

# TRAINING PROVISION GENERAL INFORMATION

Please take your time and read this carefully, resolve any queries it may raise and then sign the acknowledgement and acceptance form.

This document supersedes all previously equivalent documents

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## SUMMARY

This document is provided to ensure understanding of the requirements and expectations which affect training outcomes related to Outreach Rescue programmes.

There are clear duties for the sponsoring Organisation, and its candidates receiving training to comply with course pre-requisites. Organisations must have appropriate ongoing training, recording and assessment regimes, without which the safety and effectiveness of individuals may be compromised.

## Introduction

These documents, along with the Fire Service College Data Sheet form the basis of our training provision policy.

The rescue environment demands an approach that includes incident specific considerations. Outreach Rescue courses are designed to encourage the thinking required to deal with a wide range of issues that may be encountered, as opposed to providing a potentially limiting set of routines to solve a rescue problem.

Each course introduces a range of knowledge and skills that are the starting point to developing further skills, knowledge, ability and judgement. The courses provide a rescuer with a toolbox of rescue techniques that they can use to help solve rescue incidents.

Skill fade is a significant problem unless comprehensive regimes are employed for regular recorded training practice and assessment as well as operational exposure.

Technician course certification does not have a stipulated external re-assessment period, but it is expected that an individual's organisation will employ a rigorous work-based competency assessment process to ensure skill maintenance. If required re-assessment can be provided, usually by attending another course. The requirement for a time limit for periodic external re-assessment may, however, be dictated by an Organisation's own policies (e.g. UKFRS water safety guide lines) which must take precedence.

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For higher level courses (Supervisor, Instructor or Water Rescue 2) it is strongly recommended that re-assessment occurs at regular intervals, typically every 2 years but this is equally dependant upon the robust maintenance and verification of skills in the intervening period. Further details can be found in the Instructor and Supervisor Development Process.

Individual courses are designed as one element of skills acquisition within a long process of applying practice to gain experience and develop judgement.

### ***Training Consolidation***

The completion of an Outreach technical training programme will have provided indicators of the student's knowledge, skills and abilities, related to the core content of the syllabus. These are assessed using a variety of methods (see 'Knowledge, Skills and Ability Assessment').

The manuals provided also contain a range of supplementary information which is not necessarily assessed, but is provided to further understanding as well as supporting information provided as verbal briefing. The assessment will indicate the 'safe demonstration' or otherwise of the relevant core skills and knowledge along with a numerical indication as to the degree of proficiency observed. These will be recorded in the individual's record of performance.

The core skills of any training programme clearly cannot be delivered or demonstrated in all potential operational scenarios. Some applications will require further situation specific development and adoption of complementary skills e.g;

- Rope Rescue
  - Silos and shafts would require additional compliance with confined space regulations.
  - Working over water would require additional PPE and water related training.
- Water Rescue
  - Vehicles in water require knowledge of vehicle strong points, glass removal, stabilisation systems and inherent safety systems (e.g. airbags) etc.
  - Locks – knowledge of water control systems, rope access techniques etc.
- Additional general requirements including casualty management, awareness of helicopter operations etc.

This list is not exhaustive and it is up to individual organisations to determine their own operational requirements and identify additional requisite training.

Continuation training is integral to the ongoing development of a student. Early skill consolidation positively supports the training received on programmes. It reduces the effects of skill fade, allows students to build up work based training and allows assessment of the student against their own work practices or standards.

For students to sufficiently develop their knowledge, skill, experience and judgement they must be provided with a broad range of training opportunities.

This should take into account the nature of the tasks, and associated hazards and risks, likely to be encountered in their operational role.

A rigorous work based competency assessment enables organisations to best monitor performance. Periodic secondary assessments by ourselves or others, whilst contributory, should be seen as a secondary process.

### **Training – Practice – Experience - Judgement**

*The reliability of a qualification is dependent on the ongoing application of skills by practice or skill maintenance training within a regulated framework of assessment.*

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### **Progression between Training Levels**

Before moving on to higher levels of training, work based assessment processes must demonstrate development of the core skills and experience in accordance with the Instructor Development Process. The higher levels of training e.g. instructor or supervisor skills do not provide a comprehensive re-assessment of the core technical skills of earlier courses.

Organisations must be satisfied that candidates have a sufficient portfolio of verified experience and development to satisfy course requirements. Any shortfalls would compromise safety and the overall success of the candidate

If you have any queries please contact Outreach to discuss this further.

The above principles also apply to re-assessment procedures.

