



Instructor Training (VR - Public safety)

A blueprint for quality training

PO Box 362
HYDE PARK
TOWNSVILLE Q 4812
Ph (07) 4725 4571
Fax (07) 4725 4312
Mobile 0412 076336
Email info@paci.com.au
WEB: www.paci.com.au

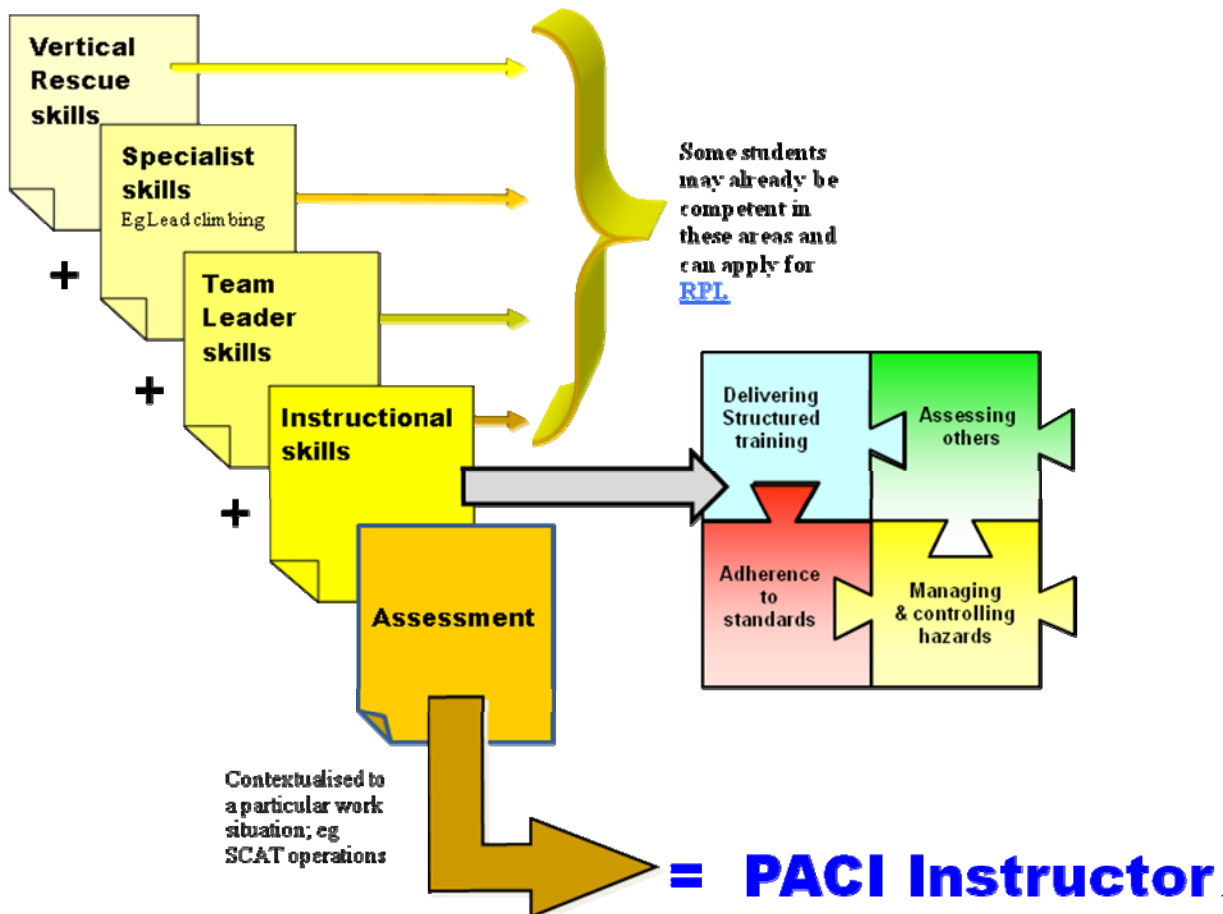
Instructor training is designed to prepare trainees for the rigors of teaching others at height within vertical rope rescue context. Training is intensive and places high demands on trainee instructors. Trainee instructors will be delivering formal lessons in a classroom environment and the vocational outcomes require trainees to be effective communicators. Successful trainees will be able to seek employment as an instructor and deliver formal training and assessment. Where partnering arrangements have been made through an RTO, nationally recognised statements of attainment can also be issued to persons who complete their training with a qualified instructor.

