Guidance on the Provision and Assessment of Breathing Apparatus Training

June 2010





Introduction

This document is divided into five sections:

Section 1: Draft Learning Outcomes / Assessment Criteria

- Breathing Apparatus "Wears"
- Practical Tests
- Examination

Section 2: Description of Sample Breathing Apparatus "Wears"

Section 3: Guidance on Learner Assessment

Section 4: Assessment Sheets

- BA "Wears"
- ECO Generic Test
- BA Equipment Practical Tests

Section 5: Ancillary Documentation

Learners will be provided with an opportunity to provide evidence for key skills in:

- Taking initiative;
- Taking responsibility for one's own learning and progress;
- Problem solving;
- Applying theoretical knowledge in practical contexts;
- Communicating orally;
- Working effectively in group situations;
- Understanding health & safety issues including Dynamic Risk Assessment; and
- Reflecting on and evaluating quality of own learning and achievement.

Course Directors and Instructors may include consideration of all of the above when assessing the performance of learners during training and in the compilation of individual course reports on completion of training.

In addition it is envisaged that on completion of Breathing Apparatus training firefighters will be able to:

- Work in toxic, oxygen deficient and irrespirable atmospheres;
- Wear self contained breathing apparatus;
- Assemble and maintain appropriate breathing apparatus sets;
- Operate and comply with specific control procedures;
- Path find within the risk area;
- Search the risk area;
- Fight fires using a range of branch/nozzle techniques;
- Operate effectively as part of a team;
- Safely remove casualties from the risk area; and
- Deal effectively with confined spaces encountered.

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Section 1: Learning Outcomes / Assessment Criteria

Draft Learning Outcomes / Assessment Criteria for BA training have been divided into three (3) separate areas:

- BA Wears
- Practical Tests
- Examination (written or oral)

In order to pass this element of firefighting training, the evidence that the learner presents for assessment needs to demonstrate that they can meet all of the learning outcomes specified.

Learning Outcomes / Assessment Criteria - "Wears"

The following criteria relate to the assessment of scenario-based exercises simulating workplace activities ("wears") progressively developed over the period of training delivery:

Wearer / Team Leader Skills

- 1.0 Demonstrate how to navigate safely within a limited visibility environment
 - 1.1 Demonstrate how to move safely and with purpose;
 - 1.2 Demonstrate how to negotiate stairwells, vertical shafts, horizontal shafts and confined spaces within a limited visibility environment;
 - 1.3 Demonstrate how to identify key features in order that a route may be recalled in a limited visibility environment;
 - 1.4 Communicate effectively with team members to effect a thorough and efficient search of the risk area for casualties (internal team communication); and
 - 1.5 Demonstrate effective use of the contents gauge.
- 2.0 Effectively search a hot and humid fire gas filled environments
 - 2.1 Demonstrate a thorough search (for fire and casualties) of a fire-gas filled environment;
 - 2.2 Demonstrate management of hose within the risk area and extinguish a fire where necessary;
 - 2.3 Demonstrate the laying of a Guideline and a Branch Guideline; and
 - 2.4 Demonstrate procedures to be followed in the event of becoming entrapped.

- 3.0 Communicate effectively with the entry control officer, sector commander, incident commander and other teams encountered within the risk area to resolve a simulated operation incident involving the use of breathing apparatus
 - 3.1 Demonstrate an understanding of the tasks assigned and deliver an accurate and concise appraisal of the tasks performed and the prevailing situation to the ECO, Sector Commander, Incident Commander and/or any other teams encountered within the risk area (external commucation).
- 4.0 Effectively lead a team of up to four wearers (including team leader) to achieve a given objective in a variety of fire gas filled buildings and structures
 - 4.1 Demonstrate the ability to lead a team and control that team to carry out a thorough search (for fire and casualties) of a fire-gas filled environment;
 - 4.2 Demonstrate effective monitoring of the contents gauges within the team and withdraw the team from the risk area prior to time of whistle;
 - 4.3 Demonstrate the ability to alter a plan on foot of information received from other teams or sources without direction from the Incident Commander; and
 - 4.4 Demonstrate an ability to navigate within and search a variety of building layouts and demonstrate effective execution of all duties assigned.

Learning Outcomes / Assessment Criteria - Practical Tests

The following criteria relate to the assessment of practical exercises (other than "wears"):

- 5.0 Demonstrate user maintenance of the breathing apparatus set and ancillary equipment in use within their Fire Service
 - 5.1 Describe the BA set and ancillary equipment in use within the their particular fire service and explain its operation;
 - 5.2 Demonstrate daily, weekly, monthly and after use testing of the BA set in use within the their particular fire service and how to record these tests; and
 - 5.3 Explain how to record and report set and ancillary equipment failure, and what corrective action must be taken.

- 6.0 Demonstrate the correct implementation and application of stage one and stage two breathing apparatus control procedures
 - 6.1 Explain the duties of the stage one and stage two entry control officer;
 - 6.2 Demonstrate correct use of a stage one and stage two entry control boards;
 - 6.3 Communicate effectively with the incident commander, sector commander and BA team leaders; and
 - Record key events and initiate implementation of emergency procedures as appropriate.

Learning Outcomes / Assessment Criteria - Examination

Traditionally a written examination has been scheduled for the latter part of the training programme. Within a FETAC or similar approved system alternative forms of examination are acceptable. Fire Authorities must ensure that the form of examination applied is permitted. Examinations should be scheduled at a stage in the training process when it is envisaged that learners will have achieved many of the learning outcomes. Having demonstrated their knowledge and understanding of equipment and procedures in simulated exercises and practical tests it is not considered necessary to re-test learners by examination on such content. Therefore it is considered acceptable to use the examination to assess knowledge in the following areas only. Alternatively it is equally acceptable for the Course Director to take the opportunity to include questions in relation to any of the other above areas (1 - 6) in addition:

- 7.0 In order to meet the assessment criteria for the first learning outcome (i.e. 1.5 above) the exam must include content in relation to knowledge of the anatomy and physiology of respiration:
 - 7.1 State the composition of inspired and expired air;
 - 7.2 Explain normal breathing rates;
 - 7.3 Explain the breathing process; and
 - 7.4 Explain the effect of exertion on breathing rates

- 8.0 In order to meet the assessment criteria for the learning outcomes for "wears" and practical tests (i.e. 1.5 and 7.0 above) the exam must include knowledge of how to effectively monitor and manage air consumption within the risk area
 - 8.1 Explain how to calculate cylinder capacity, full duration, working duration and safety margin; and
 - 8.2 Describe the psychological effects of working in breathing apparatus, their effects on air consumption, and how they may be controlled and managed.
- 9.0 In order to meet the assessment criteria for the learning outcomes for "wears" the exam must include knowledge of procedures and hazards associated with certain types of Confined Spaces:
 - 9.1 Explain the procedures to be followed at a sewer related incident; and
 - 9.2 List the signs and symptoms of diseases that may be contracted whilst working in a sewer and how to minimise the risk of contraction.

Assessment of Learning Outcomes

Breathing Apparatus training includes a balance of practical exercises and theory to enable learners to apply the knowledge gained to a series of linked learning activities.

Assessment of learners working in a simulated operational environment must be recorded on assessment sheets (see Section 3). In addition practical exercises should be recorded on assessment sheets

Refresher Training

The content of section 4.3 of "The Use of Breathing Apparatus in the Fire Service (1995)" in relation to the provision of refresher training still applies pending the publication of alternative national documentation in relation to continuation training. The relevant paragraphs state:

Breathing apparatus wearers should undertake a two-day refresher course every two years. These courses should reflect the breathing apparatus operational requirements of the participants.

Breathing apparatus instructors should attend a one-day refresher course every three years. These courses should cover details of developments and advances in breathing apparatus, training skills and other material as appropriate.

Section 2: Breathing Apparatus "Wears"

Introduction

Scenario-based exercises ("wears") should be delivered in a practical setting and should be preceded by demonstrations by instructors and / or using learners in the classroom and in illuminated environments. Learners should be given the opportunity to practice in an illuminated environment prior to the running of these exercises, allowing them to reinforce the knowledge and understanding needed to manage exercises safely. Learners will be expected to work in teams in order to meet the objectives safely, and to demonstrate knowledge, understanding and practical application of the training content. Learners must also undertake individual tasks in order to prove competence in specific areas.

Examples of exercises which could aid the delivery of this module are listed below. It should be noted that the order of "wears" can be varied and the content modified at the discretion of instructional staff to accommodate local conditions and learner progression e.g. introduction of hoses. Any such variations must be clearly recorded in the content of the course file. Training centres can assist instructors by providing advice on entry points and routes through training buildings that will accommodate the required learning outcomes of particular wears.

Wear 1

Walk in open air in BA set at approximately 6 km/hour recording air consumption of individual learners every 5 minutes

Note: Excessively high air usage may, for example, indicate an underlying medical condition, high anxiety or poor fitness level, which may require further investigation prior to subsequent wears.

Wear 2

Moving in obscured visibility or darkness. This wear tests the basic techniques of moving safely, individually and as part of a two-person team. Learners will demonstrate how to move safely and with purpose within a limited visibility environment. If thermal imaging cameras (TICs) are available to instructors they should be used. This wear should be undertaken in complete darkness and learners assessed. In the absence of TICs learner facemasks should be obscured and the wear should be undertaken with sufficient visibility for instructors to assess learners both as team leader and team member.

Note: The wear involves two entries to the risk area of limited duration with learners changing roles after the first entry. The wear should be repeated, if necessary, in order to ensure that the learner can achieve basic competence in the specified assessment criteria.

• Wear 3

Claustrophobia test through a long series of confined spaces in limited visibility (no requirement to path find).

Note: Learners unable to demonstrate an ability to deal effectively with confined spaces may not be suitable to continue through subsequent wears.

• Wear 4

Search as part of a team in limited visibility to find fire (e.g. flashing light) while operating in simulated smoke.

Note: This wear offers an opportunity to highlight to learners, through the debrief process, specific areas where improvement is required.

Wears 4 and 5 are similar in nature. Wear 4 involves locating a fire (e.g. flashing light) while Wear 5 involves locating a casualty. By committing two-person teams these wears can afford an opportunity to assess learners in both roles i.e. team leader and team member.

• Wear 5

Search in limited visibility to find a casualty and perform rescue while operating in real smoke.

Note: Learners should be able to demonstrate improvement in any areas previously highlighted through the exercise debrief process.

• Wear 6

Search for casualties and fire in limited visibility to include ascending and descending stairs and negotiating confined spaces (real fire and smoke).

Note: Learners should be able to demonstrate improvement in areas previously highlighted through the exercise debrief process.

Wear 6 represents a progressive development from previous wears by introducing a change of level and restrictive areas within the building requiring learners to demonstrate the skills appropriate to this change of environment. It also affords an opportunity to reinforce or re-emphasis issues developed through the exercise debrief process on previous wears.

