

# **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. 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.

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 and their line manager. The training provider can be consulted to inform the employer's decision. 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 whether the individual is ready to be registered for the EPA.

The end point assessment will include the following:

- Knowledge Test
- Practical observation
- Professional discussion underpinned by a portfolio of evidence

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

The End Point Assessment Knowledge test will be conducted first. Once the knowledge test has been taken and passed, the practical observation and professional discussion can be taken in any order. This is to ensure that the apprentice is safe to enter and operate in the confined space, underground and at height environment i.e. that firstly the apprentice can provide evidence (to the EPAO) that they have the knowledge required to be safe in these high-risk environments prior to entering and operating in them. If the apprentice does not achieve the required 70% required in the knowledge test the EPA will be stopped immediately and the re-sit/retake requirements will apply.

The practical observations - If the EPAO observes the apprentice taking an unacceptable level of risk (based on the EPAO risk assessment) then the assessment will be immediately halted. The reasons for halting the assessment will be explained to the apprentice and the employer and the apprentice will be deemed to not have achieved this method.

The apprentice must successfully pass each assessment in order to pass the Apprenticeship.

- Knowledge Test
- Practical observation
- Professional discussion based on the content of the portfolio

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

### **Assessment Gateway**

The employer will make the decision regarding the suitability of the apprentice to go forward for the EPA (The gateway decision)

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:

- been consistently working at or above the level set out in the standard
- 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 of evidence that demonstrates their knowledge, skills and behaviour development over the duration of their on-programme training and as described in the Standard.

**Mandatory Portfolio of Evidence** On commencement of the apprenticeship the apprentice must begin to retain a portfolio of evidence which must be finalised before passing through the gateway. A completed portfolio of 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 of evidence, but the portfolio 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 mapped to the professional discussion.
- 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
- any CPD records that they have achieved during their apprenticeship

Note: reflections and self-assessment must not be included as evidence.

The employer, training provider and apprentice will sign off the portfolio of evidence, thereby authenticating that this is the apprentice's work.

