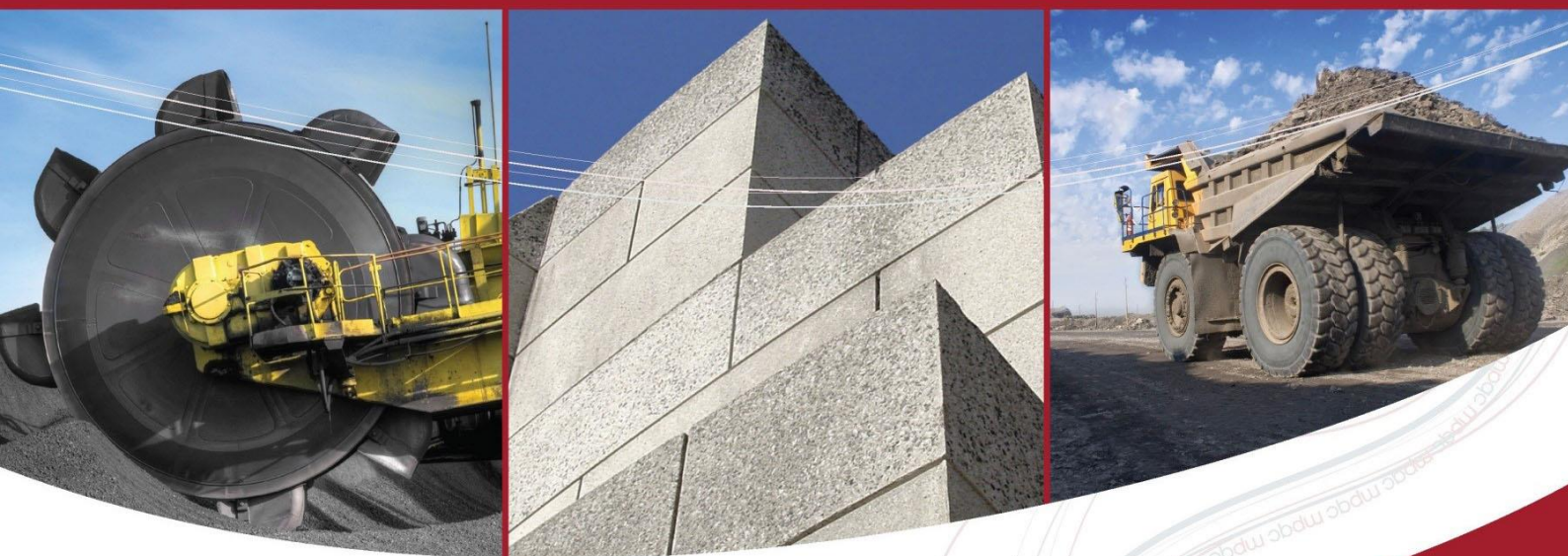


# Assessment Plan

## Specialist Rescue Operative Level 4



## End-Point Assessment (EPA) plan for Specialist Rescue Operative

### Introduction and overview

This document sets out the requirements and process for the End Point Assessment (EPA) of the Level 4 Specialist Rescue Operative apprenticeship. The apprenticeship has been requested designed and supported by the extractive and mining sector for apprentices employed in the sector. Employers include, extractives, mining and utilities sectors across England, and other employers providing a rescue and an accident and incident prevention service to those employed to work in confined spaces and who work at height.

Specialist rescue operatives can be asked to tackle a wide range of emergency situations where problem solving and use of initiative is vital to resolve incidents quickly and calmly. These situations vary from carrying out rescues over long distances in complex environments, to recovering people trapped or injured while working at height to rapid response rescues from confined spaces. It can also include searching, rescuing and protecting people and animals, by sustaining/preserving their lives, to protecting life and the environment from the effects of:

- The loss of consciousness of any person due to an increase in body temperature
- The loss of consciousness of any person due to a gas, fume, vapour or oxygen deficiency
- Drowning
- Asphyxiation due to a free flowing solid (e.g. grain store)
- Entrapment in a free flowing solid (e.g. coal storage)
- Injuries sustained while working at height
- Entrapment whilst working at height
- Serious injury to a person from a fire or explosion

It also includes prevention activities such as providing training, assessment and other activities to reduce the possibility of an emergency arising.

Specialist rescue operatives engage with the workforce to provide information, advice, guidance, training and assessment to individuals and groups around health, safety and well-being. They may also conduct risk assessments and audits in work places if necessary and actively contribute to reducing the risk of emergency situations arising.

Specialist rescue operatives work as part of a close-knit team of professionals that provides 24-hour response cover to resolve rescue incidents. Work with partners where required and possibly other emergency services to achieve a swift and successful conclusion.

## Summary of Assessment

The Specialist Rescue Operative apprenticeship standard will typically take between 18 and 24 months. The EPA should only start once the employer is satisfied that the apprentice is consistently working at or above the level set out in the standard, the pre-requisite gateway requirements for EPA have been met and that they can be evidenced to an EPA organisation.

To comply with the Health & Safety at Work Act, all apprentices will complete their Initial Specialist Rescue Operative training as part of their apprenticeship. This will vary in duration depending on the individual's requirements but provides all apprenticeships with the necessary training to make them ready for the working environment. Having successfully completed the Initial training the apprentice will work under supervision alongside other competent rescue operatives. Training modules that cover the knowledge skills and behaviours set out in the Apprenticeship will be undertaken and completed by the apprentice.

The apprentice will receive regular reviews with the line manager and training provider(s) to monitor progress and provide feedback and support and guide development.