• Wear 7

Manage hose-reel, extinguish fires and search for casualties in a fire gas filled environment (real fire and smoke).

Note: As this is the first exercise involving the use of hose-reels, learners should be provided, in advance, with a demonstration of the necessary skills and opportunities to practice the necessary skills in an illuminated environment.

Skills should include door entry techniques (both external and internal) and basic gas cooling techniques.

Wears 7 and 8 are similar in nature. By committing two-person teams these wears can afford an opportunity to assess learners in both roles i.e. team leader and team member.

Wear 8

Managing hose-reel, ascend and descend stairs, extinguishing fires and search for casualties in a fire gas filled environment (real fire and smoke).

Note: Learners should be exhibiting a greater level of competence in the use of hose-reels and hose management while still maintaining and improving on previously assessed criteria.

• Wear 9

Laying main guide line (in simulated smoke).

Note: All necessary skills should be demonstrated to learners in advance and they should be provided with an opportunity to practice the skills initially in an illuminated environment, developed progressively toward exercise conditions.

Wear 10

Managing hose-reel, extinguishing fires and search for casualties in a fire gas filled environment (real fire and smoke) hot and humid atmosphere.

Note: This wear (and subsequent wears) should introduce a further degree of difficulty for the team leader and team member(s) by introducing situations of progressive difficulty that have not been anticipated in the initial briefing. This will require the team leader to demonstrate the ability to alter a plan on foot of information received from other teams or sources without direction from the Incident Commander. Wears 10 and 12 are similar in nature. By committing two-person teams these wears can afford an opportunity to assess learners in both roles i.e. team leader and team member.

Wear 11

Laying branch guide lines.

Note: In advance of this wear, learners should be afforded an opportunity to address any skills deficiencies highlighted after Wear 9.

Wear 12

Managing hose-reel, extinguishing fires and search for casualties in a fire gas filled environment (real fire and smoke) hot and humid atmosphere.

Wear 13

Exposure to hot and humid conditions followed by entrapped procedure

Note: This wear is not required to include search or firefighting techniques, and this can be explained to learners in advance. The exercise ("wear") should include regular interaction between learners and instructors to monitor the condition of learners and to test learners' ability to absorb and process information from their environment and interact with other learners and instructors.

It is recommended that gauge readings would be noted at approximately 5 minute intervals during the hot and humid conditions and thereafter in the simulated entrapped procedure in order to clearly demonstrate to learners how work and conditions can greatly increase air consumption while proper adoption of entrapped procedures can extend the working duration of BA cylinders.

Wear 14

Managing hose, negotiate stairwells, extinguishing fires and search for casualties in a fire gas filled environment

Note: Wears 14, 15 and 16 should be considered as the culmination of the course. At this stage issues highlighted earlier on the course to learners through the exercise debrief process should have been addressed through "learners taking responsibility for their own learning and progress" (FETAC) and through revision / repeat sessions where instructors address issues highlighted during the exercise debrief process.

Each learner should be nominated as Team Leader a minimum of once in Wears 14, 15 and 16. Learners experiencing difficulty performing the duties of team leader may be nominated for the role more than once.

• Wear 15

Managing hose, negotiate stairwells, extinguishing fires and search for casualties in a fire gas filled environment

Wear 16

Major exercise with, where possible, numerous fires, multiple entry points, multiple fire gas filled compartments, multiple persons trapped, negotiating stairs, vertical shafts, horizontal shafts.

Hi-Expansion Foam

The above list of wears does not include an exercise undertaken in hi-expansion foam. As a result of a risk assessment of a functional area a fire authority may decide that such an exercise is necessary and include it in addition to the above.

Sewer Exercise

The introduction of a sewer wear into BA training would require instruction in specific equipment which learners may not have encountered in their training prior to the course e.g.

- Safety Lines and harnesses.
- Rescue stretcher.
- Winch and tripod.
- Gas detectors

Fire Authorities and training centres may experience difficulties obtaining such equipment for courses and suitably qualified instructors to provide the necessary instruction. In addition the necessary training on the above equipment would considerably extend the duration of the BA module. Difficulties could also be experienced in identifying and locating the necessary infrastructure to simulate a realistic sewer incident.

Therefore training in "sewer rescues" cannot generally be specified or accommodated on all initial BA courses. On completion of training learners will be competent to safely attend a sewer rescue and will have demonstrated an understanding of how to provide support, from outside the risk area, to colleagues engaged in the rescue. The necessity for the training in the performance of sewer rescues within a fire authority will depend upon an assessment of the functional area and the availability of specialist equipment and is therefore considered a matter for individual fire authorities.

General Observations for Fire Authorities and Instructors

Assessment sheets have been provided outlining key areas to be assessed during wears. Instructors are not restricted to assessing only these exercises or in these areas. The table of competencies on each assessment sheet is provided as an aid to assist instructors to assess learners having exited the risk area.

To further accommodate the necessary flexibility required additional assessment sheets (team leader, team member) have been included containing all of the assessment criteria. It is envisaged that this will facilitate exercises being customised by instructors to develop additional / modified "wears" to suit local circumstances thereby assisting in the process of training development and improvement. In addition these generic assessment sheets will facilitate the assessment of refresher training facilitating a wide range of exercises.

The terminology applied in relation to assessment sheets is "successful" / "referred". The term "referred" relates to learner performance that does not meet the requirements outlined in the learning outcomes and is "referred" back to the learner. For example a learner may perform to a reasonable standard during a wear but may not reach the required standard in a particular assessment criteria due to an omission or oversight e.g. a team leader who misses a door and becomes disorientated in the risk area. During the first week of instruction this is to be expected and is to be considered a valuable part of the learner's learning activity. How the learner reacts to the "referred" issue, inside the risk area and during the debriefing, is of importance. How quickly the learner realises their mistake inside the risk area is also important as is how the learner attempts to rectify the issue. The learner may still have to be guided by an instructor when unable to orientate themselves. It is therefore essential that the instructor would insert a brief description of the incident outlining an opinion on the severity of the omission by the learner. The "hot debrief", and if necessary a short one-to-one session with an instructor thereafter, should ensure that the learner is fully aware of the issue and its seriousness. The learner should be provided with advice, and if necessary a practical session, to indicate how to prevent a reoccurrence of the issue (this activity should be recorded in the course file). At the next opportunity when the learner is afforded a chance to demonstrate competence in the specified area it is important that monitoring takes place to ensure a pattern does not develop. Rotating the instructors performing the assessment activity can add valuable insights and ensure fairness in the assessment process.

Where a learner is unsuccessful, on a first attempt in an assessment activity, it is good practice for providers to provide learners with an opportunity to repeat the assessment activity to achieve a pass grade. Opportunities to repeat an assessment activity are dependent on the nature of the activity and the practical and / or operational issues involved.

Source: FETAC

For example Wear 2, is of short duration and could be considered a pre-requisite for advancement to the remainder of the course. Therefore consideration should be given to offering repeat assessment if required. In order to allow for the learners to progress in a group and engage in team activities a practical limit must be placed on the number of times any wear can be repeated (if at all), this must be clearly specified to the learners in advance.

For example Wear 3 is a claustrophobia test. A learner not achieving the required standard could take many forms and vary in severity. Most learners who experience a difficulty during this wear can be successful given a further opportunity to undergo the exercise should providers deem it appropriate to afford such an opportunity. Training providers should specify in advance the number of times (if any) that the test can be repeated in order to pass.

The Breathing Apparatus Module is the most expensive training provided to firefighters. It involves learners and instructors travelling to a regional training centre or equivalent for extended duration. These, and other constraints on providers, can be construed as grounds to prevent Fire Authorities from offering repeat assessment opportunities i.e. repeating the entire module. In the absence of a national standard the decision remains one for individual Fire Authorities and therefore can vary. However learners must be informed in advance of whether or not an opportunity will be made available to repeat the module in the event of an "Unsuccessful / Referred" grade on the overall module. In light of the expense and administrative workload that has been invested in bringing a learner to this stage in their initial training Fire Authorities should, where practicable, consider offering a repeat assessment, with the clear proviso, that the majority of the associated expenses will be the responsibility of the learner.

Practical Tests

The progressive components of training and development include:

- Task and equipment skills
- Fire Service drills / Standard Practices / Techniques
- Realistic Simulations Scenario-based training (e.g. wears)

As early as practicable in the training process learners should be assessed on equipment skills and relevant tests / techniques in relation to the BA set i.e.

- Describing the BA set and ancillary equipment in use within the particular Fire Service and explain it's operation;
- Demonstrating the "Low Pressure Test"
- Demonstrating the "General Checks"
- Demonstrating daily, weekly, monthly and after use testing of the BA set in use within the their particular Fire Service and how to record these tests; and
- Explaining how to record and report set and ancillary equipment failure, and what corrective action must be taken.

Learners are required to successfully pass each test in order to demonstrate competence. It is recommended that learners who do not achieve a successful grade at the first attempt would be provided with a second opportunity to be graded. This should be explained to learners in advance.

Once these tests have been successfully completed the learner is deemed competent to service their own set. Sample assessment sheets for practical tests are included in Section 3 of this document.

Entry Control Officer

Once instruction has been provided to learners in relation to the operation of the ECB, assessment on this aspect of the module can take place. To this end an additional assessment sheet has been provided for this purpose. All learners should undergo a practical test of ECO duties in line with the generic assessment sheet for ECOs which is applicable to both practical test and scenario-based exercises. In addition as many learners as is feasible should be tested as ECO during wears thereby availing of the additional opportunity to assess learners in the performance of ECO duties in a realistic simulated environment. This will vary depending on the number of learners attending the training. Priority should be given to committing learners as BA wearers to the risk area.

Learners are required to successfully pass this test in order to demonstrate competence. It is recommended that learners who do not achieve a successful grade at the first attempt would be provided with a second opportunity to be graded. This should be explained to learners in advance.

Unsuccessful in Achieving Competence

Assessing whether a learner does or does not achieve competence is a major issue for both instructors and learners. Fire Service training, in particular BA training, is a matter of life and death. A learner who cannot achieve competence is a danger to themselves, their colleagues and those members of the public they are entrusted to rescue. Instructional staff should not hesitate to grade a learner as "Unsuccessful / Referred" for the overall module if a learner has not demonstrated competence in the specified areas. A learner who feels they have been wrongly graded as "Unsuccessful / Referred" can appeal the decision through the national system and may be offered an opportunity to repeat the training. Well maintained course documentation including assessment sheets must be used as justification for grading a learner as "Unsuccessful / Referred" for the overall module.

As mentioned above during the first week of instruction it is expected that learners will have difficulty applying all of the concepts associated with BA wearing. Mistakes, oversights and misunderstandings and the associated remedial process are to be considered a valuable part of the learning activity.