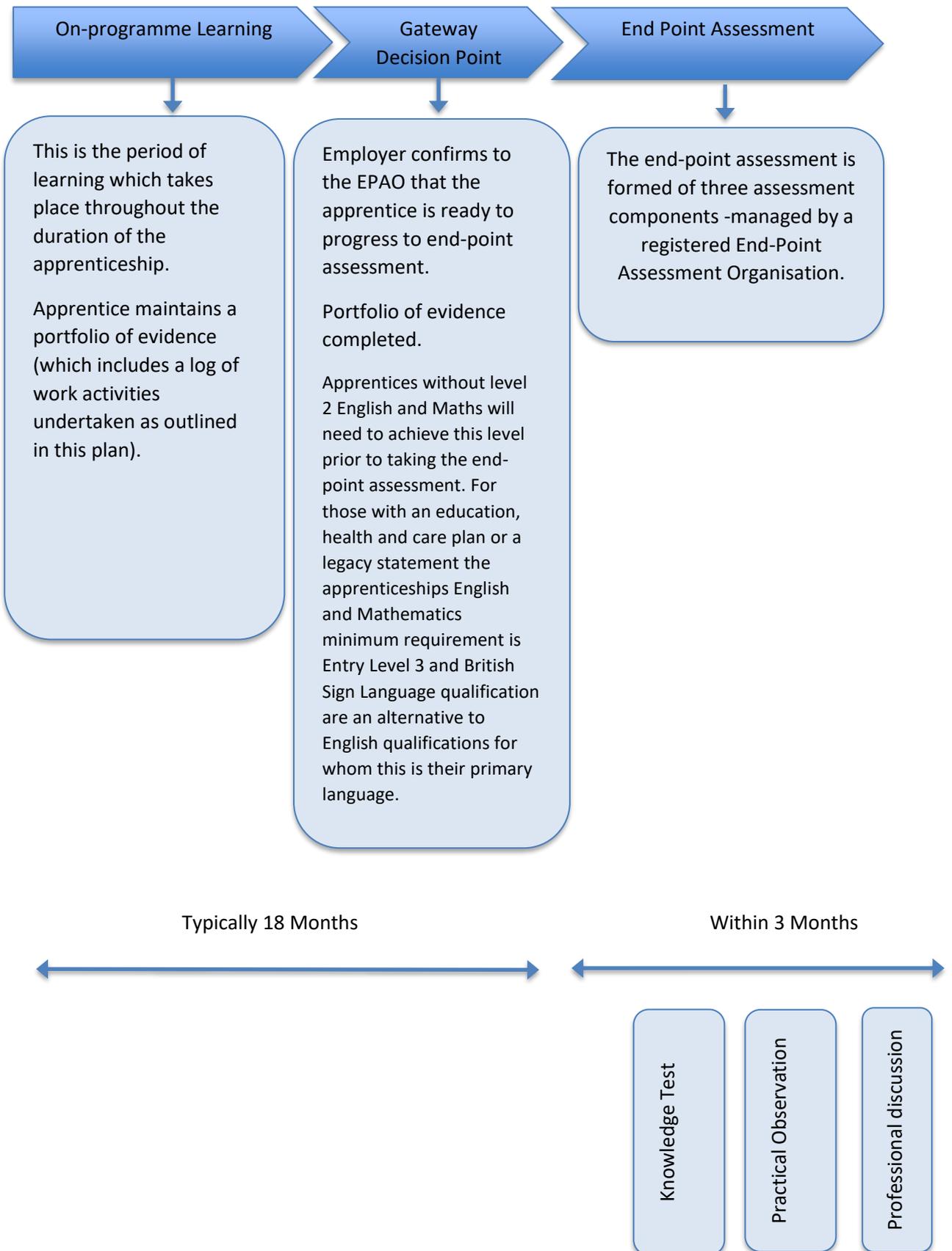
The apprentice must submit their portfolio of evidence to their EPAO at the gateway stage. An independent assessor will review the portfolio of evidence to glean personalised information that will assist the Professional Discussion assessment method. The assessor will review the portfolio of evidence prior to the professional discussion in order to prepare questions. The portfolio of evidence itself is not assessed.

The Portfolio 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 to allow for the different roles and working environment of apprentices but might typically include.

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- Attendance records
- Appraisal reports
- Training records
- Videos
- Photographs
- Witness testimonials

**Summary of Apprenticeship**



## **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 | 21-25 out of 30   | 26+ out of 30            |
| Practical observation   | Independent Assessor | See appendix 1    | See appendix 1           |
| Professional discussion | Independent Assessor | See appendix 1    | See appendix 1           |

### **Knowledge Test**

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

The knowledge test will be invigilated by the EPAO who will provide the questions in paper format from a secure location. There should be a maximum of 15:1 ration of candidates to invigilators.

The knowledge test will be taken at an approved venue selected by the EPAO.

The knowledge test should be undertaken first and passed to ensure that the apprentice has the necessary knowledge to progress to the other assessment methods.

Knowledge test consisting of 30 multiple-choice questions picked at random from a question bank of sufficient size to assess the Knowledge statements in the Standard. There will be one correct answer and three distractors. EPAOs must develop and maintain a 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 with one correct answer out of four and will be 1 hour in duration. The knowledge test will be focussed on providing evidence of an understanding of Health, safety and legal requirements will be graded.

To pass the knowledge test the apprentice will need to achieve 21-25 out of 30. To achieve a distinction the apprentice will need to achieve 26 + out of 30.

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 detailed in Appendix 1.

### **Practical Observation**

The Practical observation activities will be agreed by the EPAO and the EPAO will be responsible for ensuring the candidate is fully aware of the requirements of each activity using written and verbal

instructions for each. Appendix 1 indicates which parts of the standard are being assessed in this method.