The apprentice will collect examples of their work throughout the apprenticeship that cover the standard and will be kept in the form of a portfolio/work log. The portfolio/work log can be either paper-based or electronic. The portfolio/work log will be reviewed on programme at agreed reviews by the line manager.

The apprentice will move through the assessment gateway to the end point assessment when they have completed all on-programme training. The end point assessment will take place in the last 3 months of the apprenticeship. The employer, will formally review, agree and sign off that the apprentice has met the minimum requirements of the knowledge, skills and behaviours within the standard and confirm that the apprentice is ready to progress to the End Point Assessment. This will happen during a meeting involving the apprentice, their line manager and the training provider. The apprentice will be informed of this decision. Apprentices should not be put forward to the End Point Assessment before they are ready. The employer will make the final decision to decide the individual is ready to be registered for the EPA.

The end point assessment will include the following:

- ⚙️ Knowledge Test
- ⚙️ Practical observation
- ⚙️ Presentation of a project
- ⚙️ Professional discussion/structured interview based on the content of the portfolio/work log

The End Point Assessment will be graded either Fail, Pass or Distinction

The End Point Assessment will be conducted in order of the steps below accumulating in the final assessment of professional discussion. The apprentice must successfully pass each assessment in order to pass the Apprenticeship.

### Steps

- ⚙️ Knowledge Test
- ⚙️ Practical observation
- ⚙️ Presentation of a project
- ⚙️ Professional discussion/structured interview based on the content of the portfolio/work log

The approach to assessment has been designed to be appropriate, manageable and valid in a range of contexts whilst ensuring consistency.

### Assessment Gateway

The end point assessment will take place within 3 months following the gateway decision. Before being put forward for the End Point Assessment the Apprentice must have:

- Achieved Level 2 qualifications in English and Maths (if not achieved prior to entry onto the apprenticeship)
- Participated in training and development activities to meet the requirements of the apprenticeship standard (at least 20% off the job)
- Collated a mandatory portfolio/work log of evidence that demonstrates their knowledge and skills development over the duration of their on-programme training and as described in the Standard.

**Mandatory Portfolio/work log of Evidence** On commencement of the apprenticeship the apprentice must begin to retain a portfolio/work log of evidence which must be finalised before passing through the gateway.

A completed portfolio/work log or evidence is a compulsory EPA gateway requirement that underpins the EPA Professional Discussion assessment method.

Employers/training providers are free to devise their own version of the portfolio/work log of evidence, but the portfolio/work log of evidence should typically contain the following information:







- ✿✿ the name of the apprentice
- ✿✿ details of the apprentice's workplace
- ✿✿ a minimum of 1 and a maximum of 3 pieces of evidence to support each of the knowledge, skills and behaviours of the apprenticeship standard.
- ✿✿ reflection on their apprenticeship journey
- ✿✿ confirmation from the line manager that the tasks were completed to the required standard of the organisation
- ✿✿ document the off-the-job training that has taken place during the on-programme phase, with at least 20% of their employed time off-the-job
- ✿✿ copy of English and Mathematics certificates
- ✿✿ any CPD records that they have achieved during their apprenticeship

It is recommended that the employer, training provider and apprentice sign off the portfolio/work log of evidence, thereby authenticating that this is the apprentice's work and confirming the demonstration of competence against the knowledge, skills and behaviours (KSBs) across the standard and that the apprentice is ready to take the EPA.

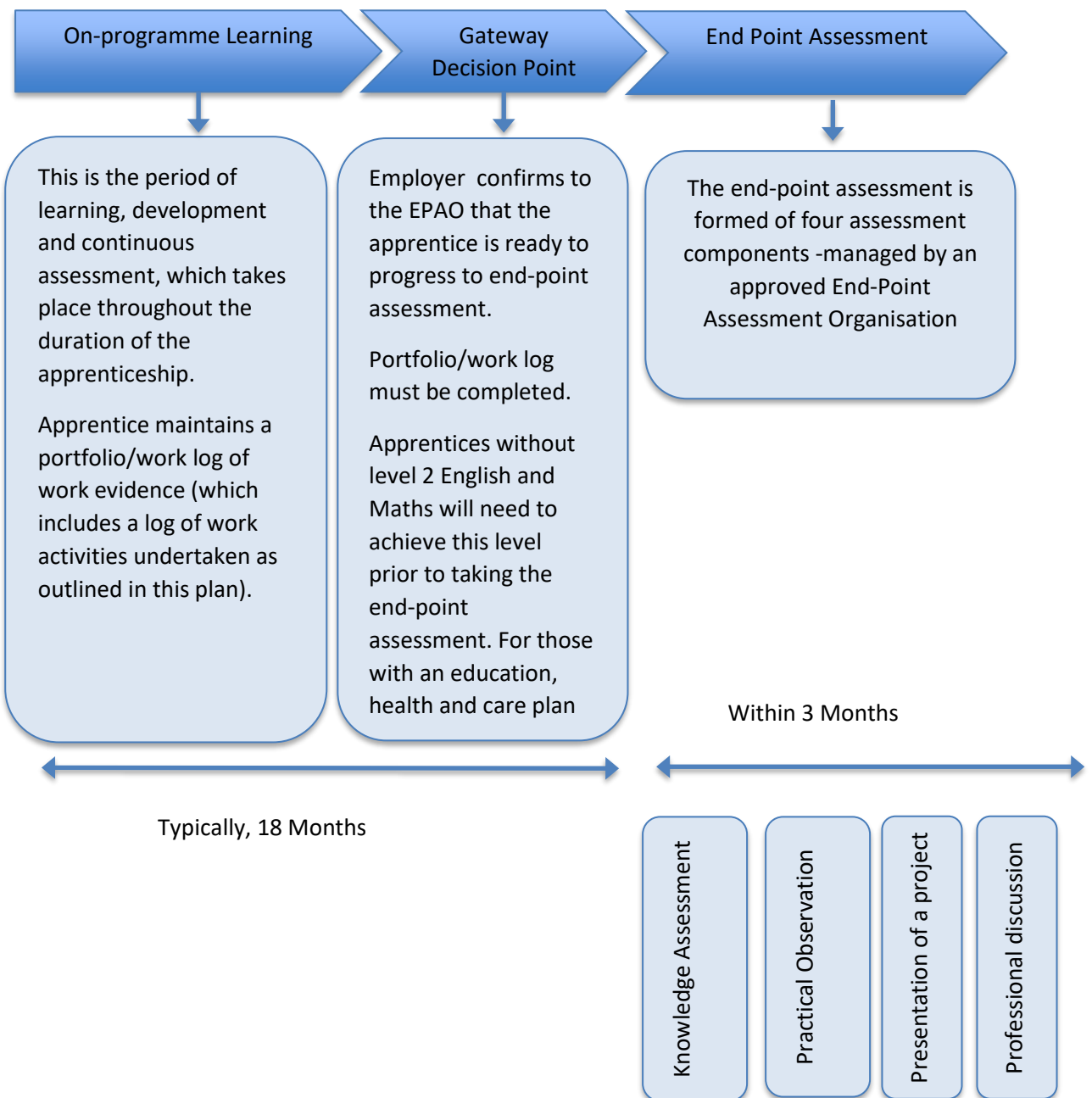
The apprentice must submit their portfolio/work log of evidence to their EPAO when applying for the EPA. An independent assessor will review the portfolio/work log to glean personalised information that will assist the Professional Discussion assessment method. The assessor will review the portfolio/work log prior to the EPA in order to prepare questions. The portfolio/work log itself is not assessed.