However a pattern of repeated "referred" grades for a particular competence(s) extending into or appearing in the second week of instruction or a single serious event such as a panic reaction in the risk area must be carefully considered in light of the life safety implications. Instructional staff as a group will make the decision to grade a learner as "Unsuccessful / Referred" for the overall module. This should eliminate any personal bias that could exist.

Ultimately where the performance of a learner has indicated a reasonable possibility that the leaner could be a danger to themselves, their colleagues or the public through a lack of competence then an "Unsuccessful / Referred" grade for the module is the only course of action open to the instructional staff. This principle over-rides any assessment of marks achieved during training. While a learner may accumulate marks over the course of instruction; no learner can be certified as having "passed" if a life safety issue exists in relation to an area(s) of competence.

Communications

There are three areas to be considered:

- Radio communications used by instructional staff.
- Radio communications used by the trainees.
- Alternative means of communication should radio communication fail.

Radio communications should be provided for the instructional staff. The channel used should be single frequency simplex and should be tested before the training event. It is essential to use a channel not likely to be used in the same area by operational fire crews.

It is not considered an efficient use of time and resources to undertake training in the use of radios while off-station at a breathing apparatus training facility. Where possible this training should take place in advance of such activity to ensure that a learner has demonstrated competence in the normal use of fireground radios prior to undergoing BA "wears". In general the use of radios by learners should be restricted to the latter stages of training so as to ensure that radio operations do not interfere with learners' ability to absorb knowledge and skills associated with breathing apparatus.

However as a general rule radio communications should be used in the latter stages of the module by the learners wherever feasible, to simulate as closely as possible normal fire fighting operations. The channel used should not be likely to be used on the fire ground and should not be the same as the channel used by the instructional staff.

Other means of communication such as evacuation signals, hand / arm signals, etc. to be used in the event of a radio failure should be established and communicated to training participants prior to training commencing.

Use of Breathing Apparatus in Open Air

The specified "wears" include only one which is dedicated to wearing breathing apparatus in open air. Operationally learners will also operate in open air when preparing to enter the risk area and on exiting.

Instructors should ensure that learners are aware of the risks associated with the use of breathing apparatus in open air given the possible need for its use at such incidents as car and skips fires in various environmental conditions.

Section 3: Guidance on Learner Assessment

Guidance on Completion of Assessment Sheets

Assessment sheets are designed to offer instructors a simple and efficient method of recording the assessment of learners following breathing apparatus wears. Each wear has a separate set of assessment sheets which differentiate between team leader and team members if applicable. The assessment sheets contain a table indicating the key criteria to be assessed in the particular wear. If a learner has not achieved the required standard in a particular competence "referred" should be indicated against the relevant row. A brief description of the actions of the learner's performance should be included in the space provided along with any other noteworthy details.

It is recommended that an individual course file would be maintained separately for each learner, ideally laid out for easy access. Similarly blank assessment sheets should be kept separately in files or pigeon holes for easy access by instructors. Before an exercise an instructor can take the necessary blank assessment sheets e.g. wear 15, one team leader sheet, two team member sheets. These could be placed on a clipboard or similar and left in a suitable location close to the access point to the training building e.g. ECP. On exiting the building with the team the instructor would use the assessment sheet as an aide memoire to record the performance of the individual team members in particular placing a mark against any assessment criteria which are deemed "referred" and include the appropriate clear and concise comment(s) in the space provided. There would follow a "hot debrief" between the instructor and the team. The instructor can record the learners' reactions on the assessment sheet if required. There would generally also follow a group debrief in a classroom setting where lessons learnt would be discussed to allow all learners to benefit from the experiences of other teams and to compare experiences and events within the risk area. Recommended individual and group remedial action to be undertaken could be recorded on relevant assessment sheets at this point.

The relevant instructor would then sign the assessment sheets and place them in each of the learners' files. The course director, who would have attended the group debrief, would thereafter check each file and sign the individual assessment sheets.

It is recommended that the course documentation includes a consolidated spread sheet for each individual learner to record any criteria that were assessed as "referred" so as to more easily see a trend developing and to allow more timely remedial action to be taken. In light of the inclusion of generic assessment sheets, two spread sheets are provided, one specific to wears 1 - 16 to be used where only these exercises are undertaken, the other blank which can be customised based on actual wears. The spreadsheets prepared for this purpose are included in Section 4 and will on request be circulated to Fire Authorities separate from this document.

In the case of "wears" where instructors are responsible for zones within the risk area and therefore may be assessing a number of teams passing their area of responsibility a single assessment sheet can be used for each learner with instructors initialling any comments made. Alternatively each instructor can use additional assessment sheets for each learner.

The box for text or comments is provided on the assessment sheet to afford instructors an opportunity to provide detail in relation to a wear particularly in the case where a competence has been graded as "referred". It should represent a clear and concise description of the learner's performance. In relation to the specified assessment criteria reference should be made to the content of the national standard included in this document. The following is additional information provided to assist instructors in the assessment process:

1.1 Moved safely and with purpose

Moving safely means performing the necessary "BA shuffle" and associated actions in order to ensure the wearer's safety and the safety of other team members and / or casualties. In addition when hoses are in use "moving safely" will include correct door entry techniques and branch techniques.

Moving with purpose requires learners to progress at a "reasonable" rate commensurate with the stage in the training. This can be assessed by instructors by locating objectives (e.g. casualties, fire) at penetration distances that are achievable within the constraints of the exercise. Therefore, for example, being unsuccessful in reaching a casualty may result in a "referred" grade in relation to "moving with purpose". Care should be taken to ensure that the actions of one learner do not negatively affect the assessment of other learners in the team.

1.1/1.2 Move safely and with purpose / Negotiate stairwells, vertical shafts, horizontal shafts in limited visibility

Moving safely in gas filled environment will include the application of door entry techniques and gas cooling techniques as learner ability increases and following necessary instruction. In addition moving safely and negotiating obstacles in limited visibility includes those skills associated with removing casualties safely from the risk area.

1.3 Demonstrate how to identify key features in order that a route may be recalled in a limited visibility environment;

This competence relates to what has been traditionally described as "pathfinding".

1.5 Effective use of the contents gauge

Learners should demonstrate the ability to accurately provide gauge readings to an instructor on request.

Ancillary Documentation

Fire Authorities are required to create and maintain a course file in relation to periods of instruction such as a Breathing Apparatus Wearers' Module. This will include generic documentation applicable to all training which is not included in this guidance e.g. nomination forms, medical records, accident reports, attendance records, minutes of pre and post course meetings etc.

Ancillary documentation specific to Breathing Apparatus training is included in Section 4 of this guidance and includes:

- Individual Candidate Marking Sheet
- FETAC Module Results Summary Sheet.
- Record of Learner Interview;
- "Runners and Riders" List
- Sample course programme.

Remedial Action

It is the responsibility of instructional staff and learners to identify areas where learners (individual and/or group) are experiencing difficulties and to implement remedial action in order to rectify the situation. This may entail amending the course programme in order to facilitate additional sessions on particular skill areas or offering tuition outside of normal course programme times. All such actions should be clearly recorded in the course file.

Section 4: Assessment Sheets

Assessment Sheet - Wear 1

Description	of Exercise	("Wear")

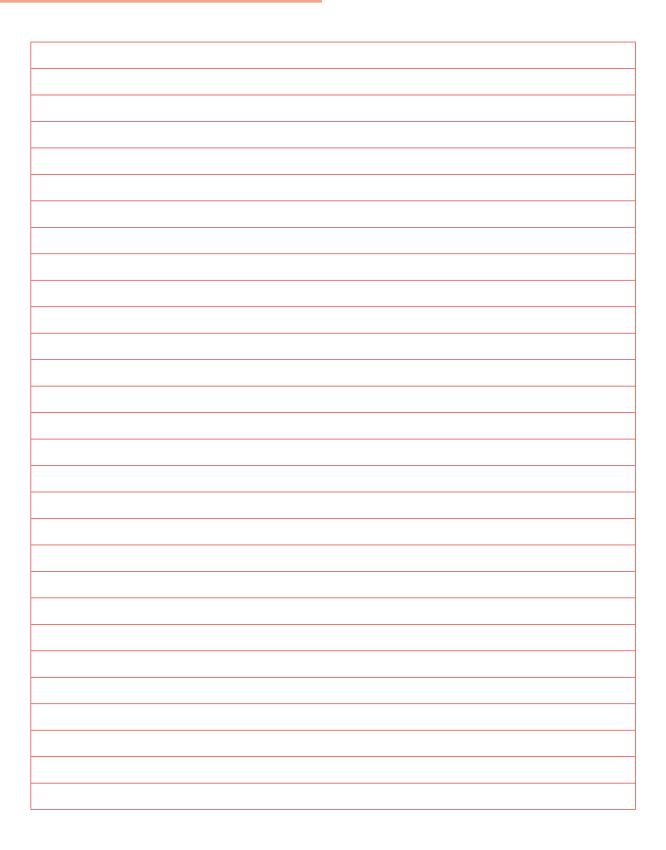
learne	rs every 5 minutes.		
Learne	er Name:		
Instruc	etor Signature:		
Instruc	etor Name:		
	Assessment Criteria	Successful	Referred
	Donned, doffed, presented properly in advance and reported correctly on exit to the ECO		
	1.0 Navigation		
1.1	Moved safely and with purpose		
1.5	Effective use of the contents gauge		
	details of any competence graded as "referred", any orthy incident in the space overleaf:	exceptional po	erformance or any

Indicate overall air consumption of learner calculated at end of exercise

Course Director Signature:

Course Director Name:

Walk in open air in BA set at approximately 6 km/hour recording air consumption of individual





Description of Exercise ("Wear")

Walk in open air in BA set at approximately 6 km/hour recording air consumption of individual learners every 5 minutes.

Number relating to position on ECB	Learner Name
1	
2	
3	
4	
5	
6	
7	
8	
9	
10	
11	
12	
13	

Instructor Signature:	
Instructor Name:	
Course Director Signature:	
Course Director Name:	

Air Consumption (Sample) - Wear 1

Description of Exercise ("Wear")

Walk in open air in BA set at approximately 6 km/hour recording air consumption of individual learners every 5 minutes.

Once the whistle activates the learner should be withdrawn from the exercise and the previous gauge reading should be taken as the duration completed.

Learner Number	Gauge Readings taken at 5 minute intervals							
				Time	in Minut	es		
	0	5	10	15	20	25	30	35
1								
2								
3								
4								
5								
6								
7								
8								
9								
10								
11								
12								
13								

Instructor Signature:	
Instructor Name:	
Course Director Signature:	
Course Director Name:	



Description of Exercise ("Wear")

Walk in open air in BA set at approximately 6 km/hour recording air consumption of individual learners every 5 minutes.