There will be a total of 5 practical observations (broken down into 3 categories) which will be planned and scheduled by the EPAO. Each observation will be focused on a simulated rescue operation:

- 3 underground environment rescues (mine observation)
- 1 confined space rescue
- 1 rescue from height

The timings for each observation will be as follows:

- The underground environment rescues will be planned to include two hours of physical rescue each. Prior to the first underground rescue commencing an additional 30 minutes of preparation and planning time will be allowed. An additional 30 minutes will be permitted following the last underground environment rescue to allow for follow up action. The total time for the underground environment rescues will be 7 hours.
- The confined space rescue will be planned to include 1 hour of physical rescue. Prior to the confined space rescue commencing an additional 30 minutes of preparation and planning time will be allowed with an additional 30 minutes following the rescue to allow for follow up action. The total time for the confined space rescue will be 2 hours.
- The rescue from height will be planned to include 1 hour of physical rescue. Prior to the rescue at height commencing an additional 30 minutes of preparation and planning time will be allowed with an additional 30 minutes following the rescue to allow for follow up action. The total time for the rescue at height will be 2 hours.

Following each of the practical observations, the assessor will ask the apprentice up to 8 questions based on the decisions and actions taken during the rescues to allow the candidate to talk through their activities to demonstrate underpinning knowledge. The time allocated to this question and answer session will be a maximum of twenty minutes which is in addition to the practical itself.

All observations will be carried out on a one to one basis to allow ample opportunity for evidence to be provided by the apprentice and for safety reasons. The apprentice will be observed for the entirety of each observation including the planning and preparation stage as well as the follow up action. Follow up action will provide the apprentice an opportunity to complete any follow up action after the physical rescue has been completed. This will typically include returning equipment and preparing equipment for inspection. The practical observation provides the opportunity for substantial synoptic assessment across the standard.

Note: the apprentice will be the only team member being assessed. The other team members will be required to be a competent rescue operative but have no association with the candidate beforehand to ensure independence. The other team members will be externally sourced and provided by the EPAO (this is due to the apprentice not being expected to or able to transport, load or transport a stretcher with a casualty on their own. The number of team members required to carry out the planned scenarios will be based on an assessment including risk by the EPAO) and they will be informed to “do as instructed” and take no part in the assessment process to allow the apprentice the opportunity to provide sufficient evidence of meeting the standard.

The EPAO will ensure that the rescue carried out in the mine environment has a scenario planned around the use of long- duration breathing apparatus. Elements of the scenario to be considered by the EPAO include: -

- The rescue of a minimum of two casualties that will involved a decision regarding casualty prioritisation
- The use of pain relief to minimise shock in one casualty.
- The transport of a casualty over a long distance (greater than 20 minutes to simulate travelling in a mine. This is to require the observation and recording of the resuscitator cylinder pressure) including the use of resuscitation equipment.

The EPAO will ensure that confined space rescue has a scenario planned around compressed air breathing apparatus. Elements of the scenario to be considered by the EPAO include:-

- A casualty requiring first aid treatment to a wound (bleeding) prior to transport
- A casualty requiring the need to be transported through an area (30 metres maximum) using respiratory protection.
- The use of access equipment such as a tripod (or similar) and winch.

The assessment will require the EPAO to have available a selection of portable fire extinguishers including, dry powder, carbon dioxide, foam, and water. The apprentice will be required, during the scenarios to extinguish a (controlled and safe) fire in a surface and underground/confined space environment (the apprentice should assess the risk and select the correct extinguishing medium)

Note: EPAO will require suitable equipment to set up a simulated fire underground that can be switched off remotely from a safe position (environmentally suitable gas powered fire simulator complete with a cut off valve)

Due to the high-risk nature of the role, the observations will be carried out 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.

The Practical Observation will be graded either distinction, pass or fail.

Each practical observation will be planned in detail by the EPAO. The observation will commence with a documented scenario containing relevant information current at the time of commencement of the observation. This will be supplemented with additional information as the scenario progresses depending on the actions the apprentice takes. This can be verbal or via other means. For example, this could be information available on an environmental monitor or relevant to the casualties' condition.