The Portfolio/work log will contain work-based evidence that synoptically demonstrates the application of the knowledge, skills and behaviours in the Apprenticeship Standard. A range of types of evidence can be included within the Portfolio/work log to allow for the different roles and

working environment of apprentices but might typically include.

-  Attendance records
-  Appraisal reports
-  All training records
-  Videos
-  Photographs
-  Witness testimonials

## Summary of Apprenticeship Journey



### End Point Assessment

The End Point Assessment will begin when all the requirements have been met and the employer is confident of the readiness of the Apprentice. For each of the assessment methods, the apprentice must achieve a minimum of a pass in order to complete the apprenticeship programme as detailed below.

To achieve a distinction the apprentice must meet the criteria for each area as shown below.

### Assessment method

Area assessed	Assessed By	To achieve a Pass	To achieve a distinction
Knowledge test	Independent Assessor	70%	80%
Practical observation	Independent Assessor	85%	Not applicable
Presentation of a Project	Independent Assessor	60%	75%
Professional discussion/structured interview	Independent Assessor	60%	75%

### **Knowledge Test**

The knowledge test will be used to assess the knowledge elements of the standard.

The knowledge test will be taken at an approved assessment site

The knowledge test should be undertaken first and passed to ensure that the apprentice has the necessary knowledge to progress to the Practical Observation.

Knowledge assessment consisting of 30 multiple-choice questions picked at random from a question bank of sufficient size to assess the Knowledge and Skills described in the Standard. There will be one correct answer and three distractors. The bank of questions will be reviewed annually and EPAOs must develop and maintain a knowledge assessment question bank of sufficient size to prevent predictability and review them regularly (and at least once a year) to ensure they, and the specifications they contain, are fit for purpose.

The knowledge test will be by multiple choice questions and will be 1 hour in duration.

To pass the knowledge test the apprentice will need to achieve 70% pass mark.

The knowledge test will be graded. To achieve a distinction the apprentice will need to achieve 80% pass mark.

Due to the health and safety critical nature of the role, If the apprentice fails the knowledge test, they cannot progress to the next stage of the End Point assessment as they may be putting themselves and others at risk.

The areas covered by the knowledge test are as detailed in Appendix 1 Occupational Brief/mapping of KSBs/mapping of KSBs

### **Practical Observation**

The practical observation provides the opportunity for substantial synoptic assessment across the standard.

The practical observations will be pre-planned and scheduled. Due to the high-risk nature of the role the observations are likely to be carried on simulated scenarios in Realistic Working Environments (RWE) that will enable the apprentice to demonstrate and evidence their knowledge, skills and behaviours across the standard. The practical observations will be carried out at assessment sites by an independent assessor/s.

The areas covered by the practical observation will be the following as detailed in– Appendix 1 Occupational Brief/mapping of KSBs.

The Practical Observation will be either Pass or Fail.

### **Presentation of a Project**

The project, to be created during the EPA period, to be presented during the apprenticeship and will enable apprentices to reflect on their development over the whole on-programme period. The presentation must cover the areas outlined in the Occupational Brief/mapping of KSBs and allows the candidate to choose to demonstrate how they have met the requirements of the Standard. The project can be presented in any format the Apprentice chooses but cannot be more than 3000 words. The project will be presented to a panel that will include the employer and an Independent Assessor. The **final** decision will be made by the Independent Assessor

There will be a bank of Project Topics that will help ensure the Apprentice covers the required elements of the Standard. The Project topics will include:

- ⚙️ Working to produce and promote a safety initiative
- ⚙️ Understanding specific risks involved within both working in confined space and at height
- ⚙️ Undertaking rescue operations in different environments and risks, mitigation, considerations and the potential impact on self, the organisation and the locality
- ⚙️ The Integrated Risk Management Plan and your role
- ⚙️ The importance of physical fitness and mental wellbeing and its impact on self and others

It is anticipated that the Presentation will take approximately 30 (+ - 10%) minutes plus 10 minutes for Questions and Answers.