Air Consumption Formula (litres per minute):

 $\underbrace{ (\text{Opening Gauge Reading T}_{\underline{0}}) \text{ minus } (\text{Closing Gauge Reading T}_{\underline{\text{final}}}) \times 9 }_{T_{\text{final}}}$

Learner Number		Gauge	e Readings ta	ken at 5 m	inute interva	als
			Time	in Minutes	S	
	Opening Gauge Reading Bar (1)	Final Gauge Reading Bar (2)	Opening minus Final Bar	Usage (3) x 9 Litres	T _{final} Mins	Air Use (4) / (5)
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						
11						
12						
13						

TEAM

Team Leader

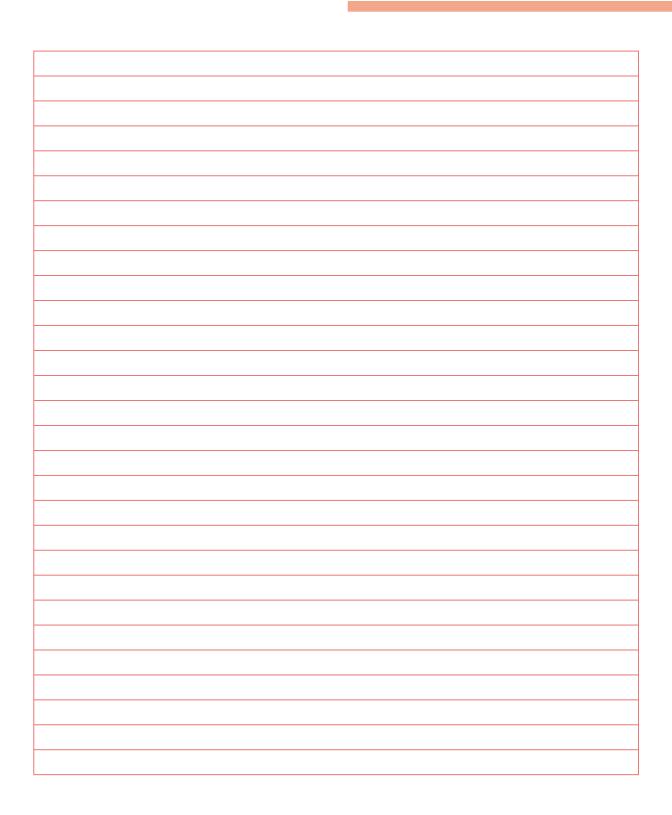
Description	of Exercise	("Wear")
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Moving in obscured visibility or darkness.	
Learner Name:	
Instructor Signature:	
Instructor Name:	

	Assessment Criteria	Successful	Referred	
	Donned, doffed, presented properly in advance and reported			
	correctly on exit to the ECO			
1.0 Navigation				
1.1	Move safely and with purpose			
1.3	Identify key features in order that a route may be recalled in limited visibility			
1.4	Effectively communicate with team members			
1.5	Demonstrate effective use of the contents gauge			
3.0 External Communication				
3.1	Deliver an accurate & concise appraisal of tasks performed and the prevailing situation.			

Insert details of any competence graded as "referred", any exceptional performance or any noteworthy incident in the space below and overleaf:

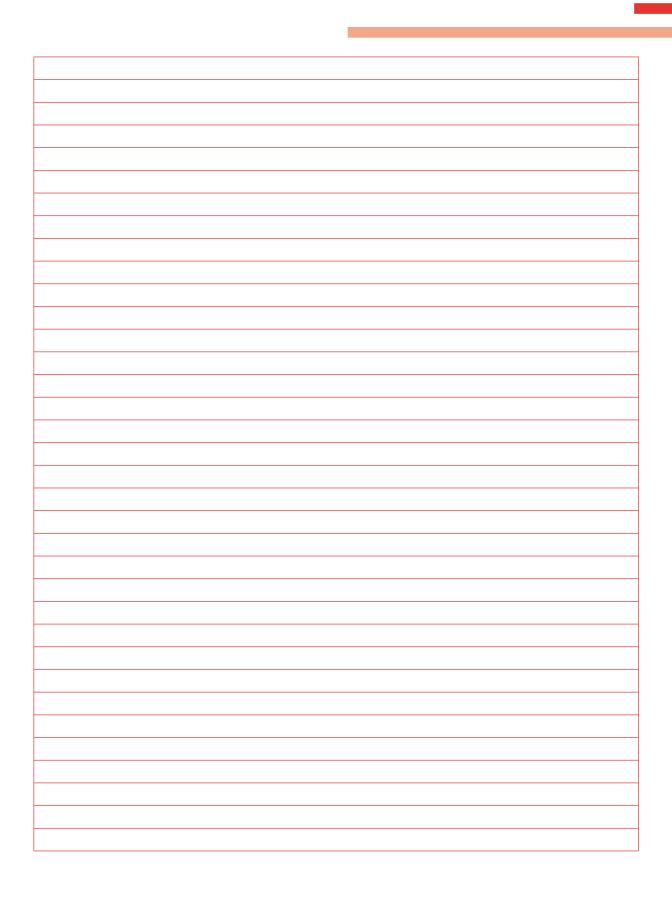
Course Director Signature:
Course Director Name:



TEAM

Tear	n Member			
Descri	iption of Exercise ("Wear")			
Movin	g in obscured visibility or darkness.			
Learne	er Name:			
Instruc	ctor Signature:			
Instruc	etor Name:			
	Assessment Criteria	Succes	sful	Referred
	Donned, doffed, presented properly in advance and reported correctly on exit to the ECO			
	1.0 Navigation			
1.1	Move safely and with purpose			
1.3	Identify key features in order that a route may be recalled in limited visibility			
1.4	Effectively communicate with team members			
1.5	Demonstrate effective use of the contents gauge			
	details of any competence graded as "referred", any exception or thy incident in the space below and overleaf:	onal per	forma	ance or an
Course	e Director Signature:			

Course Director Name:



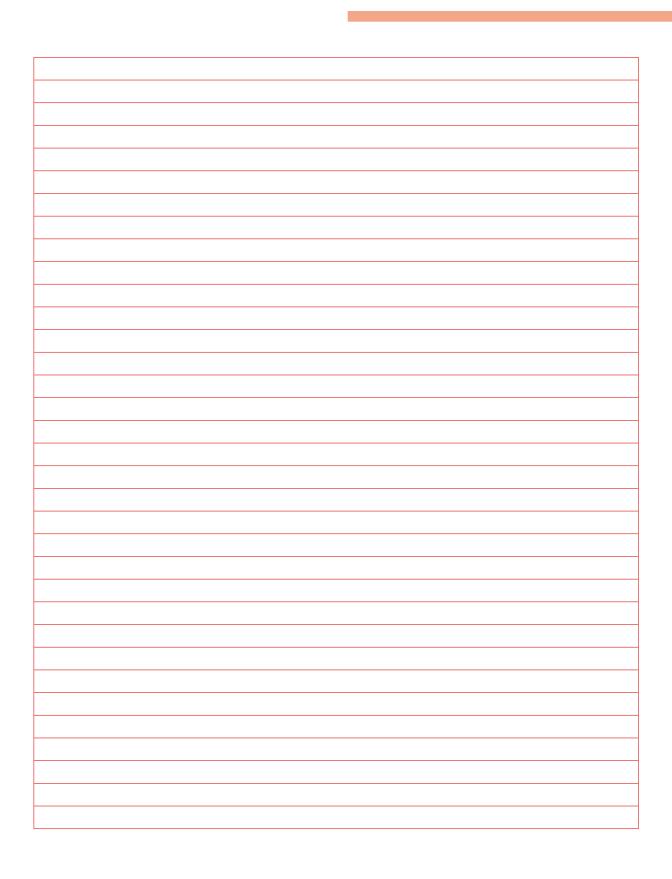
TEAM

Team Member

Description of Exercise ("Wear")

Claustrophobia test through a long series of confined spaces in limited visibility (no requirement	ıt
to path find).	

Learne	er Name:		
Instruc	etor Signature:		
Instruc	ctor Name:		
	Assessment Criteria	Successful	Referred
	Donned, doffed, presented properly in advance and reported correctly on exit to the ECO		
	1.0 Navigation		
1.1	Move safely and with purpose		
1.2	Negotiate horizontal shafts and confined spaces in limited visibility		
	3.0 External Communication		
3.1	Deliver an accurate and concise appraisal of tasks performed and the prevailing situation to the ECO		
	details of any competence graded as "referred", any exception or thy incident in the space below and overleaf:	onal perform	ance or any
Course	e Director Signature:		
Course	e Director Name:		



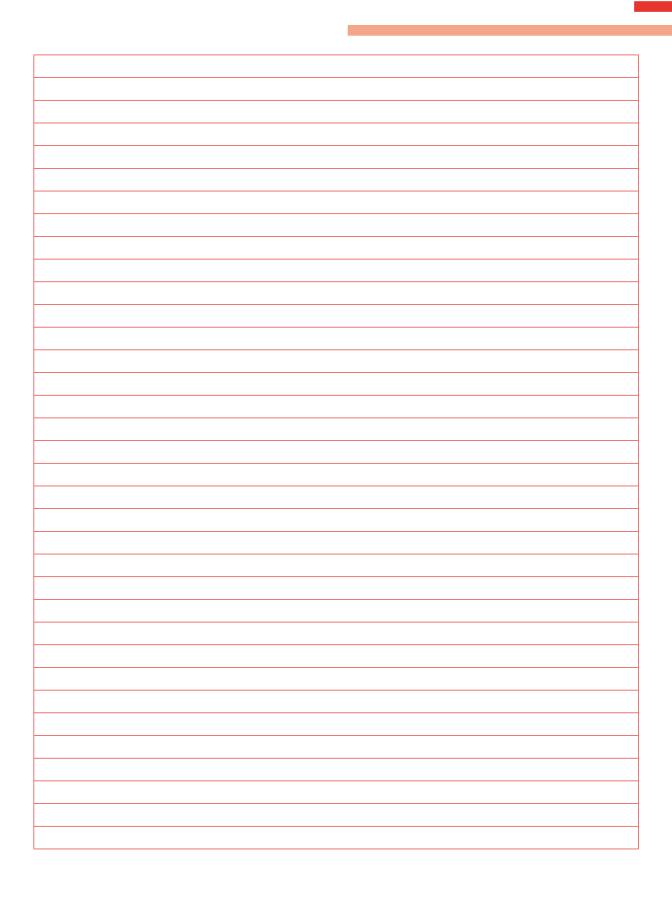
TEAM

Team Leader

Description of Exercise ("Wear")

Search as part of a team in limited visibility to find fire (e.g. flashing light) while operating in simulated smoke.

