International Technical Rescue Association

Instructor Guidance

Document Control

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Introduction

ITRA Instructors are those that deliver technical rescue courses to ITRA Learning Objectives. Instructors undergo a structured process that requires them to show evidence of experience, qualifications and competency in the areas, and at the level they wish to deliver in. The two key elements of being an instructor are the knowledge and skills in the chosen discipline and the ability to teach them.

Application process

There are two paths to the application process which is either through non-direct entry which is for those that already possess ITRA qualifications in the disciplines they wish to deliver training in, or direct entry which is for those that do not hold any ITRA qualifications but may have transferable knowledge and skills from other previous training and operations that is comparable. The Working Groups will assess each application.

Non-Direct Entry	Direct Entry
Holds ITRA L3 Qualification	Access Direct Entry L3 ITRA Qualification

Holds a teaching/instructional qualification

Submit Portfolio of Evidence

After approval, be assessed in discipline specific delivery by an ITRA Assessor

Complete ITRA Instructor training modules

Signed off by relevant Working Group
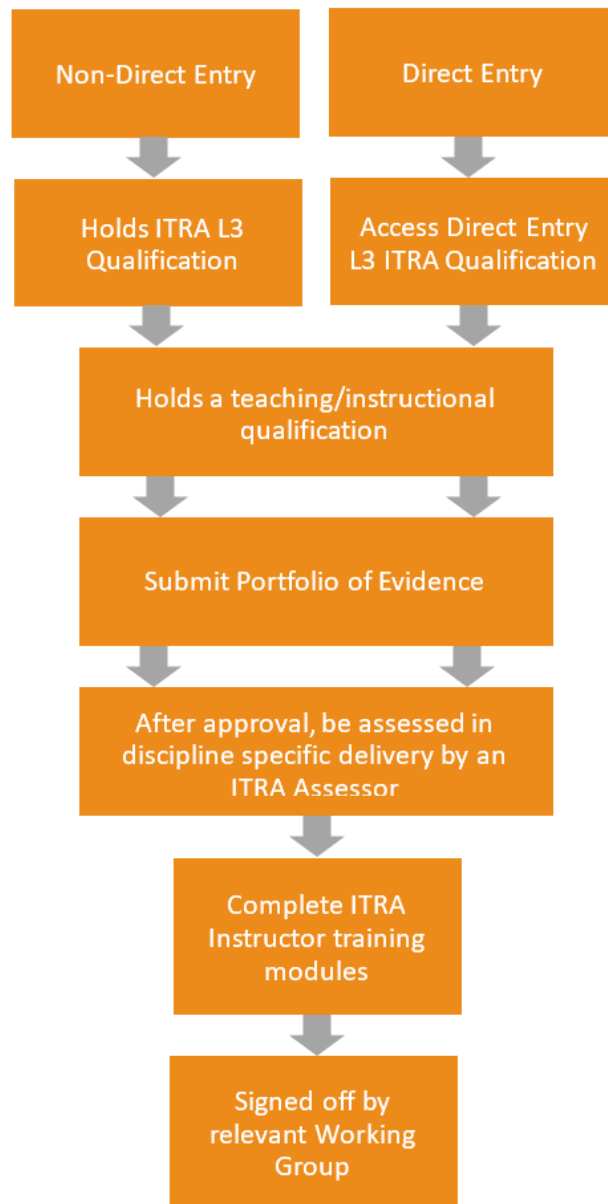
Non-direct entry

The following criteria applies to non-direct entry:

- An applicant must hold a Level 3 ITRA qualification in the discipline they wish to deliver
- The qualification must be in date
- An assessment will be required in instructional delivery (as per ITRA Instructor Candidate Skill Form) by an ITRA Assessor
- The assessment will be carried out typically over one or two days depending on the discipline
- The cost of the Assessment will be at the applicant's expense.

Direct entry

The following criteria applies to direct entry:

- An applicant must hold a Level 3 ITRA qualification in the discipline wish to deliver so first must access an ITRA Direct Entry Level 3 Qualification
- An assessment will be required in instructional delivery (as per ITRA Instructor Candidate Skill Form) by an ITRA Assessor
- The assessment will be carried out typically over one or two days depending on the discipline
- The cost of the Assessment and membership will be at the applicant's expense.

Both non-direct and direct entry

For both entry paths, an adult learning or Instructor certificate is required under the following criteria:

- Applicants must possess an adult learning/Instructional qualification
- Applicants must evidence that they are active in their discipline(s) with regards to continual professional development, training or operations
- Evidence should be validated by current experience.