### **Instructor Skills**

Having undertaken instructor skills training, skills and experience must be extensively developed before a final assessment. If required, development opportunities can be arranged by negotiating a set of additional training experiences as a support instructor, or similar, on Outreach Rescue courses, following which we will provide a formative assessment.

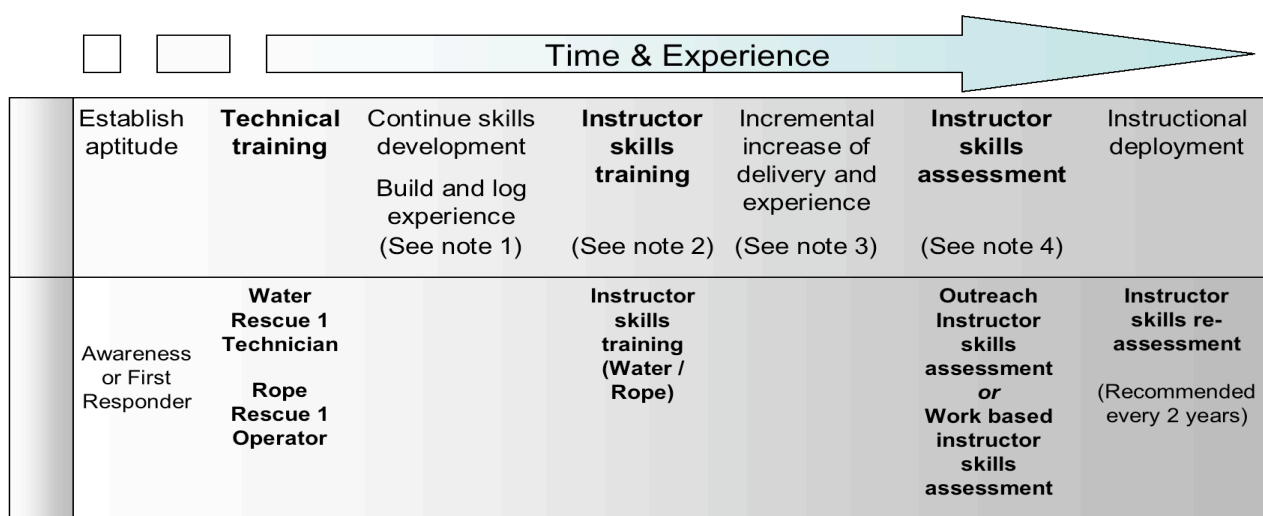
### **Fresh Start Organisations**

Specific problems related to the acquisition of these skills where organisations are in fresh start situations should be discussed as individual cases. Where the intention is for the Organisation to operate at various levels is clear at the outset, it is useful that this is discussed with Outreach Rescue prior to starting the training. This will allow the progression requirements to be clearly identified for the individual to acquire the skills to take on the enhanced roles of supervision or instruction.

Where multi discipline Specialist Rescue teams require re-assessment, the overlap of skill areas may enable overall reductions in the time scale required compared to the total for events covering separate disciplines.

### **Instructor Development Process**

The process of becoming an instructor relies on suitable candidates developing good technical skills, gaining experience and knowledge as well as an aptitude and ability to pass on the knowledge, teach the skills and assess students. The principles equally apply to supervisor skills progression.



**NOTE 1** Before undertaking the relevant higher level or instructor skills training, candidates should have demonstrated safe application and proficiency in all underpinning technical knowledge and skills in a wide range of circumstances. The experience to support this cannot

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come from the training programme alone but must be supported by ongoing development, skills maintenance and work based competency assessments.

People have differing levels of prior knowledge and aptitude, rates of skills acquisition or skills decay, etc. It is difficult to stipulate a set number of hours for this level of competency or for the associated experience to be gained. Typically a minimum of 40+ hours, including a substantial period of time in challenging environments has been shown to be required.

**NOTE 2** Instructor skills courses have a pre-requisite of an appropriate 'trainer/assessor' qualification and we do not attempt to wholly duplicate this process but apply it to the water or rope training environment. Instructor skill courses do not re-assess all technical skills and knowledge, but examine their application as skill topics in training scenario and simulations.

**NOTE 3** The skills and experience acquired on the instructor training course should be further developed by shadowing, co-instructing, risk assessing venues, operational application etc. These should be observed and recorded to be evaluated by other instructors, managers, supervisors or others to provide development feed back and evidence of competencies. Typical an additional 80+ hours of application of training skills is required for this phase.