Learne	er Name:				
Instruc	etor Signature:				
Instruc	etor Name:				
	Assessment Criteria	Successful	Referred		
	Donned, doffed, presented properly in advance and reported correctly on exit to the ECO				
1.0 Navigation					
1.1	Move safely and with purpose				
1.3	Identify key features in order that a route may be recalled in limited visibility				
1.4	Effectively communicate with team members				
3.0 External Communication					
3.1	Deliver an accurate and concise appraisal of tasks performed and the prevailing situation				
4.0 Leading a Team					
4.1	Lead and control a team to carry out a thorough search a (simulated) fire-gas filled environment				
4.2	Demonstrate effective monitoring of the contents gauges within the team and withdraw the team from the risk area prior to time of whistle				
Insert	details of any competence graded as "referred", any exception	nal perform	ance or an		
notewo	orthy incident in the space overleaf:				
Course	e Director Signature:				
Course	e Director Name:				



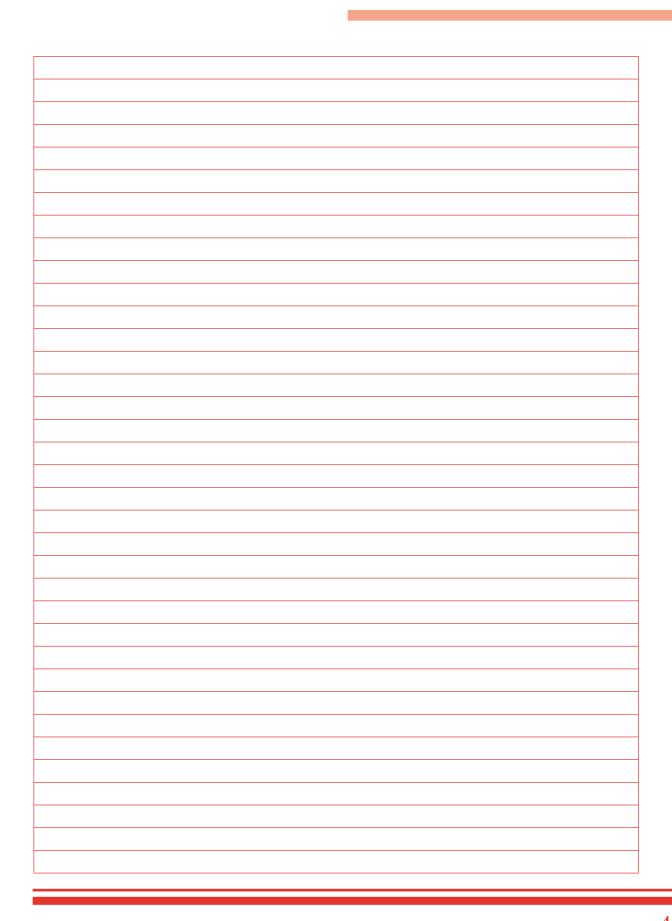
TEAM

Team Member

Description of Exercise ("Wear")

Search as part of a team in limited visibility to find fire (flashing light) while operating in simulated smoke.

Learne	er Name:		
Instruc	etor Signature:		
Instruc	etor Name:		
	Assessment Criteria	Successful	Referred
	Donned, doffed, presented properly in advance and reported correctly on exit to the ECO	Successiui	Referred
	1.0 Navigation		
1.1	Move safely and with purpose		
1.3	Identify key features in order that a route may be recalled in limited visibility		
1.4	Effectively communicate with team members		
1.5	Demonstrate effective use of the contents gauge		
	2.0 Search		
2.1	Carry out a thorough search		
	3.0 External Communication		
3.1	Deliver an accurate and concise appraisal of tasks performed to the team leader (if requested)		
Insert	details of any competence graded as "referred", any exception	onal perform	ance or an
notewo	orthy incident in the space overleaf:		
Course	e Director Signature:		
Course	e Director Name:		



TEAM

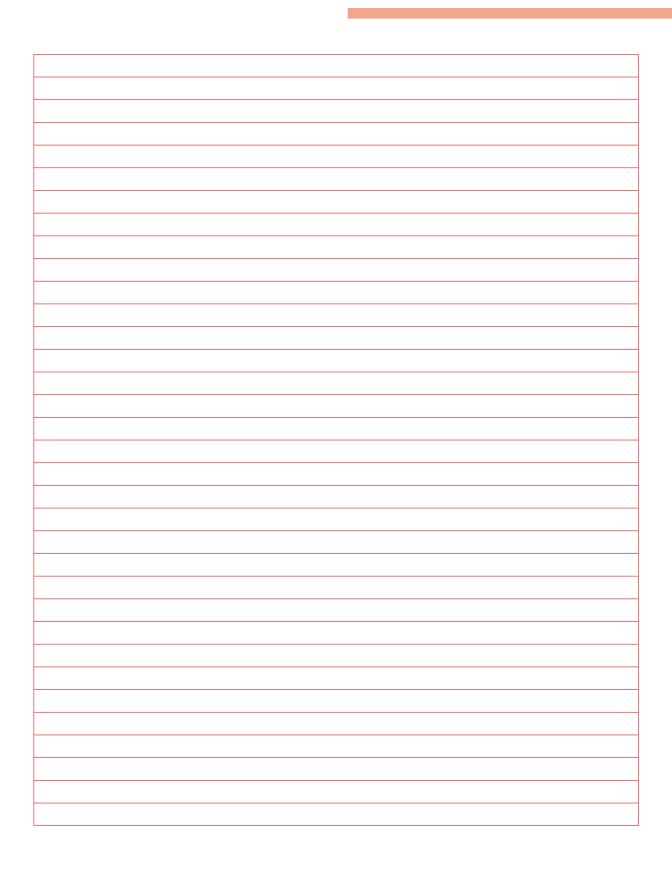
Team Leader

Description of Exercise ("Wear")

Search in limited	visibility to find	casualty	(mannequin)	and perform	rescue while	operating
in real smoke						

Learne	er Name:		
Instruc	etor Signature:		
Instruc	ctor Name:		
	Assessment Criteria	Successful	Referred
	Donned, doffed, presented properly in advance and reported correctly on exit to the ECO		
	1.0 Navigation		
1.1	Move safely and with purpose (to include casualty handling if necessary)		
1.3	Identify key features in order that a route may be recalled in limited visibility		
1.4	Effectively communicate with team members		
	3.0 External Communication		
3.1	Deliver an accurate and concise appraisal of tasks performed and the prevailing situation		
	4.0 Leading a Team		
4.1	Lead and control a team to carry out a thorough search of a (simulated) fire-gas filled environment		
4.2	Demonstrate effective monitoring of the contents gauges within the team and withdraw the team from the risk area prior to time of whistle		

Course Director Signature: _		
Course Director Name:		



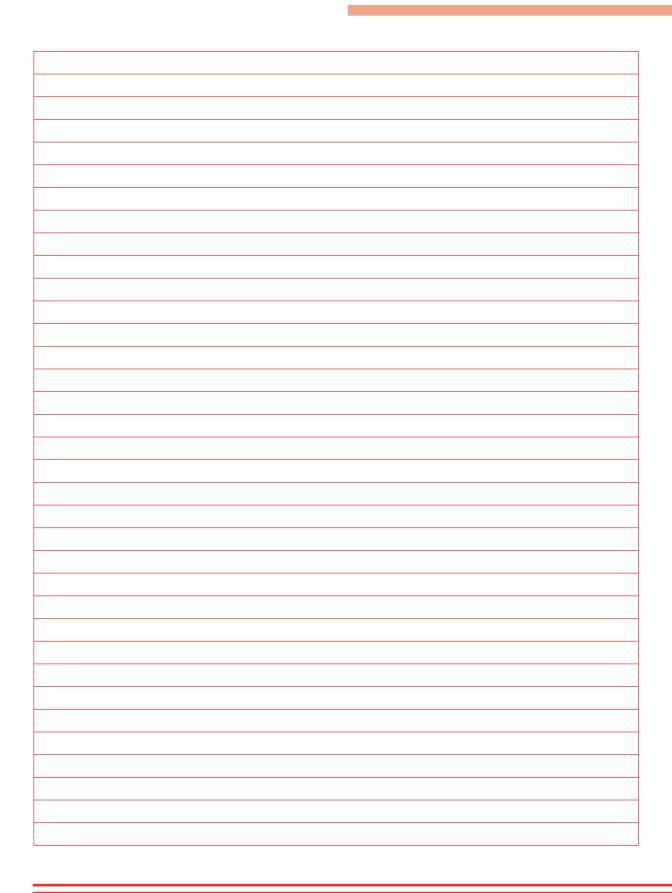
TEAM

Team Member

Description of Exercise ("Wear")

Search in limited	visibility to find	casualty	(mannequin)	$and\ perform$	rescue while	operating in
real smoke						

Learne	er Name:		
Instruc	etor Signature:		
Instruc	ctor Name:		
	Assessment Criteria	Successful	Referred
	Donned, doffed, presented properly in advance and reported correctly on exit to the ECO		
	1.0 Navigation		
1.1	Move safely and with purpose (to include casualty handling)		
1.3	Identify key features in order that a route may be recalled in limited visibility		
1.4	Effectively communicate with team members		
1.5	Demonstrate effective use of the contents gauge		
	2.0 Search		
2.1	Carry out a thorough search		
	3.0 External Communication		
3.1	Deliver an accurate and concise appraisal of tasks performed to the team leader (if requested)		
Insert	details of any competence graded as "referred", any exception	nal perform	ance or any
	orthy incident in the space overleaf: e Director Signature:		
Course	e Director Name:		



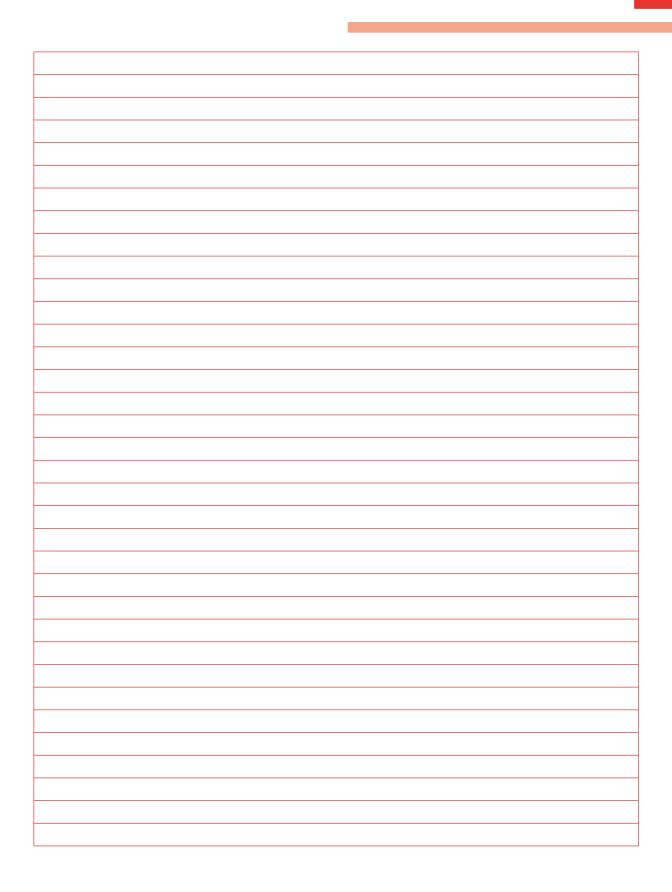
TEAM

Team Leader

Description of Exercise ("Wear")

Search for casualties and fire in limited visibility to include ascending and descending stairs (real fire and smoke).