In the PACI system of education, instructor training consists of five (5) distinct phases:

- Phase 1 = Vertical rescue training 4 – 5 days (depends on training environment)
- Phase 2 = Specialist skills training Varies (depends on specialist skills sought eg caves, cliffs cable-ways, wet canyons, etc)
- Phase 3 = Team leader training 5 days (within a defined environment and endorsements)
- Phase 4 = Instructional skills training 4 – 7 days (depends on endorsements & number of trainees)
- Phase 5 = Assessment 2 – 3 days (depends on number of candidates)

The time frames given are the nominal duration and may vary according to the complexity of endorsements (ie activity specialisations) sought. Local weather and difficulty of access to training sites may also affect the nominal duration.

Competency must be achieved at each phase before progressing to the next phase.

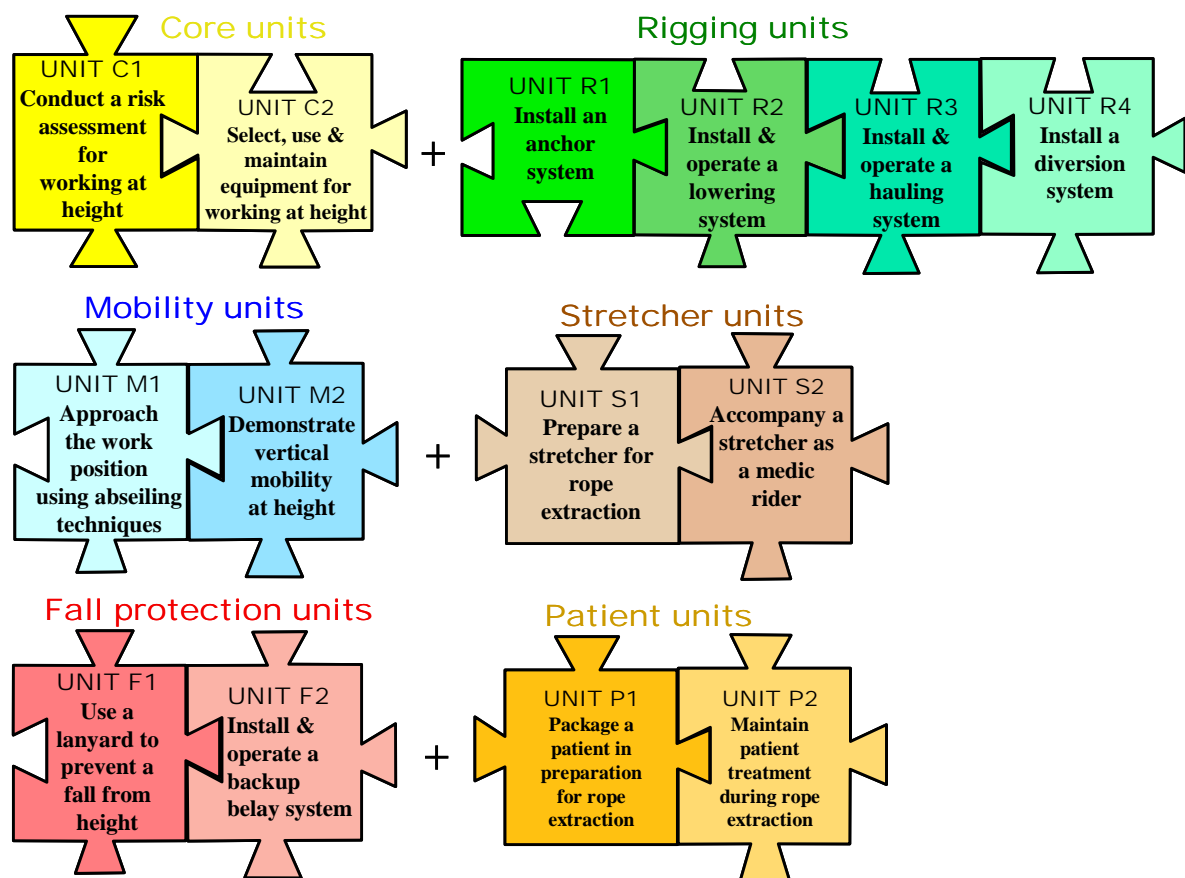


Phase 1: Vertical rescue training (4 - 5 nominal days)

Rescue training lays a solid foundation of core roping skills and is a mandatory requirement for any person intending on supervising and/or instructing others. At this early stage of the instructor training cycle, trainees apply their rescue skills within a scenario-based context that is relevant to their needs and future aspirations. Trainees will generally be applying their rescue skills within a particular work context.

Whichever context is identified, training is generally modelled on the following format with specific skills tailored to suit the required context and environment. The duration of training will also be dependent on the context in which skills are to be applied.

All PACI vertical rescue training within a public safety context includes the following skills:



The PACI instructor will pitch training within a context that is realistic and relevant to the trainees needs. For example, trainees involved in the mining industry will be trained to operate underground, on the surface or both.

Trainees with an abseiling focus will typically use trees, boulders and pre-installed bolts (where they exist) to build their anchor systems. Carabiners will normally be locking and there may be a mix of steel and alloy types.

Typical 4 day training plan for initial vertical rope rescue course:

- Day 1: Risk assessments, Equipment, knots, anchor systems, abseiling skills, descending with equipment, vertical mobility (ascending a fixed rope), preparing a stretcher, riding a stretcher (in & out riding)
