (methods, forms, who perform assessment).</b>	Pre-test, final test: Comparison of perceived competence gains

Title of training measure	BICAS - Intercultural Training course
Qualification level:	
Name of module:	<b>Developing professional skills – methods, tools &amp; strategies</b>
Goal of the module:	Strengthening communication and interaction skills relevant for intercultural contexts and applying them in daily work life. Getting to know



	useful methods of situation analysis.		
Extent of the module in credits:	1,3 ECVET points		
Competencies:	Integrated communication and interaction competencies in relation to intercultural contexts in daily work. Confidently using relevant methods of situation analysis.		
<b>Learning Outcome</b>	<b>Knowledge</b>	<b>Skills</b>	<b>Social / methodological abilities</b>
Improved inter- and intrapersonal communication skills and interaction skills linked to intercultural situations in daily work.	The participant has an integrated knowledge of scientific theories on communication and interaction	The participant actively applies models and theories of communication and interaction.	The participant considers the intercultural context of all participants in the communication and interaction.
			The participant evaluates intercultural experiences in the professional context.
			The participant cooperates with patients, colleagues and third parties in a targeted and solution-oriented manner.
			The participant derives learning and development requirements.
			The participant consciously assumes responsibility for operation related encounters and communication



			according to scientific theories on communication and interaction.
			The participant initiates the discussion about reservations about specific patient groups in his work environment.

**Training Plan**

<b>Knowledge / Skills /Social/methodological abilities</b>	<b>Theoretical training (e-learning) – volume in hours (ECVET credits)</b>	<b>Practical training (in-class-training) – volume in hours (ECVET credits)</b>	<b>Methods of assessment</b>
The participant has an integrated knowledge of scientific theories on communication and interaction.		Exercise: Intercultural communication and interaction (45 min)	Questionnaires pre-test and final test, Comparison of perceived competence gains
The participant actively applies models and theories of communication and interaction.			
The participant considers the intercultural context of all participants in the communication and interaction.			
The participant evaluates intercultural experiences in the professional context.			
The participant			



cooperates with patients, colleagues and third parties in a targeted and solution-oriented manner.			
The participant derives learning and development requirements.			
The participant consciously assumes responsibility for operation related encounters and communication according scientific theories on communication and interaction.			
The participant initiates the discussion about reservations about specific patient groups in his work environment.			
<b>Learning Outcome</b>	<b>Knowledge</b>	<b>Skills</b>	<b>Social / methodological abilities</b>
Raised awareness of intercultural dimensions of operation-related professional situations and ability to choose diversity sensitive action.	The participant has integrated expertise on methods of working with people of different cultural backgrounds.	The participant recognizes and evaluates the intercultural dimension of operation-related professional situations.	The participant implements the acquired knowledge and contributes to the development and expansion of a diversity-friendly and non-discriminating climate in his professional environment.
			The participant deals critically with potentially

			problematic situations.
		The participant directs his actions in the given situation in a manner that is sensitive to diversity.	He examines all situational influences and assumes responsibility for its influence on the further course.
			He performs self-controlled further measures / actions.
Training Plan			
Knowledge / Skills /Social/methodological abilities	Theoretical training (e-learning) – volume in hours (ECVET credits)	Practical training (in-class-training) – volume in hours (ECVET credits)	Methods of assessment
The participant has integrated expertise on methods of working with people of different cultural backgrounds.		Exercise: Culture shock (60 min)	Questionnaires pre-test and final test, Comparison of perceived competence gains
The participant recognizes and evaluates the intercultural dimension of operation-related professional situations.			
The participant directs his actions in the given situation in a manner that is sensitive to diversity.			
The participant implements the acquired knowledge and contributes to the development and expansion of a		Exercises: Conflict prevention (30 min) Cultural aspects in	



diversity-friendly and non-discriminating climate in his professional environment.		emergency situations part 1 (150 min)	
The participant deals critically with potentially problematic situations.			
He examines all situational influences and assumes responsibility for its influence on the further course.			
He performs self-controlled further measures / actions.			
<b>Learning Outcome</b>	<b>Knowledge</b>	<b>Skills</b>	<b>Social / methodological abilities</b>
Selecting between different methods of situation analysis, drawing conclusions and deriving action related to intercultural difficult situations.	The participant has an integrated knowledge about different methods / systems of the situation analysis.	The participant selects between the different methods / systems to document and analyze difficult intercultural situations.	The participant encourages the continuous application of methods / systems of the situation analysis.
			The participant develops strategies and framework conditions for an analysis of intercultural problematic situations.
		The participant draws conclusions from the situation analysis for his actions.	The participant implements his findings on structuring and organization in his professional activities.



<b>Training Plan</b>			
<b>Knowledge / Skills /Social/methodologic al abilities</b>	<b>Theoretical training (e-learning) – volume in hours (ECVET credits)</b>	<b>Practical training (in-class-training) – volume in hours (ECVET credits)</b>	<b>Methods of assessment</b>
The participant has an integrated knowledge about different methods / systems of the situation analysis.		Exercises: Multifactorial analysis (30 min)	Questionnaires pre-test and final test, Comparison of perceived competence gains
The participant selects between the different methods / systems to document and analyze difficult intercultural situations.			
The participant draws conclusions from the situation analysis for his actions.			
The participant encourages the continuous application of methods / systems of the situation analysis.			
The participant develops strategies and framework conditions for an analysis of intercultural problematic situations.			
The participant implements his findings on structuring and organization in his professional activities.			
<b>Requirements and specifications of training</b>			
<b>Requirements for the organisation of</b>	Access to internet, device to access e-learning course		