Learne	er Name:		
Instruc	ctor Signature:		
Instruc	etor Name:		
	Assessment Criteria	Successful	Referred
	Donned, doffed, presented properly in advance and reported correctly on exit to the ECO		
	1.0 Navigation		
1.1	Move safely and with purpose		
1.2	Negotiate stairwells in limited visibility		
1.3	Identify key features in order that a route may be recalled in limited visibility		
1.4	Effectively communicate with team members		
	3.0 External Communication		
3.1	Deliver an accurate and concise appraisal of tasks performed and the prevailing situation		
	4.0 Leading a Team		
4.1	Lead and control a team to carry out a thorough search of a fire-gas filled environment		
4.2	Demonstrate effective monitoring of the contents gauges within the team and withdraw the team from the risk area prior to time of whistle		
	details of any competence graded as "referred", any exception	nal perform	ance or an
notewo	orthy incident in the space overleaf:		
Course	e Director Signature:		
Course	- Director Name		



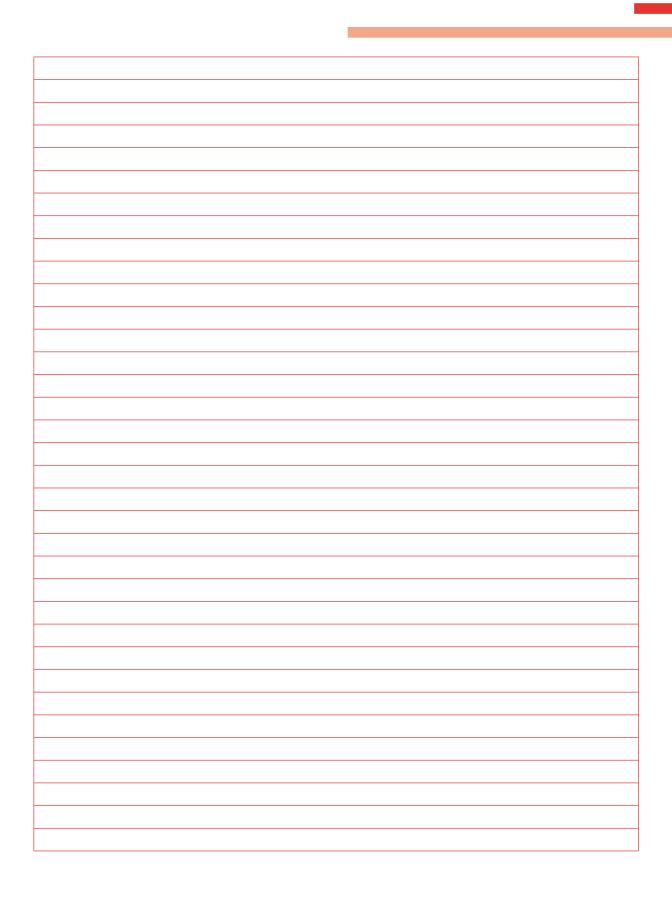
TEAM

Team Member

Description of Exercise ("Wear")

Search for casualties	and fire in	limited	visibility	to	include	ascending	and	descending	stairs
(real fire and smoke).									

Learne	er Name:		
Instruc	etor Signature:		
Instruc	etor Name:		
	Assessment Criteria	Successful	Referred
	Donned, doffed, presented properly in advance and reported correctly on exit to the ECO		
	1.0 Navigation	J.	
1.1	Move safely and with purpose		
1.2	Negotiate stairwells in limited visibility		
1.3	Identify key features in order that a route may be recalled in limited visibility		
1.4	Effectively communicate with team members		
1.5	Demonstrate effective use of the contents gauge		
	2.0 Search		
2.1	Carry out a thorough search		
	3.0 External Communication		
3.1	Deliver an accurate and concise appraisal of tasks performed to the team leader (if requested)		
Insert	details of any competence graded as "referred", any exception	nal performa	nce or any
	orthy incident in the space overleaf:		
	e Director Signature:		
Course	e Director Name:		



TEAM

Team Leader

Description of Exercise ("Wear")

Managing hose-reel, extinguishing fires and search for casualties in a fire gas filled environment (real fire and smoke)

Learner Name:		
Instructor Signature:		
Instructor Name:		

	Assessment Criteria	Successful	Referred
Donned, doffed, presented properly in advance and reported correctly on exit to the ECO			
	1.0 Navigation		
1.1	Move safely and with purpose		
1.3	Identify key features in order that a route may be recalled in limited visibility		
1.4	Effectively communicate with team members		
	2.0 Search		
2.2	Manage hose within the risk area and extinguish a fire where necessary		
	3.0 External Communication		
3.1	Deliver an accurate and concise appraisal of tasks performed and the prevailing situation		
	4.0 Leading a Team		
4.1	Lead and control a team to carry out a thorough search of a fire-gas filled environment		
4.2	Demonstrate effective monitoring of the contents gauges within the team and withdraw the team from the risk area prior to time of whistle		

Course Director Signature:			
Course Director Name:			

TEAM

Team Member

Description of Exercise ("Wear")

Carry out a thorough search

to the team leader (if requested)

Mc	inaging hose-reel,	extinguishing fires	and search for	·casualties ir	n a fire gas filled	environment
(re	al fire and smoke)				

Learne	er Name:		
Instruc	etor Signature:		
Instruc	etor Name:		
	Assessment Criteria	Successful	Referred
	Donned, doffed, presented properly in advance and reported correctly on exit to the ECO		
	1.0 Navigation		
1.1	Move safely and with purpose		
1.3	Identify key features in order that a route may be recalled in limited visibility		
1.4	Effectively communicate with team members		
1.5	Demonstrate effective use of the contents gauge		

Insert details of any competence graded as "referred", any exceptional performance or any noteworthy incident in the space overleaf:

3.0 External Communication

2.0 Search

Manage hose within the risk area and extinguish a fire where

Deliver an accurate and concise appraisal of tasks performed

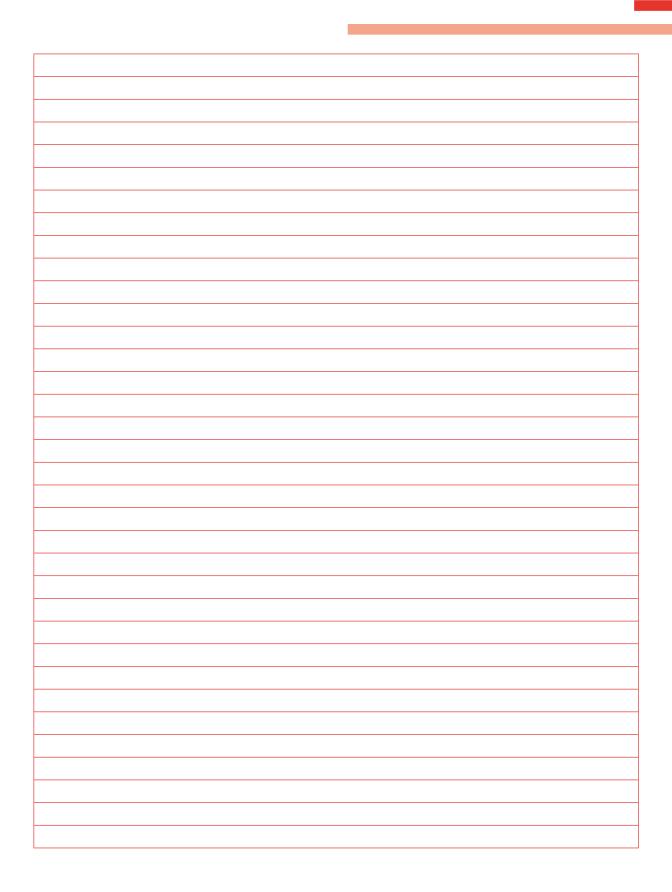
Course Director Signature	e:		
Course Director Name: _			

2.1

2.2

3.1

necessary



TEAM

Team Leader

Description of Exercise ("Wear")

Managing hose-reel, ascend and descend stairs, extinguishing fires and search for casualties in a fire gas filled environment (real fire and smoke)

Learner Name:	
Instructor Signature:	
Instructor Name:	

	Assessment Criteria	Successful	Referred
	Donned, doffed, presented properly in advance and reported correctly on exit to the ECO	Succession	Referred
	1.0 Navigation		
1.1	Move safely and with purpose		
1.2	Negotiate stairwells in limited visibility		
1.3	Identify key features in order that a route may be recalled in limited visibility		
1.4	Effectively communicate with team members		
	2.0 Search		
2.2	Manage hose within the risk area and extinguish a fire where necessary		
3.0 External Communication			
3.1	Deliver an accurate and concise appraisal of tasks performed and the prevailing situation		
4.0 Leading a Team			
4.1	Lead and control a team to carry out a thorough search of a fire-gas filled environment		
4.2	Demonstrate effective monitoring of the contents gauges within the team and withdraw the team from the risk area prior to time of whistle		

Course Director Signature:		
Course Director Name:		

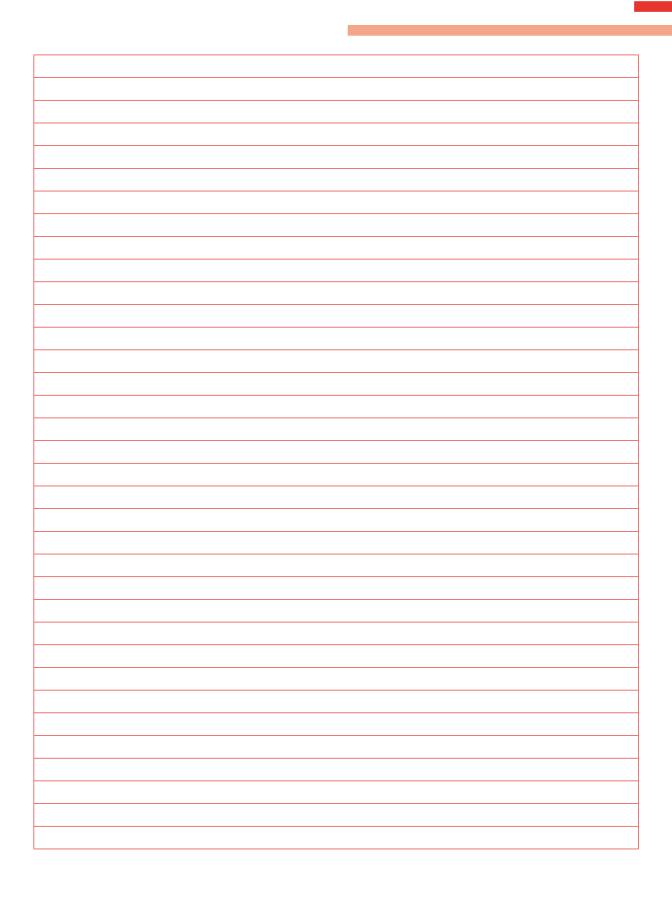
TEAM

Team Member

Description of Exercise ("Wear")

Managing hose-reel, ascend and descend stairs, extinguishing fires and search for casualties in a fire gas filled environment (real fire and smoke)

Learne	er Name:		
Instruc	etor Signature:		
Instruc	etor Name:		
	Assessment Criteria	Successful	Referred
	Donned, doffed, presented properly in advance and reported correctly on exit to the ECO		
	1.0 Navigation		
1.1	Move safely and with purpose		
1.2	Negotiate vertical shafts in limited visibility		
1.3	Identify key features in order that a route may be recalled in limited visibility		
1.4	Effectively communicate with team members		
1.5	Demonstrate effective use of the contents gauge		
	2.0 Search		
2.1	Carry out a thorough search		
2.2	Manage hose within the risk area and extinguish a fire where necessary		
	3.0 External Communication		
3.1	Deliver an accurate and concise appraisal of tasks performed to the team leader (if requested)		
	details of any competence graded as "referred", any exception or thy incident in the space overleaf:	nal perform	ance or an
Course	e Director Signature:		
Course	e Director Name:		



TEAM

Team Leader

Description of Exercise ("Wear")

Laying main guide lines (in simulated smoke).