The simulated rescue operations will be planned by the EPAO to ensure that the assessments provide an opportunity for the apprentices to evidence their competence to operate and carry out rescues in the confined space, underground and at height environment. The EPAO will ensure that a sufficient sample of practical observations are used to evidence the requirements of the standard. EPAOs must develop and maintain a bank of practical observation specifications 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.

## Professional Discussion

**The apprentice will ensure that the EPAO has access to their portfolio at the Gateway.**

The professional discussion 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 last 40 minutes (+10% at the discretion of the independent assessor to allow the apprentice to finish their last answer) and be recorded on a standardised form (provided by the EPAO).

The purpose of the professional discussion is to:

- To confirm and validate the Apprentice's knowledge, skills and behaviours in relation to the apprenticeship standard
- To draw out how the Apprentice would behave in specific scenarios
- The assessor will ask 12 questions from the EPAO question bank and they may also ask follow-up questions generated during the professional discussion (to further confirm and validate as necessary the apprentices work and or understanding). EPAOs must develop and maintain a 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.

## 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 end-point assessment Organisation will be chosen from the Register of End Point Assessment Organisations (RoEPAO) and they will have had no involvement with the employment or training provider 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
- Makes the gateway decision to progress the apprentices through to EPA

Training Provider:

- Must be on the ESFA Register of Apprenticeship Training Providers (RoATP)
- Ensures the training provided meets the requirements of the Standard
- Assists the employer in preparing apprentice for EPA
- Consulted by employer to inform the employer's decision of when the EPA will be triggered

End Point Assessment Organisation:

- Is on the Register of End Point Assessment Organisations (RoEPAO)

- Provide appropriate assessment site and resources for the EPA to be conducted fairly and safely
- Provide an independent 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 make the final decision on the overall grade

#### Independent Assessor

The independent assessor will assess the practical observation and the professional discussion. The independent assessor must have nothing to gain from the outcome and must not have been involved in the employment, training or any on programme assessment of the apprentice.

#### Occupational expertise of the assessor

The Independent assessor must:

- Have thorough knowledge and understanding of the apprenticeship standard
- Have been trained in independent assessment to the standard required by the end-point assessment organisation
- Be occupationally competent in the role with work related experience in the last 5 years. This will be evidenced by the assessor holding a rescue officer's certificate and maintaining a continual professional development record.
- Have or be working towards a current and relevant qualification in assessment
- 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
- Have a detailed knowledge of the End Point Assessment Organisation systems and documentation
- 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 in line with regulations used by the employer (Mining and Confined space regulations). The Assessor must be competent in the area they will be assessing.

#### Overall Grading

Each method will be assessed and graded as per the table in Appendix 1

The overall grading will be determined as follows: -

- Fail in any method in any part of the standard will result in a FAIL
- At least a Pass in all methods as indicated in appendix 1 will result in a PASS
- Distinctions in over 50% of all the distinction grading descriptors as indicated in appendix 1 will result in a DISTINCTION

## Resits/Retake

Apprentices who fail one or more assessment method will be offered the opportunity to take a re-sit/re-take. Re-sits/re-takes must not be offered to apprentices wishing to move from pass to distinction. A re-sit does not require further learning, whereas a re-take does.

The apprentice's employer will need to agree that a re-sit/re-take is an appropriate course of action. Apprentices should have a supportive action plan to prepare for the re-sit/re-take. An individual assessment method re-sit/re-take must be completed within three months of notification of the original assessment method fail; otherwise the entire EPA must be retaken.

The maximum grade awarded to a re-sit/re-take will be pass, unless the EPAO identifies exceptional circumstances accounting for the original fail. EPAOs must ensure that apprentices complete a different knowledge test paper, practical observation and be given different questions for the professional discussion when taking a re-sit/re-take.

The Knowledge test must be passed prior to the practical observation and professional discussion taking place.

## 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 and Technical Education (IfATE)

## Affordability

This EPA has been costed based on the planned numbers and costs of training and is feasible and affordable to the sectors involved.