- Day 2: Mechanical advantage systems, lowering systems, diversion systems, using temporary lowering lines to transfer stretcher, scenario based team deployments within a realistic mission profile
- Day 3: Scenario-based team deployments within a realistic mission profile
- Day 4: Scenario-based team deployment + assessment
- Day 5: Optional - Additional training/assessment as required (to expand and refine technical skills)

Phase 2: Specialist skills training (nominal duration varies)

Competency in vertical rescue skills must be demonstrated before beginning training at this level.

Specialist skills training occurs within a particular environment and mission context as identified through careful questioning of the trainee or the team manager. For example, some teams may not be interested in cliff rescue or cave rescue. Others may be interested only in rescue within the context of a remote mine site.

The trainees determine which rescue specific skills are required and then training is tailored to meet those needs.

Abseiling skills include – multi-pitch abseiling, vertical canyoning, accessing vertical caves, etc

Abseiling training is conducted in the following sequence:

- Abseiling (single-pitch) – embedded as part of vertical rescue training
 - Abseiling (multi-pitch) – 2 days nominal
 - Canyoning - vertical (multi-pitch) – 2 days nominal
 - Caves - vertical (single-pitch) – 2 days nominal
 - Caves - vertical (multiple-pitch/rebelay) – 2 days nominal

Increasing complexity

Note: Many of the skills from multi-pitch abseiling are similar but canyons may include the presence of water and more complex access/egress including remoteness.

Other common specialist areas for vertical rescue include:

Buildings and structures:

- [] Towers
- [] Buildings
- [] Silos
- [] Mine sites (surface and underground)

Although the principles of rescue don't change, the type of anchorage and surfaces over which the rescue will be performed will change.

The specialist skills phase of the instructor learning cycle must be carefully conducted to ensure that trainees are exposed to the broadest possible range of techniques to build a 'knowledge-base' from which trainees can draw from in later phases of their training.

Trainees who have had previous abseiling and/or climbing experience will find the transition to leadership training easier as they usually have a greater depth and breadth of experience to draw upon.

Unless a solid base of specialist skills has been acquired, the transition to leadership/guides training will be more difficult, and may have a compounding effect when the next transition to instructor-level training occurs.