Learner Name:	
Instructor Signature:	
Instructor Name:	

	Assessment Criteria Successful Referred		
	Donned, doffed, presented properly in advance and reported correctly on exit to the ECO		
	1.0 Navigation		
1.1	Move safely and with purpose		
1.2	Negotiate stairwells in limited visibility (if required)		
1.3	Identify key features in order that a route may be recalled in limited visibility		
1.4	Effectively communicate with team members		
	2.0 Search		
2.1	Carry out a thorough search		
2.3	Lay a Main Guideline		
3.0 External Communication			
3.1	Deliver an accurate and concise appraisal of tasks performed and the prevailing situation		
4.0 Leading a Team			
4.1	Lead and control a team to carry out a thorough search of a fire-gas filled environment		
4.2	Demonstrate effective monitoring of the contents gauges within the team and withdraw the team from the risk area prior to time of whistle		

Course Director Signature:			
Course Director Name:			
Course Director Name:			

TEAM

Team Member

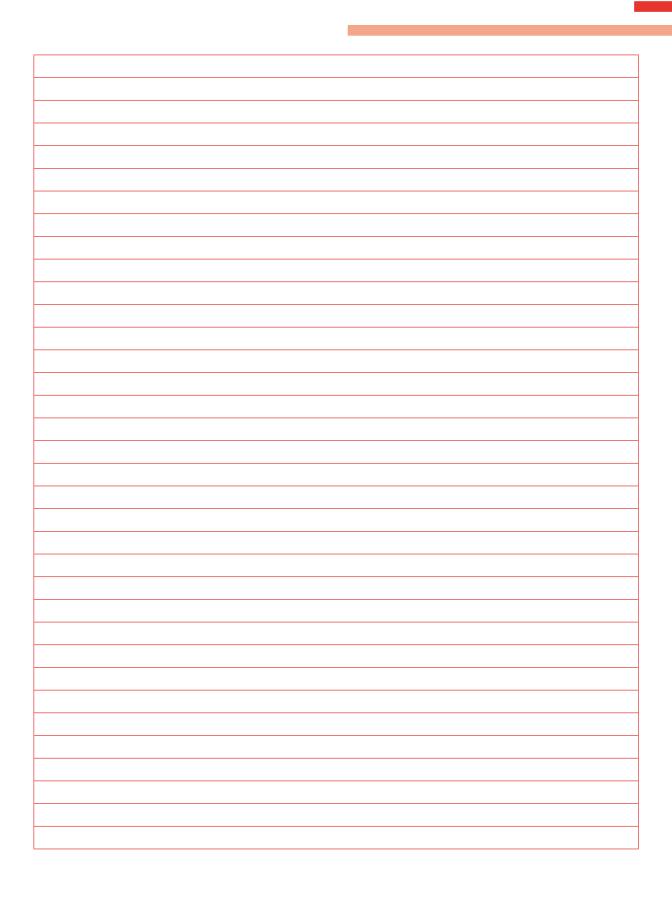
Description of Exercise ("Wear")

Laying main guide lines	(in simulated smoke).
-------------------------	-----------------------

earner Name:
structor Signature:
structor Name:

	Assessment Criteria	Successful	Referred
	Donned, doffed, presented properly in advance and reported correctly on exit to the ECO		
	1.0 Navigation		
1.1	Move safely and with purpose		
1.2	Negotiate stairwells in limited visibility (if required)		
1.3	Identify key features in order that a route may be recalled in limited visibility		
1.4	Effectively communicate with team members		
1.5	Demonstrate effective use of the contents gauge		
2.0 Search			
2.1	Carry out a thorough search		
2.3	Lay a Main Guideline		
3.0 External Communication			
3.1	Deliver an accurate and concise appraisal of tasks performed to the team leader (if requested)		

Course Director Signature:		
Course Director Name:		



Team Leader

Description of Exercise ("Wear")

Managing hose-reel, extinguishing fires and search for casualties in a fire gas filled environment (real fire and smoke) hot and humid atmosphere.

Learner Name:		
Instructor Signature:		
Instructor Name:		

TEAM

	Assessment Criteria	Successful	Referred
	Donned, doffed, presented properly in advance and reported correctly on exit to the ECO		
	1.0 Navigation		
1.1	Move safely and with purpose (including door entry techniques and gas cooling)		
1.3	Identify key features in order that a route may be recalled in limited visibility		
1.4	Effectively communicate with team members		
	2.0 Search		
2.2	Manage hose within the risk area and extinguish a fire where necessary		
	3.0 External Communication		
3.1	Deliver an accurate and concise appraisal of tasks performed and the prevailing situation		
	4.0 Leading a Team		
4.1	Lead and control a team to carry out a thorough search of a fire-gas filled environment		
4.2	Demonstrate effective monitoring of the contents gauges within the team and withdraw the team from the risk area prior to time of whistle		
4.3	Demonstrate the ability to alter a plan on foot of information received from other teams or sources without direction from the Incident Commander		

Course Director Signature:				
Course Director Name:				

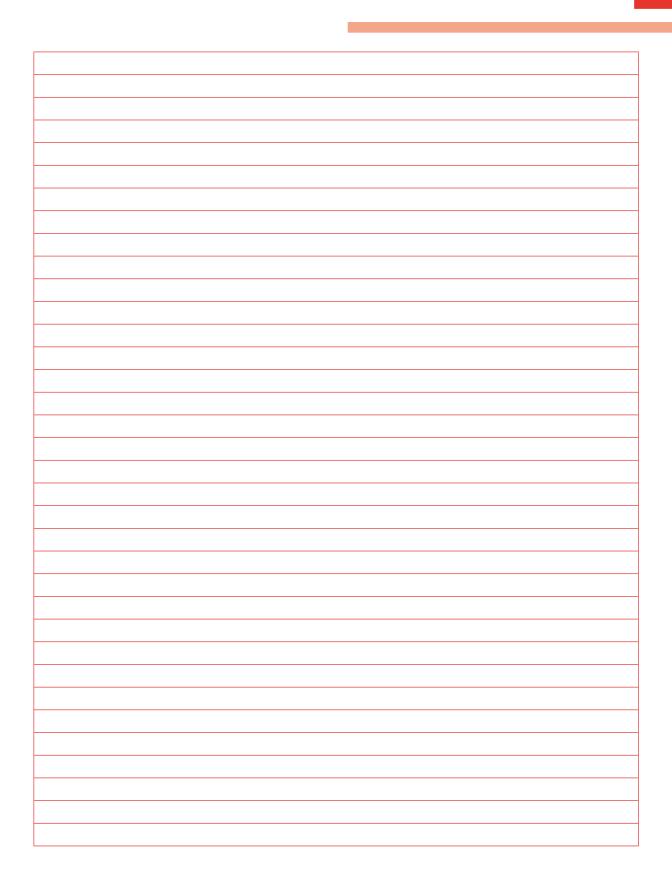
TEAM

Team Member

Description of Exercise ("Wear")

Managing hose-reel, extinguishing fires and search for casualties in a fire gas filled environment (real fire and smoke) hot and humid atmosphere.

Learne	r Name:		
Instruc	tor Signature:		
Instruc	tor Name:		
	Assessment Criteria	Successful	Referred
	Donned, doffed, presented properly in advance and reported correctly on exit to the ECO		
	1.0 Navigation		
1.1	Move safely and with purpose (including door entry techniques and gas cooling)		
1.3	Identify key features in order that a route may be recalled in limited visibility		
1.4	Effectively communicate with team members		
1.5	Demonstrate effective use of the contents gauge		
	2.0 Search		
2.1	Carry out a thorough search		
2.2	Manage hose within the risk area and extinguish a fire where necessary		
	3.0 External Communication		
3.1	Deliver an accurate and concise appraisal of tasks performed to the team leader (if requested - insert N/A if appropriate)		
	details of any competence graded as "referred", any exception or thy incident in the space overleaf:	nal perform	ance or any
Course	Director Signature:		
Course	Director Name:		



TEAM

Team Leader

Description of Exercise ("Wear")

Laying branch guide lines

Learner Name:	
Instructor Signature:	
Instructor Name:	

	Assessment Criteria	Successful	Referred
	Donned, doffed, presented properly in advance and reported correctly on exit to the ECO		
	1.0 Navigation		
1.1	Move safely and with purpose (including door entry techniques and gas cooling)		
1.2	Negotiate stairwells in limited visibility (if required)		
1.3	Identify key features in order that a route may be recalled in limited visibility		
1.4	Effectively communicate with team members		
	2.0 Search		
2.3	Lay a Branch Guideline		
3.0 External Communication			
3.1	Deliver an accurate and concise appraisal of tasks performed and the prevailing situation		
	4.0 Leading a Team		
4.1	Lead and control a team to carry out a thorough search of a fire-gas filled environment		
4.2	Demonstrate effective monitoring of the contents gauges within the team and withdraw the team from the risk area prior to time of whistle		
4.3	Demonstrate the ability to alter a plan on foot of information received from other teams or sources without direction from the Incident Commander		

Course Director Signature:			
Course Director Name:			