The Presentation will take place after the Practical Observation Assessment

The Presentation will be graded pass or distinction. Details of the criteria required to achieve a distinction are detailed within the Occupational Brief/mapping of KSBs.

### **Professional Discussion/Structured Interview**

The professional discussion/interview will be a structured discussion between the apprentice and Independent Assessor

The professional discussion will establish and confirm the apprentice's understanding and application of knowledge, skills and behaviours set out in the Standard. The professional discussion will take place after the Practical Observation and the Presentation and will last 40 minutes (+ - 10%) and be recorded on a standardised form (provided by the EPAO).

The purpose of the professional discussion is to:

- ⚙️ To confirm and validate the work of the Apprentice in their portfolio/work log
- ⚙️ To draw out how the Apprentice would behave in specific scenarios
- ⚙️ The assessor will ask questions from a prepared question bank and may also ask questions generated during the EPA (to further confirm and validate as necessary the apprentices work and or understanding).

### **Final Judgement**



The final judgement and overall grade of the apprenticeship will be made by the Independent Assessor on completion of all End Point Assessment activities.

### **Independence**

The Assessment Organisation will be chosen from the ESFA Register of Assessment Organisations and they will have had no influence on the training elements of the apprenticeship

#### Roles and responsibilities

##### Employer:

- ⚙️ Provides the Apprentice with the opportunities to develop the knowledge, skills and behaviours to meet or exceed the Standard
- ⚙️ Provide appropriate assessment site and resources for the EPA to be conducted safely
- ⚙️ Makes the gateway decision to progress the apprentices through to EPA

##### Training Provider:

- ⚙️ Must be on the ESFA Register of Approved Training Providers (RoATP)
- ⚙️ Ensures the training provided meets the requirements of the Standard
- ⚙️ Assists the employer in preparing apprentice for EPA
- ⚙️ Works with employer in deciding when the EPA will be triggered
- ⚙️ Potentially provide the facilities used for EPA to be conducted

##### Assessment Organisation:

- ⚙️ Is on the ESFA Register for Assessment Organisations
- ⚙️ Provide an End Point Assessor that meets the criteria as set out in this Assessment Plan
- ⚙️ Give guidance to the employer on the EPA process and practices when required
- ⚙️ Will use/follow the Sector Standards adopted by the employer
- ⚙️ Will make the final decision on the overall grade

##### Independent Assessor

The independent assessor will assess the observations, project presentation and the professional discussion/interview. The individual must have nothing to gain from the outcome and must not have been involved in the training or any on programme assessment.

##### Occupational expertise of the assessor

##### The Independent assessor must:

- a) Have thorough knowledge and understanding of the apprenticeship standard
- b) Have been trained in independent assessment to the standard required by the assessment organisation
- c) Be occupationally competent (demonstrate competence to the National Occupational Standards) in the role with work related experience in the last 3 years
- d) Have or be working towards a current and relevant qualification in assessment
- e) Maintain their occupational competence by actively engaging in continuous professional development (CPD) activities in order to keep up to date with developments relating to the changes taking place in the sector

- f) Have a detailed knowledge of the End Point Assessment Organisation systems and documentation
- g) Have, where appropriate, undergone relevant security checks due to the nature and confidentiality of the information that they will be exposed to

Due to the varying equipment and procedures used within the sector the assessor is not expected to be competent in the use of specific organisational equipment and procedures but must be occupationally knowledgeable and work with Sector Standards as used by the employer. The Assessor must be competent in the area they will be assessing.

#### Grading

Due to the safety critical role of the specialist rescue operative the apprentice must be deemed as competent in all aspects and will be graded as fail, pass or distinction. The knowledge, (less than 70% fail – 70 – 79% pass and 80% and over a distinction), The practical (less than 85% fail -85 – 95% pass – over 95% distinction) the project presentation (Less than 60% fail- 60 -74% pass and 74% and over a distinction) and the professional discussion (Less than 60% fail- 60 -74% pass and 74% and over a distinction) will help enable the employer to identify personnel that have excelled and also give the apprentice drive to achieve excellence.

The End Point Assessment must take place in order, starting with the Knowledge Test, then the Practical Observation, with the Project Presentation and Professional Discussion at the end.

The Apprentice will complete all elements of the End Point Assessment even if they fail one element. The Apprentice will be given the opportunity to resit the individual element(s) of End Point Assessment they have failed.

#### **Resits/Retake**

A resit will be offered if the apprentice fails in one assessment method. The employer must agree to the resit and put in place an action plan to support and prepare the apprentice for the resit.

An Apprentice can resit the End Point Assessment within three months of their first attempt.

A Retake will be offered to apprentices who fail in more than one assessment method. The employer must agree to the retake and put in place an action plan including further training to support and prepare the apprentice for the retake.

The Apprentice must retake the End Point Assessment within three to six months of their first attempt.

The Apprentice need only resit or retake the elements they have failed. There is no requirement to undertake the full End Point Assessment. For example; if the Apprentice passes the Knowledge Test but fails the practical observation, The Apprentice would need to resit or retake the Practical Observation, along with the Project Presentation and the Professional Discussion. If the Apprentice passes the Knowledge Test and the Practical Observation. The Apprentice would need to resit or retake the Project Presentation and the Professional Discussion only.

This will ensure that any resits or retakes are cost effective and not over assessing the apprentice.