**NOTE 4** The accumulated evaluations described in Note 3 must show that the role and training content requirements are consistently met by demonstration of all instructor skills. Where Outreach provides final assessment it is based on observations made on the programme. Organisations must ensure that candidates have a development portfolio consummate with the course level they are attending.

The above model is provided in good faith. It is the employing organisation's responsibility to ensure compliance with national policy, good practice etc. A declaration of conformity with course prerequisites is required for each candidate, signed by a training supervisor. In the absence of this declaration "attendance only" will be certificated.

### ***Knowledge, Skills and Ability Assessment***

The knowledge, skills and ability assessment that provides the candidate's individual performance indicators against each defined core syllabus area, are arrived at through the application of one or more of the following:

- Continuous assessment
- Set piece skills applications
- Scenario based practical assignments
- Contribution to a team exercise
- Scenario based table top exercise
- Verbal Q&A to demonstrate understanding
- Written multi choice exam
- Scenario based written exam
- Development of lesson plans, risk assessments, etc
- Others as appropriate

It is not possible in short course programmes to provide multiple assessments of all areas but the primary methods of assessment are as shown on the course data sheet.

Instructors will select complementary approaches before arriving at individual indicators. The outcomes of any such assessment will provide a reflection of combinations of knowledge, skill and ability as demonstrated at that time. In using differing types of assessment methodology we aim to provide a range that will maximise the opportunity to indicate learning acquisition, but in a short course programme this cannot be an exhaustive process.

The indicator system is aimed at providing markers to inform the ongoing work-based training and development processes and assessment. They are not a substitute for work based competency assessment.

The skill level indicator system we apply equates to the following:-

### Technical Course Skill Level Indicator

- |                |  |
|----------------|--|
| <b>Below 5</b> | Requires further development before safe and acceptable performance is established.                                  |
| <b>5-6</b>     | Has demonstrated the skill and/or indicated knowledge and understanding with safe application.                       |
| <b>7-8</b>     | Has demonstrated clarity and confidence in applying and/or indicating an appropriate response.                       |
| <b>9-10</b>    | Has demonstrated certainty, immediacy, control and clarity of skill and/or understanding even in complex situations. |

### Management Course Knowledge / Skill Level Indicator

- |          |  |
|----------|--|
| <b>1</b> | Limited understanding of essential concepts with poor application to subject matter.                   |
| <b>2</b> | Adequate understanding of key concepts demonstrated but some areas demonstrate restricted application. |
| <b>3</b> | Good understanding demonstrated, with some consideration to application.                               |
| <b>4</b> | Excellent and extensive understanding shown. Most areas with suitable application.                     |
| <b>5</b> | Outstanding understanding across all areas and appropriate application.                                |

### ***General Safety Briefing within a Rescue Training Environment***

You must meet the entry criteria of being fit for full operational duties in accordance with your organisation's requirements for this role and have received occupational training in Health and Safety at Work (especially manual handling) and any other criteria as may be described in the course data sheet. If in doubt you must ask the course instructor.

**In addition to the specific issues relating to individual sites, all students MUST, when appropriate, follow the operating rules below:**

- 1 Any ambiguity, uncertainty or lack of clarity as to the scope or detail of any safety directive or risk assessment issue must be raised with a suitably qualified staff member immediately, but always prior to any relevant application or engagement. If you don't fully understand – **'DON'T DO'**.
- 2 If you think at any time there is or has been any safety issue – report it immediately and ask any instructor for a report form.
- 3 You must check that all Personal Protective Equipment (PPE), clothing and footwear will be appropriate for the task as described to you, used correctly, and checked for serviceability prior to the task commencement. All equipment will be treated with the utmost care commensurate with its safety role.
- 4 All safety systems described in the Risk Assessment (RA) documents, which are available to you for each venue, shall be applied at all times. RA files are available in public / teaching areas.
- 5 You must:
  - Familiarise yourself with Risk Assessments prior to events.
  - Remain vigilant as to your own safety and that of others.
  - Remain disciplined to work within a framework of systems and procedures.
  - Remain adaptable to changing circumstances and constantly monitor any changes that influence the nature of the risk.

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- 6 Ensure all safety systems are to be checked by staff members prior to use.
- 7 Instructions from supervising staff must be followed at all times.
- 8 In addition to normal training issues due care to be taken at all times with regard to the following:
  - Movement of traffic near venues.
  - Wash/disinfect hands prior to eating.
  - Manual handling of rescue loads.
- 9 First Aid kits are located in:
  - Coffee room
  - All training buildings (In addition a trauma pack and oxygen is provided on site)
  - Centre vehicles (A trauma pack and oxygen is also provided)
  - With supervising staff when off site
- 10 A telephone is located in the entrance hall near the kitchen: dial 230 for assistance 24 hrs.
- 11 Incident response “grab” boards are located in vehicles, at the Centre entrance, on rear of small rope room main door and adjacent to the exit in the main rope training room.
- 12 All watches and hand jewellery should be removed prior to all training activities.