Accepted adult learning evidence

There are many types of adult learning courses and certificates available in many countries which are too numerous to list. When evidence is submitted for the application, the relevant Working Group will assess it to ensure that the qualification is acceptable. In some cases, the qualification may be internal to an organization by policy and not a printed certificate. The working group will have ultimate approval authority reference a candidate's ability to teach adults.

Generally, the adult learning qualifications accepted will consist of the necessary components to deliver theory and practical training to adults. Components include roles and responsibilities as an educator, planning, communication, delivery methods, inclusive learning approaches, education and training resources.

Accepted Instructor qualification evidence

There are many types of Instructor qualifications available also. Examples include Instructor courses that may be specific to a discipline such as Fire Department Rope Rescue Instructor or general Instructor qualifications such as a military general instructor qualification that covers instruction in a wide variety of disciplines.

When evidence is submitted for the application, the relevant ITRA Working Group will assess it to ensure that the qualification is acceptable.

Generally, the Instructor qualifications accepted, are comparable with the adult learning qualification and will consist of the necessary components to deliver theory and practical training to adults.

References

Two references are required by the applicant.

The references should be:

- Preferably from an ITRA Instructor or Assessor, or:
- Other relevant Instructor/Assessor of a recognised organisation/company.

The references should not be from:

- Anyone related to the applicant (i.e., relative, co-worker, personal friend, etc.).

How to apply

Applicants who believe they have met the above requirement are to apply using the following process.

The process for applying is as follows:

- Log onto the ITM
- Go to the Instructor folder
- Click on the "apply to become an ITRA Instructor" link
- Complete the online form and upload all the necessary documentation (instructions are contained within the online form)
- Once the application has been received by ITRA, notification will be given that the application is being considered
- On successful application, applicants should access an ITRA Assessor via the ITM
- The applicant will then undergo an assessment in instructional delivery in the discipline in which they wish to be an instructor
- On successful completion of the above, links of ITRA Instructor training material will then be sent to the applicant for them to complete
- Once the above is complete, they will then be approved signed off by the relevant ITRA Working Group
- Note: Applicants may have to abide by other conditions as set by ITRA, which may change from time to time. This may include mandatory administrative updates which are typically delivered virtually/online.

Appeal of application decision

Applicants who wish to appeal the outcome of their application should initially discuss their concerns with the nominated member of the Training & Standards Committee dealing with their application. If the matter is not resolved, the applicant may appeal using the ITRA Appeals Procedure.

Instruction of ITRA courses

It is the role of the instructor to run any ITRA course (whether qualification or attendance) in accordance with ITRA standards. The standards are as follows:

Health, Safety and Risk management

Every instructor must operate under an appropriate health and safety system that is compliant to local laws. Instructors should ensure activities have an appropriate risk management system in place, and that it is followed.

Appropriate Personal Protective Equipment must be worn at all times and students must be reminded that they are required to be physically and medically fit to carry out the training.

Emergency Medical Requirements

It is expected that Instructors will make provision for rescue and medical resources to be available when delivering ITRA courses. A written medical response plan should be on file at the training location. Whatever training is taking place, a capability WILL exist to extricate or rescue a student or Instructor from that situation, and should a student or instructor be injured, a trained first aider should be available to treat them with equipment appropriate to the type of injury/illness and environment. The above should be based on a risk assessment of the training, venue and equipment being used.

Incident Reporting

Where there is a safety incident, the instructor or assessor must report this to ITRA using the ITRA TechSafe reporting system.

https://itraforms.wufoo.com/forms/itra-techsafe/

Instructor to Student Ratio

Instructors should establish their own instructor to student ratios, appropriate to the level and communication (i.e., language) ability of students, the risk of the activity, and the experience of the instructors and assisting staff.

Instructors should have a risk-based approach to instructor to student ratios. This may vary given the environmental risks, assistant capabilities, student capabilities, language capabilities etc. The Risk Management System implemented by the instructor must address the safety of students and the instructor. Should only one instructor be delivering training, the risk should be low or there should be an adequate system in place to address the incident should the instructor become incapacitated or require rescue for example.

Resources

The amounts of equipment and the venue/training rigs should reflect the course size and should enable effective delivery and an adequate amount of user time per student.

All equipment must be serviceable including personal protective equipment meeting appropriate standards and have a record of inspection/testing according to the standards required in the country. Where students supply their own equipment, it must meet the same criteria as above.

Proprietary equipment must not be specified for use in the assessment (i.e., specific make of equipment).

Professional Conduct

Instructors must adhere to the:

- ITRA Code of Conduct
- Conflict of Interest Policy
- Equality and Diversity Policy.

Any instruction, assessment, or public statements are subject to the code of conduct in respect to the technical rescue disciplines in which they are certified. The code of conduct does not extend to operational rescues undertaken by members.