#### **Internal Quality**

Internal quality assurance refers to the requirements that EPAO must have in place to ensure consistent (reliable) and accurate (valid) assessment decisions. EPAOs for this EPA must appoint independent assessors who have knowledge of the following areas:

- ⚙️ current, work based, occupational experience across the role
- ⚙️ working towards or achieved a recognised qualification and proven competence in assessment
- ⚙️ correct and up to date CPD record relevant to the role being assessed
- ⚙️ appoint independent assessors who will have recent relevant experience of the occupation/sector or significant experience of the occupation or sector.
- ⚙️ provide training for independent assessors in terms of good assessment practice, operating the assessment tools and grading
- ⚙️ have quality assurance systems and procedures that support fair, reliable and consistent assessment across organisation and over time
- ⚙️ operate regular standardisation events that enable independent assessors to attend a minimum of 1 per year
- ⚙️ operate moderation of assessment activity and decisions, through examination of documentation and observation of activity, with a minimum of 10 per cent of each independent assessors' assessments moderated

### **External Quality Assurance (EQA)**

The External Quality Assurance will be conducted by the Institute for Apprenticeships (IfA)

### **Appendix 1 Occupational Brief/mapping of KSBs.**

The table below shows the knowledge, skills and behaviours listed in the standard and how each statement can be assessed as part of the Knowledge Test, Observation with questions and the Professional Discussion. Some elements may be able to be assessed and evidenced in both assessment criteria leading to a more robust and consistent assessment process.

Knowledge test
Practical observation
Presentation of a Project
Professional discussion/structured interview

<b>KNOWLEDGE</b>				
What is required, an understanding of:	Knowledge test	Practical observation	Presentation of a Project	Professional discussion
1. the procedures and processes for responding to and conducting emergency rescue operations.				1
2. the operational and technical aspects of working at height, confined space entry and specialist rescue operations in underground mines, heights and confined spaces (see sub sector section above). This will require the specialist rescue operative to ensure those entering it are competent. The specialist rescue operative will be required to have knowledge of those entering the confined space and have a detailed understanding of the operations being undertaken within the confined space. This will provide information to the rescue teams as to	2			

<p>the likely equipment required to facilitate a successful rescue. This service is required by those entering confined spaces, or other similar space in which there is a reasonably foreseeable specified risk.</p>				
<p>3. the hazards and risks associated with working at height, confined space and underground environments and how to control them to an acceptable level.</p>				3
<p>4. the operation of equipment that will be utilised in providing an effective rescue. This will include access and egress equipment, environmental monitors, respiratory protective devices, compressed air escape breathing apparatus, chemical oxygen breathing apparatus, compressed air breathing apparatus, long duration oxygen regenerative (4 hr) breathing apparatus, extraction equipment, advanced first aid, resuscitation equipment, pain relief equipment.</p>	4			
<p>5. the legal and regulatory maintenance and servicing requirements of rescue equipment.</p>	5			
<p>6. how to train others in health and safety requirements to operate in a confined space and in an underground mine.</p>	6			

7. an acknowledgement that different people learn in different ways and have the ability to change teaching methods to adapt to this.	7			
8. the importance of reporting and evaluation of all potential work hazards and site-specific hazards, including near misses and dangerous occurrences				8
9. when it may be necessary <b>not</b> to rescue an injured person				9
10. how to fight fires and when not to fight fires	10			
11. how fire spreads and how to fight fires in the underground and confined space environments	11			
12. how to save and preserve an endangered life.				12
13. how to identify the risks of activities using approved assessment processes, such as research into the history of the confined space or underground mine, hazard identification, risk assessment, control measures to ensure that the level of risk is at an acceptable level. Examples would be knowing how to maintain an atmosphere at an acceptable (safe) level; monitoring a trend of gases within a confined space or underground mine and understanding results;	13			

monitoring atmospheric pressure and understanding impact on a confined space and underground mine				
14. Risk assessments, legislation, regulations (such as working at height, mines act, confined space, PUWER, first aid, LOLER), safe systems of work, and limits of responsibility.	14			
15. the reporting lines in both day-to-day and emergency situations.				15
16. how to communicate effectively and how to develop and maintain effective working relationships.				16
17. inclusive teaching and learning approaches and how to use them.	17			
18. ways to create an inclusive teaching and learning environment	18			
19. training aids including visual, aural, Reading, Writing and kinaesthetic				19
20. individual learning styles and how to assess them				20
21. plan, prepare, deliver and assess training	21			
<b>SKILLS</b>				
<b>What is required, an ability to:</b>	Knowledge test	Practical observation	Presentation of a Project	Professional discussion
22. operate as part of an effective and efficient rescue team to the		22		

required company standards, safe systems of work and current regulations such as Confined Spaces and Mines Regulations.				
23. train and assess competence of others.		23		
24. conduct rescue operations in multiple environments and hazardous situations, such as at height, oxygen deficient, toxic and hot atmospheres, and carry out rescues involving casualty entrapment. Examples would be confined spaces, heights or underground mines with complex entry and exits with various options for ventilating the confined space or underground mine. These complex confined spaces and underground mines would or may have multiple operations being undertaken simultaneously.		24		
25. fight different types of fires in both above ground and underground environments		25		
26. save and preserve an endangered life.		26		
27. remain calm and objective under pressure.		27		
28. transport trapped operatives through an irrespirable atmosphere, and transport casualties to a place of safety and further assistance.		28		



29. fault find, test, maintain and service/re-service all rescue equipment		29		
30. minimise the effect of emissions from fire, fumes or other gases in the confined space or underground environment.		30		
31. conduct routine and reactive maintenance of all equipment and breathing apparatus in accordance with company policy, procedures and manufacturers' specifications.		31		
32. use materials, fluids, gases and lubricants required for everyday operations and maintenance in accordance with company policy, procedures, Control of Substances Hazardous to Health data (COSHH) and manufacturers' specifications		32		
33. plan and arrange equipment and resources and complete required rescue standby tasks in line with company key performance indicators and measures and record progress against them.		33		
34. plan inclusive teaching and learning incorporating people learning styles			34	
35. deliver inclusive teaching and learning		35		