Factors that have been taken into account to improve affordability include -

- Knowledge test that can accommodate numerous candidates at a time
- Opportunity for multiple methods to be carried out on the same day
- Carrying out assessments in employer premises.

### **Appendix 1**

The table below shows the grade descriptors for the knowledge, skills and behaviours assessed as part of the Practical Observation and the Professional Discussion.

### **Appendix 2**

The table shows the knowledge, skills and behaviours mapped to each method it will be assessed by.

### **Grading Descriptors**

#### **Knowledge Test**

To achieve a pass in knowledge the apprentice will require to achieve an assessment score of 21 – 25 out of 30

To achieve a distinction in knowledge the apprentice will require to achieve an assessment score of 26+ out of 30

#### **Practical Observation and Professional Discussion**

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

**Pass** – An apprentice needs to meet all of the pass descriptors in order to achieve a pass in each method

**Distinction** - An apprentice must achieve over 50% of the assessment descriptors at distinction level to achieve a distinction for that method.

## Grading Descriptors

**Practical Observation**

|     | <b>Standard Element</b>  | <b>Pass</b>   | <b>Distinction</b>  |
|-----|--|---|---|
| K9  | 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.  | Examine, test and use all equipment that will be utilised during rescue operations.         | Shows leadership in deciding on the equipment required to complete a successful rescue and can factually outline why that piece of equipment will be the most effective in the circumstances. |
| K18 | 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 | Carries out a risk assessment on a specific rescue task correctly following all the stages. | Justifies the process taken when conducting the risk assessment to other team members and explains the consequence of not following the control measures identified in the risk assessment.   |

|    |  |   |   |
|----|--|---|---|
|    | understanding impact on a confined space and underground mine.   |   |   |
| S1 | 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.   | Operates as part of an effective and efficient rescue team.   | Improves the effectiveness of the team by taking responsibility for an action or takes an acceptable risk to save and preserve endangered life. |
| S3 | 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. | Participate safely and effectively in rescue operations (live or simulated) in various hazardous situations such as at height, oxygen deficient, toxic and hot atmospheres. | Takes leadership in making decisions for the team.  |
| S4 | Fight different types of fires in both above ground and underground environments that may contain various gasses and other underground hazards.  | Fight a fire with the correct medium and technique in both above and below ground environments.<br>Fights different types fires with the correct medium and technique and   |   |

|     |  |  |  |
|-----|--|--|--|
|     | Note: fire will be a simulated safe fire that can be controlled and extinguished remotely if required. | deals with the aftermath of the fire e.g. replaces fire fighting equipment<br>Note: the apprentice must be aware that some fire extinguishing mediums used on the surface will not necessarily always be available in the underground or confined space environment. E.g. water in a coal mine or CO2 in a confined space. |  |
| S5  | Preserve an endangered life, conduct a rescue if possible.   | Saves and preserves endangered life (if possible).   | Conducts immediate triage of multiple casualties in a hazardous environment. |
| S6  | Remain calm and objective under pressure.  | Remains calm and in control during a rescue operation.   |  |
| S7  | Transport trapped operatives through an irrespirable atmosphere.                                       | Transport trapped operatives through an irrespirable atmosphere.   |  |
| S8  | Transport casualties to a place of safety and further assistance.                                      | Transport casualties through an irrespirable atmosphere to a place of safety and further assistance.   |  |
| S9  | Fault find, test, maintain and service/re-service all rescue equipment.                                | Demonstrates the ability to correctly fault find, test, maintain and service/re-service rescue equipment. Carries out planned maintenance on equipment in compliance with Health and Safety legislation and ensures equipment is, and remains operational and in compliance with manufacturers requirements.               |  |
| S11 | Conduct routine and reactive maintenance of all equipment and  | Carries out routine and reactive maintenance of all equipment and  | Plans a maintenance schedule and implements best practice for ensuring       |