As with all specialist roping skills, an ongoing commitment must be made to maintain those skills through regular practice. Long periods of inactivity will lead to a deterioration of skill proficiency, which in turn could result in increased risks – both to the patient and the team members themselves.

Phase 3: Leadership (nominal duration varies)

Competency in vertical rescue and chosen specialist skills must be demonstrated before beginning training at this level.

Building on this prerequisite experience, trainees learn how to deliver emergency action briefs (eg SMEAC), conduct risk assessments and lead others in specialist rescue missions that involve exposure to falls from height. The course is concerned with the *application* of skills to ensure that the rescue mission is achieved within real time constraints and with minimal risk.

Training at this level constitutes a departure from pure operational levels where the focus is narrowed to working as a member of a team. Leadership training now places the trainee leader in the drivers seat with clear duties and responsibilities towards managing the team and the incident site. The focus is now directed at *managing* other team members on at height all within defined time constraints. Trainees will be responsible for ensuring that the rescue mission unfolds in a planned and effective manner with a view to retrieving a transferring the patient to advanced medical care.

Trainees also learn how to implement and monitor OH&S procedures in consideration of identified hazards and risks in the workplace – the rescue site in effect is a *workplace*.

All training is conducted within an activity specific context – eg rescue missions at a mine site, or a high-rise building, or a cave, or a wet canyon etc...

An example some rescue contexts/environments - arranged within a hierarchy of complexity can be illustrated as follows:

Rescue contexts:

- Natural cliffs (single-pitch)
 - Natural cliffs (multi-pitch)
 - Canyons (vertical access)
 - Caves (vertical access)

Increasing complexity →

Other contexts could include:

- [] High-rise buildings
- [] Silos
- [] Towers (telecommunication or energy transmission)
- [] Mine site (surface incident)
- [] Mine site (underground incident)
- [] Confined spaces

During leadership training, the trainee team ‘captain’ will take charge of a group of team members and lead them through a deployment with the task of rescuing a patient. The ‘patient’ will be in an emergency situation relevant to the required capabilities of the vertical rescue team.

Leadership training will vary from 5-7 nominal days in duration – the exact time frame will be determined once the trainees needs are identified.

These durations will vary according to the locality/region in which training takes place, the number of trainees booked on the course and local access restrictions/difficulties (eg site permission). The nominal durations include the final assessment activity.



Numeracy/literacy requirements:

[] Speak, read and understand the English language

[] Trainees must have literacy and numeracy skills at a level sufficient to instruct others. This means that trainees must:

- be able to write essays without introducing significant grammatical or spelling errors; and
- be able to read, analyse and interpret technical documents such as standards published by Standards Australia, OH&S legislation published by the government; and
- be able to understand questions asked by others and respond in English that is reasonably clear and of sufficient content to satisfy the original question asked.

[] Fit and healthy for working at height within the chosen specialist activities

Typical training plan (may vary)

Day 1: PACI procedures for working at height – covers OHS requirements, legal liability for actions, admin requirements, planning & risk assessment for rescue activities at height, review of exams.

Day 2: Practical ‘how to’ conduct of rescue mission.
Rescue techniques relevant to the mission profile

Day 3: Managing team members and assigning tasks
Scenario-based rescue missions and includes response to potential problems

Day 4: Scenario-based rescue missions – full team deployment

Day 5: Scenario-based rescue missions – full team deployment
Final assessment activity

Phase 4: Instructor training (nominal duration varies)

Competency in vertical rescue, chosen specialist skills and leadership skills must be demonstrated before beginning training at this level.

The instructor training phase is designed to develop the trainees *teaching skills* under the guidance and coaching of a qualified *Instructor Trainer*.

Underlying competency and experience is expected in the trainees chosen specialist activities (ie endorsement areas). Effort is focussed on *how to teach* a particular set of skills – not learning them at first instance. The skill should already have been learnt and mastered by the trainee before attempting this phase of training.