36. evaluate the delivery of inclusive teaching and learning, modifying delivery where required			36	
37. assess learners using a range of methods, against competency requirements and skills matrices				37

## BEHAVIOURS

<b>What is required, be able to:</b>	Knowledge test	Practical observation	Presentation of a Project	Professional discussion
38. assess own level of competence and know when to seek advice from colleagues.				38
39. actively delegate actions effectively in emergency or hazardous situations		39		
40. recognise, accept and continue duties when it may have been necessary not to rescue a severely injured person.		40		
41. critically identify own development needs and take action to meet those needs				39
42. use own knowledge and expertise to help others.			42	
43. actively maintain levels of knowledge and skills through continuing professional development, maintain CPD records.			43	
44. pro-actively communicate with operational team effectively ensuring information is passed		44		

clearly and promptly using a range of methods				
45. accept responsibility for own behaviours, actions and standards of work		45		
46. take ownership of issues in an emergency situation and deal with appropriately		46		
47. actively promote a positive health, safety and environmental culture through situational awareness and by personal example, taking appropriate actions if others are acting in an unsafe manner.		47		

**Fail** - The apprentice will be deemed to have failed if they do not meet all if the criteria outlined in the pass descriptor

Area of the standard	Pass	Distinction
1. the procedures and processes for responding to and conducting emergency rescue operations.	An understanding of individual and team requirements, controls and responses required	A detailed understanding of individual and team requirements, controls and responses required and can provide evidence of responses during mock incidents and required responses to availability
2. the operational and technical aspects of working at height, confined space entry and specialist rescue operations in underground mines, heights and confined spaces (see sub sector section above). This will require the specialist rescue operative to	Can show competence in being safe in the underground environment, in a confined space and while operating a height.  Can show competence in carrying out rescues in the underground environment, in a confined space and at height.	Can show competence in being safe in the underground environment, in a confined space and while operating a height. Intervenes when others are not showing competence and provides an explanation and solution to actions required  Can show competence in carrying out rescues in the underground environment, in a confined space and at

<p>ensure those entering it are competent. The specialist rescue operative will be required to have knowledge of those entering the confined space and have a detailed understanding of the operations being undertaken within the confined space. This will provide information to the rescue teams as to the likely equipment required to facilitate a successful rescue. This service is required by those entering confined spaces, or other similar space in which there is a reasonably foreseeable specified risk.</p>		<p>height. Can make decisions regarding method and equipment.</p>
<p>3. the hazards and risks associated with working at height, confined space and underground environments and how to control them to an acceptable level.</p>	<p>Is able to identify the hazards and risks associated with working at height, confined space and underground environments and how to control them to an acceptable level.</p>	<p>Is able conduct a full evaluation of the hazards and risks associated with working at height, confined space and underground environments and how to control them to an acceptable level and recommend ways of reducing them.</p>
<p>4. the operation of equipment that will be utilised in providing an effective rescue. This will include access and egress equipment, environmental monitors, respiratory protective devices, compressed air escape breathing apparatus, chemical oxygen breathing apparatus, compressed air breathing apparatus, long duration oxygen regenerative (4 hr) breathing apparatus, extraction equipment, advanced first aid,</p>	<p>Can examine, test and use equipment required in a rescue situation</p>	<p>Can identify, select, examine, calibrate, test and use equipment required in a rescue situation</p>

resuscitation equipment, pain relief equipment.		
5. the legal and regulatory maintenance and servicing requirements of rescue equipment.	Understands legal and regulatory maintenance and servicing requirements of rescue equipment	Can explain the relevant legal and regulatory maintenance and servicing requirements of rescue equipment as well as understanding the requirements
6. how to train others in health and safety requirements to operate in a confined space and in an underground mine.	Is able to train others in health and safety requirements	Carries out training of others and deals with those requiring special needs or attention. Understand learning requirements of individuals.
7. an acknowledgement that different people learn in different ways and have the ability to change teaching methods to adapt to this.	Understands that different people learn in different ways	Understands that different people learn in different ways and can provide evidence of ability to change teaching methods to adapt to this. Can describe learning styles of individuals
8. the importance of reporting and evaluation of all potential work hazards and site-specific hazards, including near misses and dangerous occurrences	Can provide evidence of reporting in line with company policies and procedures	Can provide evidence of reporting and be specific as to potential consequences of failing to report or take action
9. when it may be necessary <b>not</b> to rescue an injured person	Understands the need to prioritise when involved in a rescue operation	Can fully explain the need to prioritise when involved in a rescue operation and can justify the reasons for the decision
10. how to fight fires and when not to fight fires	Is able to describe limits of responsibility when deciding to fight a fire	Is able to fully explain the decision making process when deciding if to fight a fire. Can articulate the pros and cons.
11. how fire spreads and how to fight fires in the underground and confined space environments	Has an understanding of fire spread and how to fight fires	Has an understanding of fire spread and how to fight fires and can take preventive action to stop occurrence
12. how to save and preserve an endangered life.	Can save and preserve an endangered life.	Can conduct immediate triage in a hazardous environment. Can save and preserve an endangered life and provide additional requirements including pain relief and transport over long distances