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|-----|---|--|--|
|     | breathing apparatus in accordance with company policy, procedures and manufacturers' specifications.  | breathing apparatus in accordance with company policy.   | rescue equipment is available for rescue purposes.   |
| S12 | 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. | 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. | Refers to reviewing and updating COSHH assessments when using materials, fluids, gases and lubricants as required.   |
| S13 | 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.  | Plans and arranges equipment and resources and completes required rescue standby tasks in line with company key performance indicators (KPI's) legal requirements and good practice.   | Ensures equipment is regularly checked in line with instructions. Maintains records as evidence of legal and regulatory requirements being met.<br><br>(Note: this is to ensure that the apprentice not only understands the requirement for operational equipment but also completes the company and more importantly statutory records as required. These records will be required when HSE carry out an audit). |
| S14 | Plan the work required, follow the plan and look for and implement improvements in this plan as well as future work plans.  | Plan the rescue operation and look for and implement improvements as the rescue operation develops.  | Takes a leadership role in ensuring improvements are communicated and implemented during the rescue operation.   |
| B2  | Actively delegate actions effectively in emergency or hazardous situations.   | delegates actions effectively in emergency or hazardous situations.  |  |

|     |  |   |  |
|-----|--|---|--|
| B3  | Recognise, accept and continue duties when it may have been necessary not to rescue a severely injured person.   | Recognise, accept and continue duties (rescue others) when it may have been necessary not to rescue a severely injured person.                              | Justifies their decision to not rescue a severely injured person to other team members.                        |
| B5  | Use own knowledge and expertise to help others.  | Demonstrates the use of own knowledge and expertise to help others to progress the rescue.  |  |
| B7  | Pro-actively communicate with operational team effectively ensuring information is passed clearly and promptly using a range of methods.   | Communicates with operational team effectively ensuring information is passed clearly and promptly using a range of methods.                                | Communicates complex details and instructions during a rescue operation including back to operational command. |
| B8  | Accept responsibility for own behaviours, actions and standards of work.   | Takes and accepts responsibility for own behaviours, actions and standards of work during a rescue operation.   |  |
| B9  | Take ownership of issues in an emergency situation and deal with appropriately.  | Takes appropriate action in an emergency situation in order to complete the rescue safely and effectively.  |  |
| B10 | 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. | Shows positive attitudes and behaviours to promote positive health, safety and environmental culture through situational awareness and by personal example. |  |

**Professional Discussion**

|     |   |  |  |
|-----|---|--|--|
| K14 | When it may be necessary <b>not</b> to rescue an injured person.  | Explains the need to prioritise casualty treatment and transportation when involved in a rescue operation.         | Describes an example of when they have implemented a decision-making process involved in prioritising casualty treatment and transportation during a rescue operation. |
| K15 | How to fight fires and when not to fight fires.   | Identifies correct medium to extinguish a fire. Explains when it is better to leave a fire and carry out a rescue. | Critically evaluates the decision-making process when deciding to fight a fire. Can justify why the decision made was the best choice for the rescue operation.        |
| K19 | 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. | Describes legal and regulatory requirements relevant to own role.  | Explains the consequences of not following the legal and regulatory requirements.  |
| K20 | The reporting lines in both day-to-day and emergency situations.  | Explains the process for following reporting lines and describes the importance of following reporting lines.      |  |
| K21 | How to communicate effectively and how to develop and maintain  | Describes effective communication strategies and techniques that can be used                                       | Describes negative communication strategies and techniques and the impact this can have on developing effective working relationships.                                 |