The PACI approach is segment skills into three (3) distinct yet related instances of learning:

- 1) Theory / classroom (knowledge related to the skill(s) is learned)
- 2) Ground training (the skill(s) are practiced in a safe environment – ie level ground)
- 3) Height training (the skill is practiced at height)

Trainee ‘instructors’ learn how to segment their training into these three categories. For example, a lesson on mechanical advantage (M.A.) is first taught in a classroom environment. Next, ‘students’ practice building M.A. systems on the ground. Finally, the ‘students’ practice applying their M.A. skills at height within a realistic rescue mission profile. It is the instructors job to make sure that learning takes place across each of the segments within a realistic and relevant context.

Training also includes procedures on how to interpret competency standards, the Australian Vocational Education Training system, and how to comply with PACI standards and procedures.

Training is ‘coaching’ oriented and designed to develop an instructor trainees teaching skills without the pressure of being assessed. The assessment phase is scheduled at a later time – and trainees are given a mandatory rest and rehearsal day before attempting their final assessment.



NATIONALLY RECOGNISED
TRAINING

Typical training plan: (may vary according to complexity of specialist skills sought)

Day 1: Overview of VET system, PACI procedures, competency standards and training packages, how to prepare/plan a series of lessons, developing lesson content and sequencing a course of instruction.

Day 2: Academic (theory) lesson presentations

Day 3: Academic (theory) lesson presentations (continued), Ground training lesson preparation

Day 4: Ground training presentations

Day 5: Height training presentations

Day 6: Revision and overall appraisal of trainee performance (decision on whether recommended to proceed to final assessment phase)

Phase 5: Assessment (2 – 3 nominal days)

The assessment phase is purely evaluative and designed to determine if candidates have reached the required standard. The results of the assessment are either “competent” or “not yet competent”. Only a specially appointed *PACI Instructor Assessor* conducts the ‘assessment phase’. The assessor will not have been involved with the training of the candidates.

Candidates will have already been assigned their lesson topics at the end of their instructional skills training phase. A full rest and rehearsal day will have been scheduled before the final assessment.

Assessment includes a practical rescue skills assessment and a written examination on the Australian VET system and ANTA.

The assessor will not provide any advice or guidance during the assessment – such advice would already have been given during the training phase. The assessors job is purely to evaluate performance and decide if a candidate has reached the required standard.

If a result of “not yet competent” is recorded, the candidate will be given an opportunity to repeat the assessment process at a later date. No refunds are given to candidates who do not achieve the required standard.

Successful candidates are awarded a statement of attainment. Examples of statements are attached with this document.

Individuals who enrol in an assessment are expected to arrive fully prepared in terms of both their personal level of skill and their ability to present formal lessons to others (to the standard required by industry).

The assessor is contracted only to *assess*. The assessor *will not* give advice or otherwise intervene during the assessment activity *unless* a potentially dangerous situation develops. In other words, the assessor will only intervene to prevent injuries or accidents from occurring.

The assessment is similar to sitting an exam at a university. At a university exam, you are not aloud to ask questions or seek the advice and assistance of others. The exam must be your own work.

If a candidate feels that s/he is not yet ready to undertake assessment, s/he should seek further training and development from a competent trainer. Training should continue until such time as the candidate is ready to attempt an assessment.

The operative word through out the assessment is ‘SHOW ME’.

The assessor *will not* discriminate on the basis of gender, race, religion, political and/or business standing. If a candidate believes that s/he was discriminated against or unfairly assessed, action can be taken against that assessor. There are severe penalties for such discriminatory behaviour.



Candidates will be assigned their lessons *at least* one (1) clear working day prior to the scheduled assessment. This will provide candidates with adequate time to prepare and rehearse their lessons.