Instructors are required to comply with the following professional conduct requirements, in addition to the ITRA Code of Conduct, when instructing or instructing/assessing:

- There should be no substance abuse of any kind
- Misuse of ITRA database – instructors should not misuse their access to the database, including but not limited to:
    - Using the database for personal or solicitation purposes
    - Disclosing personal information to third parties without authorization
    - Adding, modifying, accessing, exporting or deleting records improperly including adding qualifications outside of allocated scope
    - Falsifying records.
- The Code of Conduct and Equality Policy should be adhered to at all times
- Good standing – instructors and assessors must maintain membership in good standing with the association. To remain in good standing, instructors in addition to the other professional conduct requirements and code of conduct requirements, shall:
    - Ensure financial obligations to the association are met on time
    - Refrain from instructing or assessing with individuals or organisations who are not in good standing with the association
    - Ensure compliance with the Instructor Guidance.

Where appropriate, instruction should follow any relevant standard, law, regulation, legislation of the assessment country.

Minors

The instruction of minors is permitted, providing the following requirements are met:

- Written consent from the parent or guardian
- Approval from insurer (if applicable)
- Compliance with local laws or regulations.

The minimum age for assessment is 18 years (unless a higher age is specified within a country for comparative activities).

Course/assessment feedback

Gaining constructive feedback from courses delivered is very important as it is the feedback from students that may assist in the development of the course, development of the instructor or a change in practises.

Assessment

Assessment is solely a competency assessment of a student against Learning Objectives that have been grouped into a formal ITRA qualification. ITRA Instructors will be responsible for the assessment of students on ITRA qualification courses for their respective level and discipline, however assessments must be conducted independently. Assessment is carried out by an instructor with the following criteria:

- Assessment consists of practical (skills) and theoretical (knowledge) components
- The assessment process is designed to assess competence and will take the form of oral, practical, observational or any other reliable and objective means
- Knowledge assessments (for each discipline and levels) will be available for the ITRA qualification courses
- The assessment (knowledge and skills) must be independently assessed.

Assessment is achieved through the following:

Learning objectives

Learning Objectives are descriptions of a specific area of knowledge or skill. They are individually numbered and where appropriate can be aligned to local, state or national standards (i.e., NFPA, DEFRA, PUA, NZQA etc.).

Knowledge Learning Objective example:

552   Building debris weight estimation and calculations.

Skill Learning Objective example:

714   Escape a rappel where the line below has been loaded by a suspect (ITRA-714)

Performance, Standards and Conditions Criteria

Each Learning Objective has a Performance, Standards and Conditions criteria (PSC). The PSC sets how the task should be performed, to what standard and under what conditions.

Example PSC for the above Skill Learning Objective:

P   Demonstrate the ability to escape a situation where a suspect has loaded the operator's rappel line with their full weight (escape may be either to down climb or climb back up to anchor.)

S   Operator has 3 minutes to changeover to a system to either continue downward travel (down climbing or descent control device able to travel a tensioned line) OR commence climbing back up. Time starts when load is applied below operator. Time stops when operator commences controlled and deliberate movement in either direction on the rope.

C   Operator commences a standard rappel. A facilitator then loads the line below the operator with their full weight. There is no required height for the assessment, as long as there is room to load the rope below the operator in a full rappel.

Discrepancies

In addition, to aid in the marking of the standard of the assessment of skill Learning Objectives, a discrepancies list is utilised to mark any major or minor discrepancies.

Major Discrepancies are awarded for any single event that may lead to the loss of life, injury, gear failure or damage. Awarding a single Major Discrepancy (F) will result in the termination of the assessment.

Minor discrepancies are any action or event that may lead to an unsafe condition to develop. Being awarded three (3) Minors (D) will result in the termination of the assessment.

Examples of discrepancies that may be attributed to the above Skill Learning Objective:

Major: *F6- Fails to wear appropriate Personal Protective Equipment according to task*
        F8- Fails to keep to identified zones
        F10- Poor technique or incorrect use of equipment that may be unsafe.

Minor: *D1- Personal Protective Equipment worn but improperly*
        D8- Slow in communicating significant or immediate safety information
        TD11-Failure to complete the task

Knowledge assessments

A multi-choice assessment will be used for the assessing of knowledge.

- The assessment will be multiple-choice with questions and a number of answers
- Assessments are specific to each discipline and each level within each discipline
- The assessments will be accessible to Instructors and Assessors only
- An answer sheet will also be available to Instructors and Assessors
- The knowledge assessment pass mark is 70%.