<p>13. how to identify the risks of activities using approved assessment processes, such as research into the history of the confined space or underground mine, hazard identification, risk assessment, control measures to ensure that the level of risk is at an acceptable level. Examples would be knowing how to maintain an atmosphere at an acceptable (safe) level; monitoring a trend of gases within a confined space or underground mine and understanding results; monitoring atmospheric pressure and understanding impact on a confined space and underground mine</p>	<p>Can carry out a risk assessment on major hazards during a rescue operation</p>	<p>Can carry out a detailed risk assessment on hazards during a rescue operation. Detail the risk assessment explaining the reasons and conclusions. Can explain to others the reasons for the assessment and consequence for not following the risk assessment.</p>
<p>14. risk assessments, legislation, regulations (such as working at height, mines act, confined space, PUWER, first aid, LOLER), safe systems of work, and limits of responsibility.</p>	<p>Demonstrates understanding of legal and regulatory requirements</p>	<p>Can explain the legal and regulatory requirements and can quote the relevant legislation and regulations. Is able to fully explain consequences of not following the legal and regulatory requirements</p>
<p>15. the reporting lines in both day-to-day and emergency situations.</p>	<p>Demonstrates how they follow reporting lines in line with policies and procedures</p>	<p>Follows reporting lines and ensures others follow and understands the importance of following reporting lines</p>
<p>16. how to communicate effectively and how to develop and maintain effective working relationships.</p>	<p>Can provide evidence where they have communicated effectively</p>	<p>Can provide evidence where they have communicated effectively and can describe how to implement effective communications in complex rescue situations</p>
<p>17. inclusive teaching and learning approaches and how to use them.</p>	<p>Is able to demonstrate or provide evidence of inclusivity when teaching</p>	<p>Is able to demonstrate or provide evidence of inclusivity when teaching</p>

		and how they have adapted to needs of others
18. ways to create an inclusive teaching and learning environment	Understands how to create an inclusive environment	Understands how to create an inclusive environment and assists with those that requires additional effort
19. training aids including visual, aural, reading, writing and kinaesthetic	Demonstrates the use of training aids including visual, aural, reading, writing and kinaesthetic	Demonstrates the use of training aids including visual, aural, reading, writing and kinaesthetic and how to adapt when training aids are not available. (example when there is a power cut)
20. individual learning styles and how to assess them	Demonstrate ability to assess competence over a range of individuals	Demonstrate ability to assess competence over a range of individuals and decides competence or otherwise in borderline cases. (makes a correct decision)
21. plan, prepare, deliver and assess training	Provide evidence of training plans and how they have prepared, delivered and assessed during the training	Provide evidence of training plans and how they have prepared, delivered and assessed during the training. Explain the rationale behind each step and the reasons for planning and preparing.
<b>SKILLS</b>		
<b>What is required, an ability to:</b>		
22. operate as part of an effective and efficient rescue team to the required company standards, safe systems of work and current regulations such as Confined Spaces and Mines Regulations.	Can provide evidence where they have operated as part of an effective and efficient rescue team	Can provide evidence where they have operated as part of an effective and efficient rescue team. Is able to explain what actions they took and how it contributed to the efficiency of the rescue.
23. train and assess competence of others.	Is able to provide evidence where they have trained and assessed the competence of others	Is able to provide detailed evidence where they have trained and assessed the competence of others. They can detail the steps taken and explain the rationale behind each step.
24. conduct rescue operations in multiple environments and	Can provide evidence where they have participated in rescue	Can provide evidence where they have participated in multiple rescue

<p>hazardous situations, such as at height, oxygen deficient, toxic and hot atmospheres, and carry out rescues involving casualty entrapment. Examples would be confined spaces, heights or underground mines with complex entry and exits with various options for ventilating the confined space or underground mine. These complex confined spaces and underground mines would or may have multiple operations being undertaken simultaneously.</p>	<p>operations (live or simulated) in various hazardous situation as listed in the standard.</p>	<p>operations (live or simulated) in various hazardous situation as listed in the standard. They may have led a team in the operation or taken a senior role making decisions for the team.</p>
<p>25. fight different types of fires in both above ground and underground environments</p>	<p>Is able to fight a fire with the correct medium and technique in both above and below ground environments</p>	<p>Is able to assess the situation quickly and fight different types fires with the correct medium and technique and deals with the aftermath of the fire.</p>
<p>26. save and preserve an endangered life.</p>	<p>Is able to explain the steps that could be taken in order to save and preserve an endangered life.</p>	<p>Is able to explain the steps that could be taken in order to save and preserve an endangered life, how they would differ in various scenarios, and the risk to the person in each step.</p> <p>Relieves pain and transports over a long distance</p>
<p>27. remain calm and objective under pressure.</p>	<p>Is able to explain the steps they take in order to remain calm and objective at all times</p>	<p>Is able to explain the tools they use in order to remain calm and objective at all times. Can provide evidence when they have used these tools and is able to explain the implications for not remaining calm or objective.</p>
<p>28. transport trapped operatives through an irrespirable atmosphere, and transport casualties to a place of safety and further assistance.</p>	<p>Is able to transport casualties through an irrespirable atmosphere to a place of safety and further assistance.</p>	<p>Is able to provide evidence of transporting casualties through an irrespirable atmosphere to a place of safety on multiple occasions and in various scenarios.</p>