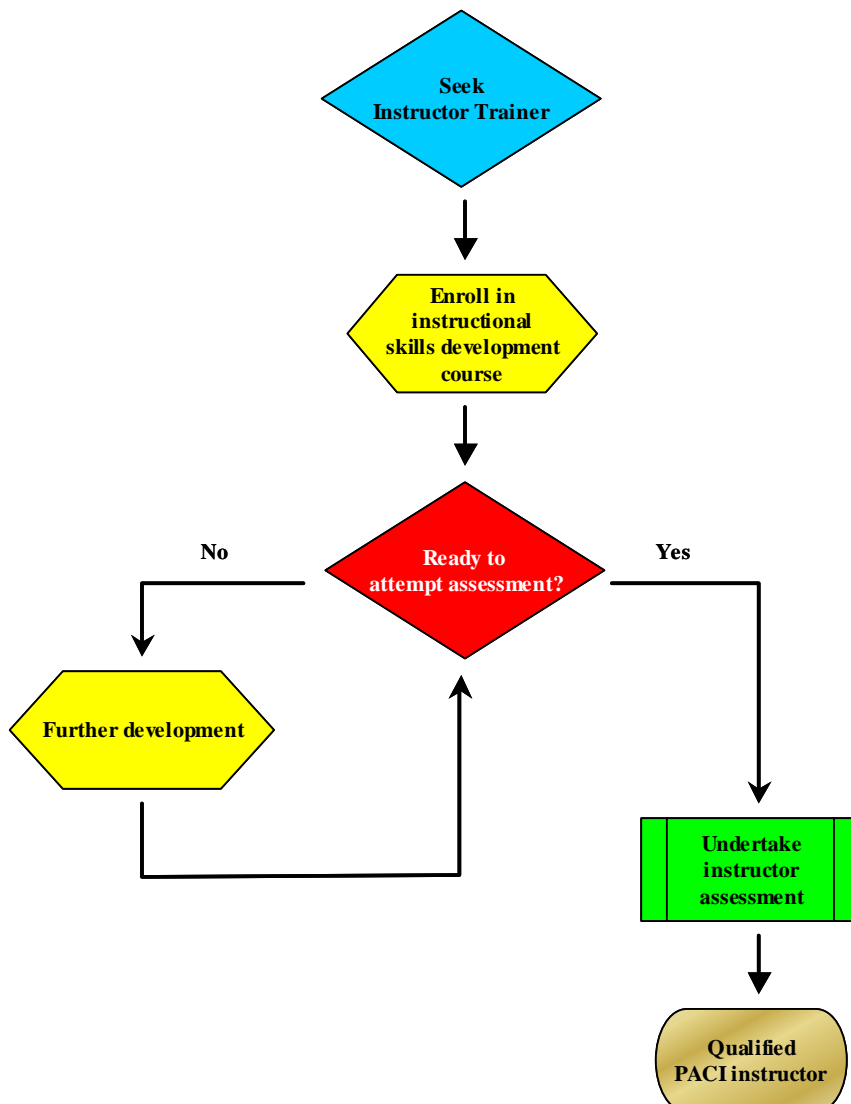
Once the assessment activities begin, the candidates *are not* permitted to seek advice or guidance from others. Questions specific to clarifying performance requirements may only be directed to the assessor – no one else.

The assessor may, on occasion, intervene during a lesson and stop the lesson if the candidate is grossly deviating from the intended subject matter or appears lost or confused (ie long periods of silence while presenting or repeatedly shuffling notes). The assessor may, in such circumstances, instruct the candidate to stop and prepare his/her assigned backup lesson (ie given a ‘second chance’). The candidate will be given a reasonable amount of time (at least one (1) hour) to re-present the backup lesson. For this reason, it is important that candidates prepare their assigned backup lessons prior to the assessment.