### ***Work and Training in Rescue Environments***

- 13 It is vitally important to note the special circumstances involved in training within rescue environments. These differ fundamentally to almost all other training environments in that they lack many of the facets which make the control of risk predictable:
  - Consistency: We are operating in the natural environment where the nature of risk can change substantially from one venue to another.
  - The degree of risk changes with weather patterns over which we have no control and only limited powers of prediction.
  - Individuals cope differently to the perceived dangers of risk situations.
  - Individual fitness, ultimately represented in degrees of fatigue, requires a range of coping abilities.
- 14 All of the risks that may be encountered are manageable, if they weren't, clearly they would not be accepted into the training format. However, the special requirements to provide adequate risk awareness require the following:
  - Working in rescue situations and awkward positions has the potential to produce loads outside of normal guidelines. Students have a responsibility to minimise such manual handling tasks or activities as well as their impact and to monitor individual capability to achieve such tasks without personal injury.
  - Constant vigilance to changing parameters e.g. conditions underfoot, weather conditions, water levels and states etc.
  - Never assume all external influences at different venues are equal e.g. in water rescue, a similar depth of water flow may give differing ease of wading. Apparently benign water may have hidden sub-surface hazards. High winds may affect balance, communication, body temperature etc.
  - Awareness that even on apparently straightforward approaches there may be risks - small pot holes, slippery steps etc. None of these issues are insurmountable but they do require constant personal vigilance and constant reference to the site specific and activity specific risk assessments.
- 15 All PPE should be regarded as totally integral in the risk reduction process. Therefore, care should be taken at all times to ensure its fitness for purpose, even to such measures as the adjustments of boots, and the care taken with donning and doffing dry suits, buoyancy aids, harnesses, gloves, etc.
- 16 While staff will ensure as far as possible that these matters are adhered to it is equally a matter of personal and group responsibility to constantly monitor behaviours, awareness of PPE of others etc. Any personal anxieties should be raised immediately with an instructor.

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- 17 Any perceived short comings in the safety briefing and risk assessments detail concerning any aspect of the training must be raised immediately and notified for adoption within our risk assessment procedure.
- 18 If you suffer any injury no matter how slight during training or while in residence, or you are ill, ensure you notify a member of staff immediately.
- 19 Ensure that you have read and understood all aspects of this document, which is also posted on notice boards in communal areas. Ensure that you clarify any lack of understanding with your course instructor.

### **Course Manual – Conditions of Use**

The content of the course manual is for the use of students on the appropriate Outreach Rescue training programme only.

The document is not designed to be comprehensive or to stand alone as a means of teaching rescue or access techniques. It is an aid not a substitute.

To the fullest extent permissible by law, Outreach Organisation Ltd shall have no liability whatsoever for any loss, claim or damage arising as a result of anything contained in or omitted from this course manual. Please contact Outreach if you have any doubts or difficulty in understanding information presented in the course manual.

The systems and equipment described here must only be used in accordance with the requirements of the relevant Fire Service manual, Health and Safety Executive requirements and other legislation or standard which must take precedence.

The course encompasses the core skills, knowledge and understanding areas listed on certificates, in the record of performance document and any self assessment record provided.

We have endeavoured to ensure that this manual represents our view of current good practice at the time of publication but there may well arise the need for periodic amendments. The nature of the rescue environment is such that as a result of development, experience, new equipment, HSE requirements, Fire Service Guidance or other influence change may be necessary. We welcome and value your comments now and with your future application that will help us improve the contents.

As a safety related document, this manual is for your personal use only. The intellectual property rights of the manual and training programme are and will remain the property of Outreach.

You are not allowed to reproduce any part of the documentation without prior written agreement from Outreach.

Where students hold training roles within their own organisation, it is assumed that any such training that utilises qualifications gained at Outreach shall be delivered within their own organisation only and that the Risk Assessment and Quality Control measures appertaining to best practice in the emergency services shall apply.

Manuals may reflect broad areas of supporting knowledge, background to systems analysis, or information to guide ongoing training outside the core skill content. These must be placed within each organization operating procedures which are not prescribed in any way by the contents of this manual. The manual is not a comprehensive subject guide.