<p>29. fault find, test, maintain and service/re-service all rescue equipment</p>	<p>Can demonstrate ability to fault find, test, maintain and service/re-service all rescue equipment</p>	<p>Can demonstrate ability fault find, test, maintain and service/re-service all rescue equipment and carry out planned maintenance on some equipment</p>
<p>30. minimise the effect of emissions from fire, fumes or other gases in the confined space or underground environment.</p>	<p>Can describe how to minimise the effect of emissions from fire, fumes or other gases in the confined space or underground environment.</p>	<p>Can explain how to minimise the effect of emissions from fire, fumes or other gases in the confined space or underground environment. Is involved in the discussions and decision-making process</p>
<p>31. conduct routine and reactive maintenance of all equipment and breathing apparatus in accordance with company policy, procedures and manufacturers' specifications.</p>	<p>Is able to carry out routine and reactive maintenance of all equipment and breathing apparatus in accordance with company policy,</p>	<p>Is able to carry out routine and reactive maintenance of all equipment and breathing apparatus in accordance with company policy and able to plan routine schedule and implement best practice.</p>
<p>32. use materials, fluids, gases and lubricants required for everyday operations and maintenance in accordance with company policy, procedures, Control of Substances Hazardous to Health data (COSHH) and manufacturers' specifications</p>	<p>Is able to use materials, fluids, gases and lubricants required for everyday operations and maintenance in accordance with company policy, procedures, Control of Substances Hazardous to Health (COSHH) and manufacturers' specifications</p>	<p>Is able to use materials, fluids, gases and lubricants required for everyday operations and maintenance in accordance with company policy, procedures, Control of Substances Hazardous to Health data (COSHH) and manufacturers' specifications and is involved in record keeping and reviewing of records to ensure that are up to date and relevant</p>
<p>33. plan and arrange equipment and resources and complete required rescue standby tasks in line with company key performance indicators and measures and record progress against them.</p>	<p>Is able to plan and arrange equipment and resources and completes required rescue standby tasks in line with company key performance indicators (KPI's) and measures and record progress against them.</p>	<p>Is able to plan and arrange equipment and resources and completes required rescue standby tasks in line with company key performance indicators and measures and record progress against them. Can provide evidence of meeting KPI's consistently and following best practice.</p>
<p>34. plan inclusive teaching and learning incorporating people learning styles</p>	<p>Is able to plan inclusive teaching and learning incorporating people learning styles</p>	<p>Is able to plan inclusive teaching and learning incorporating people learning styles taking into account individuals, impairments and learning needs.</p>

35. deliver inclusive teaching and learning	Is able to demonstrate ability to deliver learning ensuring inclusivity.	Is able to demonstrate ability to deliver learning ensuring inclusivity on multiple occasions, evidencing the needs of the learners and how the delivery was adapted.
36. evaluate the delivery of inclusive teaching and learning, modifying delivery where required	Can evidence how they have evaluated the delivery of inclusive teaching and learning, modifying delivery where required	Can evidence how they have evaluated the delivery of inclusive teaching and learning on multiple occasions, evidencing the needs of the learners and how the delivery was improved.
37. assess learners using a range of methods, against competency requirements and skills matrices	Is able to assess learners using a range of methods, against competency requirements and skills matrices	Is able to use a range of assessment methods, appropriate to the learners explaining the rationale for each method.
<b>What is required, be able to:</b>		
38. assess own level of competence and know when to seek advice from colleagues.	Is able to assess level of competence to company standards and policy.	Is able to assess level of competence using a range of assessment tools. Can describe the assessment process and highlight areas for improvement, takes proactive action to improve.
39. actively delegate actions effectively in emergency or hazardous situations	Is able to delegate actions effectively in emergency or hazardous situations	Can provide evidence where they have delegated actions in emergency or hazardous situations. Explain how they completed this giving rationale and evaluation of the results.
40. recognise, accept and continue duties when it may have been necessary not to rescue a severely injured person.	Explain how they would recognise, accept and continue duties when it may have been necessary not to rescue a severely injured person.	Describe the steps and reasons for how they would recognise, accept and continue duties when it may have been necessary not to rescue a severely injured person.
41. critically identify own development needs and take action to meet those needs	Is able to assess level of development and take action to meet those needs	Is able to assess their own development needs using a range of self-assessment tools. Can describe the assessment process and highlight areas for improvement, takes proactive action to improve
42. use own knowledge and expertise to help others.	Evidence where they have used own knowledge and expertise to help others	Can provide evidence where they have used own knowledge and expertise to help others

		help others on multiple occasions and explain the benefit of this.
43. actively maintain levels of knowledge and skills through continuing professional development, maintain CPD records.	Can evidence how they actively maintain levels of knowledge and skills through continuing professional development, maintain CPD records.	Is able to provide evidence of how they pro-actively maintain levels of knowledge and skills through continuing professional development, maintain accurate and comprehensive CPD records.
44. pro-actively communicate with operational team effectively ensuring information is passed clearly and promptly using a range of methods	Is able to explain how they pro-actively communicate with operational team effectively ensuring information is passed clearly and promptly using a range of methods	Can provide evidence where they have pro-actively communicated with operational team effectively ensuring information was passed clearly and promptly using a range of methods and communicated complex details during a rescue operation
45. accept responsibility for own behaviours, actions and standards of work	Can describe how they accept responsibility for own behaviours, actions and standards of work	Demonstrates how they work within their own levels of responsibility for own behaviours, actions and standards of work and is seen as a leader
46. take ownership of issues in an emergency situation and deal with appropriately	Evidences where they have taken ownership of issues in an emergency and deals with them appropriately	Evidences multiple occasions where they have taken ownership of issues in an emergency situation discusses, reports and makes decisions to deal with them appropriately
47. actively promote a positive health, safety and environmental culture through situational awareness and by personal example, taking appropriate actions if others are acting in an unsafe manner.	Explains how they actively promote a positive health, safety and environmental culture through situational awareness and by personal example, taking appropriate actions if others are acting in an unsafe manner.	Demonstrates how they actively promote a positive health, safety and environmental culture through situational awareness and by personal example, taking appropriate actions if others are acting in an unsafe manner. Is able to evidence promotion to the wider team.