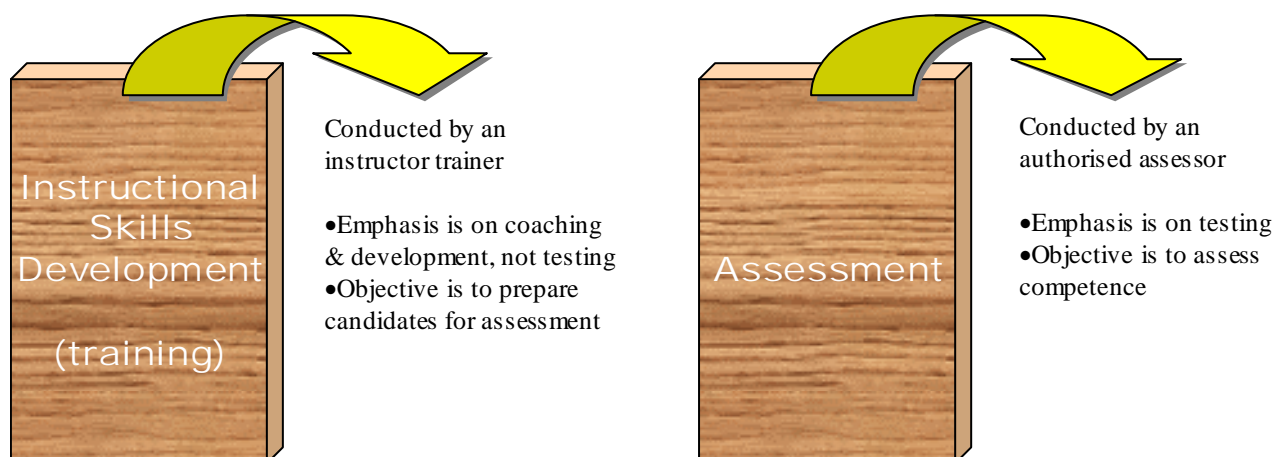
Candidates who read verbatim directly from their lesson plan (without attempting to make eye contact with their class) will be assessed as ‘not yet competent’. Occasional glances at lesson plans are permitted particularly when complex information must be accurately conveyed.

Candidates should clarify their questions and concerns with their assessor **BEFORE** the assessment begins.

The instructor training and assessment phases are illustrated in the following diagram:



The following diagram illustrates the difference between the instructional skills development phase and the final assessment phase:



INSTRUCTOR CANDIDATE SKILLS ASSESSMENT

SCORE	DESCRIPTION	INTERPRETATION
5	Demonstration quality	The skill must be performed so well that it could have been used for demonstration purposes: <input type="checkbox"/> Suitable for recording on video as an example to others <input type="checkbox"/> Performed slowly and in a very calm, controlled and fluid manner <input type="checkbox"/> Performed without any problems or difficulties <input type="checkbox"/> Choice of words to explain actions was precise and well articulated <input type="checkbox"/> Anxiety level is low <input type="checkbox"/> Confidence is clearly evident
4	Exceeded assessment criteria	The skill was performed with a high degree of control and confidence: <input type="checkbox"/> Lacked fluidity of a 5 (transitions from one segment to the next may not have been well linked) <input type="checkbox"/> Lacked demonstration quality of a 5 <input type="checkbox"/> May have been performed too quickly <input type="checkbox"/> Choice of words to explain actions may not have been precise <input type="checkbox"/> Key aspects of skill are emphasised and made clearly evident to students
3	Competent	This denotes a performance that would be expected of an average worker. <input type="checkbox"/> Skill was successfully performed <input type="checkbox"/> Some problems may have been observed although not significant (counselling points only) <input type="checkbox"/> Key aspects of skill are demonstrated to students
2	Not yet competent	The skill was eventually demonstrated: <input type="checkbox"/> Significant errors and/or problems occurred <input type="checkbox"/> Repeated attempts may have been required <input type="checkbox"/> Anxiety level is usually, though not necessarily high <input type="checkbox"/> Performance is not at the standard normally expected from an instructor <input type="checkbox"/> Confidence is clearly lacking
1	Re-training required	Competence could not be inferred: <input type="checkbox"/> The student was unable to complete the skill <input type="checkbox"/> Performance was poor (well below the level expected of an instructor) Note: Students who receive this score should be required to undergo remedial training

Candidates must be able to demonstrate various rescue skills to a level sufficient to facilitate student learning. An instructor *must* be able to demonstrate the skills being taught to a degree *equal to or better than* at the current level being taught. The skill may be demonstrated as part of your ground training presentation or at height at the discretion of the assessor and as relevant to the lesson material being taught.

A candidates skill performance will be measured according to the following criteria:
 A score of at least three (3) is required – which coincides with a result of ‘competent’.