|     |   |   |  |
|-----|---|---|--|
|     | effective working relationships.  | to develop and maintain working relationships.  |  |
| K22 | Inclusive teaching and learning approaches and how to use them.   | Describes the term inclusivity and contextualises this to teaching.   | Explains strategies which can be used to adapt teaching and presentation methods in order to meet the needs of others to ensure inclusivity.                                 |
| K23 | Ways to create an inclusive teaching and learning environment.  | Explains how to create an inclusive environment while teaching.   | Explains strategies which can be used to assist those with additional needs.   |
| S2  | Train and assess competence of others in the environments they themselves (The apprentice) are deemed competent in (a mine, a confined space and at height) | Outlines the steps taken and explains the process of training and assessing the competence of others.   | Explains the actions taken when an individual has not met the required standard.   |
| S10 | Minimise the effect of emissions from fire, fumes or other gases in the confined space or underground environment.  | Describes the best method to minimise the effect of emissions from fire, fumes or other gases in the confined space or underground environment. | Evaluates the benefits of ventilation methods utilised to minimise the effect of emissions from fire, fumes or other gases in the confined space or underground environment. |
| S15 | Plan inclusive teaching and learning incorporating people learning styles   | Explains how to plan inclusive teaching and learning, incorporating people learning styles.   | Explains how to request information on individuals learning needs and how this information would inform their planning of teaching and learning.                             |
| S16 | Deliver inclusive teaching and learning.  | Describes methods of inclusive teaching and learning and explains examples of when these have been used.  | Explains examples of how delivery was adapted to suit the needs of learners.   |

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| S17 | Evaluate the delivery of inclusive teaching and learning, modifying delivery where required.                        | Explains how to evaluate the delivery of inclusive teaching and learning, modifying delivery where required.  | Explains why teaching styles may need adjusting based on the attitude and behaviours of candidates<br>E.g. a sight or hearing issue.  |
| S18 | Assess learners using a range of methods, against competency requirements and skills matrices.                      | Explains how to assess learners against competency requirements (standards) and skills matrices.  | Explains a range of assessment methods, appropriate to the learners explaining the rationale for each method.                         |
| B1  | Assess own level of competence and know when to seek advice from colleagues.  | Describes an example of when they have self-assessed their own level of competence in line with organisational standards and an example of when they have had to seek advice from colleagues. |   |
| B4  | Critically identify own development needs and take action to meet those needs                                       | Explains own development needs and describes examples of when they have taken action to address these needs.  | Evaluates the importance of being proactive in seeking development opportunities.   |
| B6  | Actively maintain levels of knowledge and skills through continuing professional development, maintain CPD records. | Describes examples of when they have maintained their knowledge and skills and the impact this had on their professional development.   | Explains an example of proactively seeking a development opportunity and evaluates the impact this had on their knowledge and skills. |

## Mapping

|    | <b>Standard Element</b>  | Method                |
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| K1 | The importance and reasons for legal and regulatory compliance   | Knowledge Test        |
| K2 | An understanding of the importance of following policies, procedures and work instructions. These will include but will not be limited to: health and safety policy including signed statement. The hazard identification and risk assessment process aligned to the ability to implement controls to reduce the risk to an acceptable level   | Knowledge Test        |
| K3 | The procedures and processes for responding to and conducting emergency rescue operations.   | Knowledge Test        |
| K4 | The operational and technical aspects of working at height, confined space entry and specialist rescue operations in underground mines, heights and confined spaces This will require the specialist rescue operative to ensure those entering it are competent. Working at height hazards and a detailed understanding of operations being undertaken at height including and understanding of maintaining safe systems coupled to a backup (fall arrest) requirement | Knowledge Test        |
| K5 | Working at height recovery and retrieval systems   | Knowledge Test        |
| K6 | Requirements of suitable and effective anchor point to provide a safe point to commence work or rescue from height   | Knowledge Test        |
| K7 | 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.  | Knowledge Test        |
| K8 | The hazards and risks associated with working at height, confined space and underground environments and how to control them to an acceptable level.   | Knowledge Test        |
| K9 | 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.  | Practical Observation |