<b>theoretical training (e-learning): time planning, topics/subjects covered</b>	E-learning: 11 teaching units, reading: 2 teaching units Subjects covered: forms of communication, meaning of non-verbal communication, vicious-circle-model, intercultural in-service situation, situation analysis, CPS-model, conflict prevention, case study, critical incident analysis, critical incident reporting system
<b>Requirements of organisation of practical training (in-class-training): time planning, equipment, needed resources</b>	Classroom, pin board, flip chart, moderation equipment, preparation of moderation management sheet (time planning), preparation of exercise material according to trainer handbook
<b>Requirements to trainers (experience, qualifications)</b>	The teacher should have a high degree of identification with the subject in addition to his training in rescue services. This contributes to a familiarity of the teaching content. Personal, practical and pedagogical experiences enable teachers to respond professionally to individual questions, problems and situations during the seminar.
<b>Required training and information materials (books, databases, documents, etc.)</b>	Books: Carl Machado: Patienten aus fremden Kulturen im Notarzt- und Rettungsdienst, Springer 2013, Hans-Georg Assion: Migration und seelische Gesundheit, Springer, 2005
<b>Procedures of quality assurance and control</b>	Questionnaire at the end of the e-learning, daily feedback classroom
<b>Organisation of assessment of competence (methods, forms, who perform assessment).</b>	Pre-test, final test: Comparison of perceived competence gains

Title of training measure	Intercultural Training course
Qualification level:	
Name of module:	<b>Recognizing and setting boundaries</b>
Goal of the module:	Reflecting on e-learning content and deepening understanding of intercultural competencies for daily work life. Practising situation analysis and action



	strategies (case studies and role play), reducing uncertainties and fears, reflecting own limits.		
Extent of the module in credits:	3,2		
Competencies:	Integrated intercultural methodology and de-escalation strategies knowledge and derived ability to act diversity sensitive.		
Learning Outcome	Knowledge	Skills	Social / methodological abilities
Integrated intercultural methodology and de-escalation strategies knowledge and derived ability to act diversity sensitive.	The participant has professional knowledge about sociocultural backgrounds and their influences.	The participant presents the influences of sociocultural and human processes in the professional context.	The participant is aware of the discrepancy between fast action in operation and cultural sensitivity.
			The participant independently gathers knowledge about cultural specifications of relevant population groups in his area of professional operation.
			Through the required intercultural knowledge he reduces fears and insecurities.
	The participant has integrated expertise on de-escalation strategies.	The participant acts according to methods and	The participant critically reflects his culture specific knowledge.





		systems of situation analysis.	He integrates the results in his future behaviour.
	The participant has integrated intercultural methodology knowledge.	The participant assesses the findings and reacts accordingly to the situation.	The participant cooperates with all stakeholders efficiently and responsibly, taking into account the needs of other stakeholders.
			The participant has a positive effect on the shaping of the relations of regional population groups through his own actions.
			The participant responds to internal and external processes.
			The participant critically deals with his own reservations.
Training Plan			
Knowledge / Skills /Social/methodological abilities	Theoretical training (e-learning) – volume in hours (ECVET credits)	Practical training (in-class-training) – volume in hours (ECVET	Methods of assessment



		<b>credits)</b>	
The participant has professional knowledge about sociocultural backgrounds and their influences.			Questionnaire s pre-test and final test, Comparison of perceived competence gains
The participant has integrated expertise on de-escalation strategies.		Exercise: De-escalation strategies (30 min)	
The participant has integrated intercultural methodology knowledge.			
The participant presents the influences of sociocultural and human processes in the professional context.			
The participant acts according to methods and systems of situation analysis.		Exercise: Cultural aspects in emergency situations part 2 (150 min)	
The participant assesses the findings and reacts accordingly to the situation.			
The participant is aware of the discrepancy between fast action in operation and cultural sensitivity.			
The participant independently gathers knowledge			



about cultural specifications of relevant population groups in his area of professional operation.			
Through the required intercultural knowledge he reduces fears and insecurities.		Exercise: Reflection for my work (30 min) Feedback (20 min)	
The participant critically reflects his culture specific knowledge. He integrates the results in his future behaviour.		Exercise: Sustainable situation handling (120 min)	
The participant cooperates with all stakeholders efficiently and responsibly, taking into account the needs of other stakeholders.			
The participant has a positive effect on the shaping of the relations of regional population groups through his own actions.			
The participant responds to internal and external processes.			
The participant critically deals with his own reservations.			
<b>Requirements and specifications of training</b>			
<b>Requirements of organisation of</b>	Classroom, pin board, flip chart, moderation equipment, preparation of moderation management		



<b>practical training (in-class-training): time planning, equipment, needed resources</b>	sheet (time planning), preparation of exercise material according to trainer handbook
<b>Requirements to trainers (experience, qualifications)</b>	The teacher should have a high degree of identification with the subject in addition to his training in rescue services. This contributes to a familiarity of the teaching content. Personal, practical and pedagogical experiences enable teachers to respond professionally to individual questions, problems and situations during the seminar.
<b>Procedures of quality assurance and control</b>	Questionnaire at the end of the e-learning, daily feedback classroom
<b>Organisation of assessment of competence (methods, forms, who perform assessment).</b>	Questionnaires pre-test and final test, Comparison of perceived competence gains

### Disclaimer

The European Commission support for the production of this publication does not constitute an endorsement of the contents which reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information.