Assessment charter

The ITRA Assessment Charter provides the policy as approved by the Board of Directors to underpin the assessment methodology undertaken when students are assessed against its qualifications. This charter is binding on students and instructors carrying out assessments of ITRA qualifications. This charter does not apply to the operational practices in real-life emergency response and may consequently, have a higher level of safety required during assessment. The Assessment Charter is divided into general principles and discipline specific known as Assessment Sub Charters.

Recording the result of the assessment

When the student has successfully passed assessment for the qualification, the assessor records the achievement in the ITRA database. Learning objectives are not assessed in isolation, assessment only occurs collectively across learning objectives as part of being assessed for a qualification.

Independence

The threat to independence with regards to assessments could be in the form of those related to such examples as:

- Relationships- Example: the instructor carrying out the assessment being related to the student or having a commercial relationship with them or their employer/organization
- Financial- Example: Company/organisation not assessing to the required standard and allowing not yet competent students to pass the assessment which may make the company/organisation appear to be training to a higher standard than it actually is.

ITRA Instructors are deemed suitable to carry out the assessment of ITRA qualification courses for their respective level and discipline, however, assessments must be conducted independently. This means Instructors:

- Must not assess students on objectives that they have delivered training in. For example, with a course of 12 students with two Instructors, the course may be split into two with one instructor delivering the training to each group of six. The Instructors then exchange groups for the assessment so they have not been involved in their training. To allow flexibility in session planning, individual or groups of objectives can also be assessed independently as opposed to a whole course. For example, an instructor may deliver one session consisting of a single or a number of objectives but another instructor must assess
- Shall not be from the same family (within two degrees of separation or less) and/or must not have had any commercial relationship with them or their employer/organization for a specified period of 90 days
- Must disclose any conflicts of interest and record this on the assessment documentation
- Must not assess if he/she feels there is any conflict of interest.

Refer to ITRA Assessment Charter for information on approved assessment models.

ITRA (Training & Standards Committee) will investigate and take appropriate action where it has evidence that impartiality has not been present during assessment.

Assessments must be conducted within specific parameters that include:

Code of Conduct

The code of Conduct is integral to all parties acting with transparency, accountability, safety and in a manner that is professional and in a way that does not bring ITRA or the profession into disrepute.

Assessment Steps

There are two paths to being awarded an ITRA qualification certificate which is either to work through each qualification level sequentially or direct entry which is for those that do not hold any ITRA qualification certificates but may have transferable knowledge and skill from other previous training that is comparable.

Validity

- Assess is against the standard/curriculum and nothing else.

Consistency

- Same decision process should be taken every time. Meaning in similar circumstances, the assessor would make the same judgement again, and it would be similar to what other assessors would make
- Sufficiently competent more than on just a once off occasion. Meaning establishing confidence that criteria have been met and that performance can be repeated in other contexts.

Assessment result

Upon the passing the knowledge assessment and having taken part in the practical assessment, feedback is given to the student including an outcome which will be:

• Passed
• Failed

If a student failed, the reasons for not passing will be explained to them. The Instructor should highlight the process of re-assessment and any additional training or experience required in order to assist the student attaining the standard.

Appeal of Assessment Decision

Students who wish to appeal the outcome of their assessment should initially discuss their concerns with the instructor carrying out their assessment. If the matter is not resolved, the student may appeal using the ITRA Appeals Procedure. [*Refer to ITRA HQ/info@itra.international*]

Insurance

Instructors must maintain appropriate insurance cover applicable to local requirements.

Instructor Scope

There are many learning objectives that sit outside of formal ITRA qualifications but are held on ITM and available to be reported against in a student's Record of Learning. Adding such out-of-qualification learning objectives to an instructor's scope can be applied for through providing documentation to attest the instructor is able to competently instruct these.

Assessment tools

An Assessment Checklist (Skill Assessment Form) is provided to remind the Assessor of the skill outcomes and record the assessment.

Instructor Re-Qualification

All Instructors will be subject to a full re-qualification at the end of their ITRA qualification period (three years). To re-qualify, instructors must:

- Hold current ITRA Instructor membership
- Have maintained any online training courses stipulated by ITRA
- Have maintained their record of learning including training and experience outside of ITRA
- Must be qualified and in date with an ITRA Level 3 Qualification in the discipline they wish to deliver in

Course Documentation

Records

ITRA Instructors are required to keep course-related documentation for a period of one year (or a period aligned with national data protection laws/regulations within the country), and such documentation shall be made available for inspection by the association in the event of a moderation, complaint, or review.

Course documentation should include participant agreements (including consent to share details with ITRA for training record and quality assurance purposes), risk disclosures, confirmation of learning objectives instructed or assessed, incident/accident/near miss reports, and the Skills Assessment Form (Separate document).