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| K10 | The legal and regulatory maintenance and servicing requirements of rescue equipment.   | Knowledge Test          |
| K11 | How to train others in health and safety requirements to operate in a confined space and in an underground mine.   | Knowledge Test          |
| K12 | An acknowledgement that different people learn in different ways and have the ability to change teaching methods to adapt to this.   | Knowledge Test          |
| K13 | The importance of reporting and evaluation of all potential work hazards and site-specific hazards, including near misses and dangerous occurrences  | Knowledge Test          |
| K14 | When it may be necessary <b>not</b> to rescue an injured person  | Professional Discussion |
| K15 | How to fight fires and when not to fight fires   | Professional Discussion |
| K16 | How fire spreads and how to fight fires in the underground and confined space environments   | Knowledge Test          |
| K17 | How to save and preserve an endangered life.   | Knowledge Test          |
| K18 | 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 | Practical Observation   |
| K19 | 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.  | Professional Discussion |
| K20 | The reporting lines in both day-to-day and emergency situations.   | Professional Discussion |
| K21 | How to communicate effectively and how to develop and maintain effective working relationships.  | Professional Discussion |
| K22 | Inclusive teaching and learning approaches and how to use them.  | Professional Discussion |
| K23 | Ways to create an inclusive teaching and learning environment  | Professional Discussion |
| K24 | Training aids including visual, aural, reading, writing and kinaesthetic   | Knowledge Test          |
| K25 | Individual learning styles and how to assess them  | Knowledge Test          |
| K26 | Plan, prepare, deliver and assess training   | Knowledge Test          |

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| S1  | 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.   | Practical Observation                        |
| S2  | Train and assess competence of others in the environments they themselves (The apprentice) are deemed competent in (a mine, a coned space and at height)   | Knowledge Test<br>Professional<br>Discussion |
| S3  | 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. | Practical Observation                        |
| S4  | Fight different types of fires in both above ground and underground environments that may contain various gasses and other underground hazards.<br>Note: fire will be a simulated safe fire that can be controlled and extinguished remotely if required.  | Practical Observation                        |
| S5  | Preserve an endangered life, conduct a rescue if possible  | Practical Observation                        |
| S6  | Remain calm and objective under pressure.  | Practical Observation                        |
| S7  | Transport trapped operatives through an irrespirable atmosphere  | Practical Observation                        |
| S8  | Transport casualties to a place of safety and further assistance   | Practical Observation                        |
| S9  | Fault find, test, maintain and service/re-service all rescue equipment   | Practical Observation                        |
| S10 | Minimise the effect of emissions from fire, fumes or other gases in the confined space or underground environment.   | Professional<br>Discussion                   |
| S11 | Conduct routine and reactive maintenance of all equipment and breathing apparatus in accordance with company policy, procedures and manufacturers' specifications.   | Practical Observation                        |
| S12 | 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   | Practical Observation                        |
| S13 | 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.   | Practical Observation                        |
| S14 | Plan the work required, follow the plan and look for and implement improvements in this plan as well as future work plans  | Practical Observation                        |
| S15 | Plan inclusive teaching and learning incorporating people learning styles  | Professional<br>Discussion                   |
| S16 | Deliver inclusive teaching and learning  | Professional<br>Discussion                   |

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| S17 | Evaluate the delivery of inclusive teaching and learning, modifying delivery where required  | Professional Discussion |
| S18 | Assess learners using a range of methods, against competency requirements and skills matrices  | Professional Discussion |
| B1  | Assess own level of competence and know when to seek advice from colleagues.   | Professional Discussion |
| B2  | Actively delegate actions effectively in emergency or hazardous situations   | Practical Observation   |
| B3  | Recognise, accept and continue duties when it may have been necessary not to rescue a severely injured person.   | Practical Observation   |
| B4  | Critically identify own development needs and take action to meet those needs  | Professional Discussion |
| B5  | Use own knowledge and expertise to help others   | Practical Observation   |
| B6  | Actively maintain levels of knowledge and skills through continuing professional development, maintain CPD records.  | Professional Discussion |
| B7  | Pro-actively communicate with operational team effectively ensuring information is passed clearly and promptly using a range of methods  | Practical Observation   |
| B8  | Accept responsibility for own behaviours, actions and standards of work  | Practical Observation   |
| B9  | Take ownership of issues in an emergency situation and deal with appropriately   | Practical Observation   |
| B10 | 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. | Practical Observation   |