TEAM

Team Member

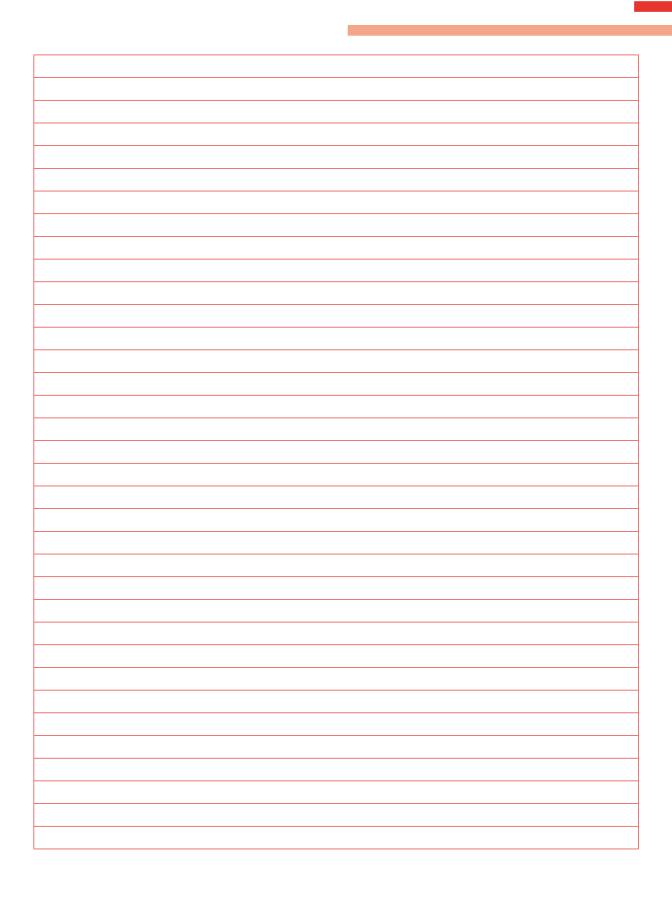
Description of Exercise ("Wear")

Laving	branch	guide	lines
Duy viv	CI CUITCIT	Survey	111100

earner Name:	
nstructor Signature:	
nstructor Name:	

	Assessment Criteria	Successful	Referred
	Donned, doffed, presented properly in advance and reported correctly on exit to the ECO		
	1.0 Navigation		
1.1	Move safely and with purpose (including door entry techniques and gas cooling)		
1.2	Negotiate stairwells in limited visibility (if required)		
1.3	Identify key features in order that a route may be recalled in limited visibility		
1.4	Effectively communicate with team members		
1.5	Demonstrate effective use of the contents gauge		
	2.0 Search		
2.3	Lay a Branch Guideline		
	3.0 External Communication		
3.1	Deliver an accurate and concise appraisal of tasks performed to the team leader (if requested)		

Course Director Signature: _		
Course Director Name:		



TEAM

Team Leader

Description of Exercise ("Wear")

Managing hose-reel, extinguishing fires and search for casualties in a fire gas filled environment (real fire and smoke) hot and humid atmosphere.

Learner Name:		
Instructor Signature:		_
Instructor Name:		

Assessment Criteria			Referred		
	Donned, doffed, presented properly in advance and reported correctly on exit to the ECO				
	1.0 Navigation				
1.1	Move safely and with purpose (including door entry techniques and gas cooling)				
1.3	Identify key features in order that a route may be recalled in limited visibility				
1.4	Effectively communicate with team members				
	2.0 Search				
2.2	Manage hose within the risk area and extinguish a fire where necessary				
	3.0 External Communication				
3.1	Deliver an accurate and concise appraisal of tasks performed and the prevailing situation				
4.0 Leading a Team					
4.1	Lead and control a team to carry out a thorough search of a fire-gas filled environment				
4.2	Demonstrate effective monitoring of the contents gauges within the team and withdraw the team from risk area prior to time of whistle				
4.3	Demonstrate the ability to alter a plan on foot of information received from other teams or sources without direction from the IC				

Course Director Signature:					
Course Director Name:					

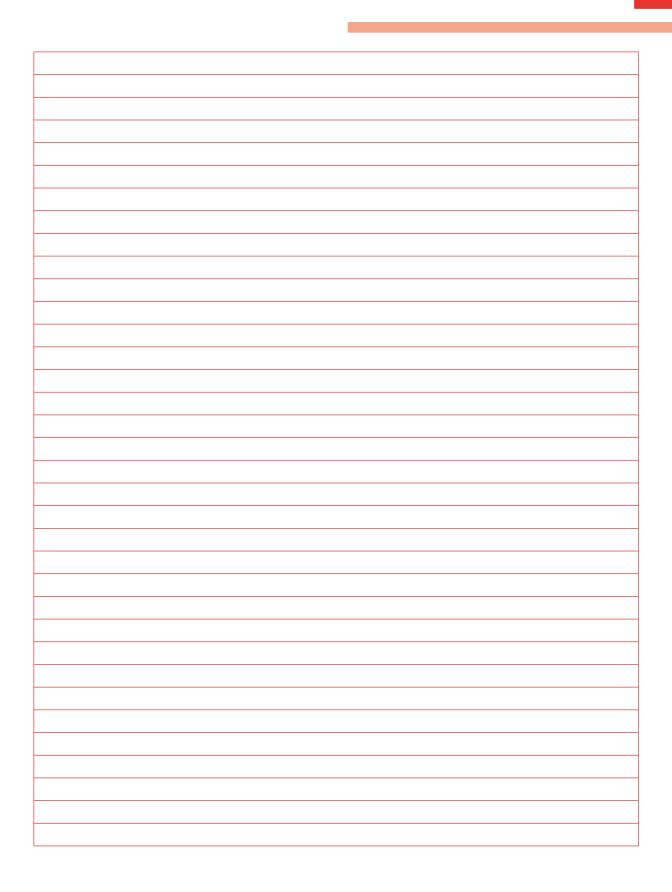
TEAM

Team Member

Description of Exercise ("Wear")

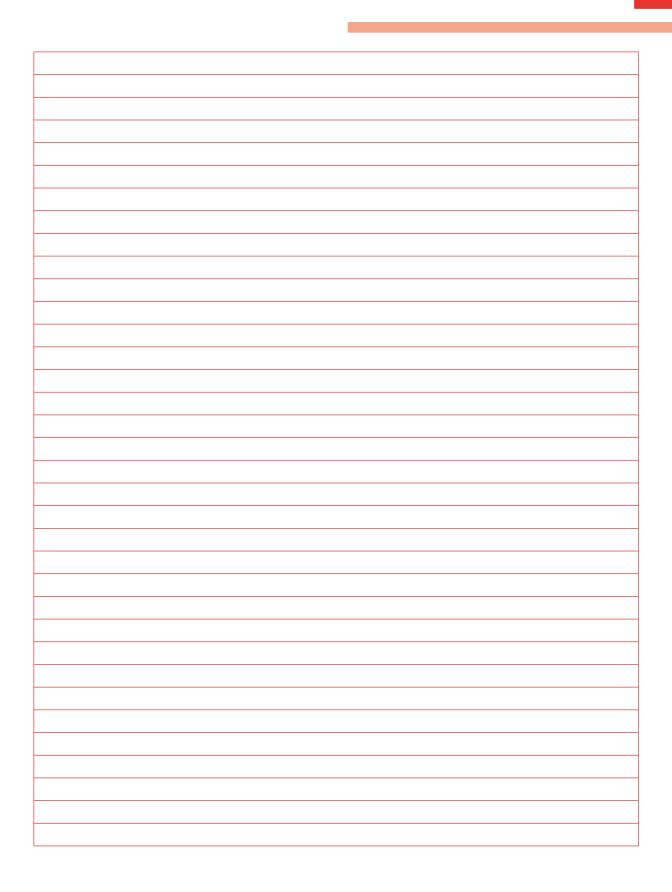
Ma	naging hose-reel,	extinguishing fire	rs and search for	r casualties in d	a fire gas filled	environment
(red	al fire and smoke) hot and humid a	tmosphere.			

Learne	er Name:		
Instruc	etor Signature:		
Instruc	etor Name:		
	Assessment Criteria	Successful	Referred
	Donned, doffed, presented properly in advance and reported correctly on exit to the ECO		
	1.0 Navigation		
1.1	Move safely and with purpose (including door entry techniques and gas cooling)		
1.3	Identify key features in order that a route may be recalled in limited visibility		
1.4	Effectively communicate with team members		
1.5	Demonstrate effective use of the contents gauge		
	2.0 Search		
2.1	Carry out a thorough search		
2.2	Manage hose within the risk area and extinguish a fire where necessary		
	3.0 External Communication		
3.1	Deliver an accurate and concise appraisal of tasks performed to the team leader (if requested)		
	details of any competence graded as "referred", any exception or thy incident in the space overleaf:	onal perform	ance or an
Course	e Director Signature:		
Course	a Director Nama		



Individual Assessment

	ption of Exercise ("Wear") we to hot and humid conditions followed by entrapped procedu	ire	
Learne	er Name:		
Instruc	etor Signature:		
Instruc	etor Name:		
	Assessment Criteria	Successful	Referred
	Donned, doffed, presented properly in advance and reported correctly on exit to the ECO		
	1.0 Navigation		
1.1	Move safely and with purpose (including door entry techniques and gas cooling)		
1.3	Identify key features in order that a route may be recalled in limited visibility		
1.4	Effectively communicate with team members		
1.5	Demonstrate effective use of the contents gauge		
	2.0 Search		
2.4	Demonstrate procedures to be followed in the event of becoming entrapped		
	3.0 External Communication		
3.1	Deliver an accurate and concise appraisal of tasks performed and the prevailing situation		
Insert	details of any competence graded as "referred", any exception	onal perform	ance or an
notewo	orthy incident in the space overleaf:		
Course	e Director Signature:		
Course	e Director Name		



Air Consumption (Sample) - Wear 13

Description of Exercise ("Wear")

Exposure to hot and humid conditions followed by entrapped procedure

Number relating to position on ECB	Learner Name
1	
2	
3	
4	
5	
6	
7	
8	
9	
10	
11	
12	
13	

Instructor Signature:
Instructor Name:
Course Director Signature:
Course Director Name:



Description of Exercise ("Wear")

Exposure to hot and humid conditions followed by entrapped procedure

		Gau	ge Readi	ngs takei	n at 5 mi	nute inte	ervals	
Learner Number				Time in	Minutes			
	0	5	10	15	20	25	30	35
1								
2								
3								
4								
5								
6								
7								
8								
9								
10								
11								
12								
13								

Instructor Signature:	
Instructor Name:	
Course Director Signature:	
Course Director Name:	

Air Consumption (Hot and Humid Period) - Wear 13

Description of Exercise ("Wear")

Exposure to hot and humid conditions (followed by entrapped procedure)

Air Consumption Formula (litres per minute):

(Opening Gauge Reading T $_0$) minus (Closing Gauge Reading T $_{\text{final}}$) x 9 T $_{\text{final}}$

		Gauge R	Readings take	en at 5 min	ute intervals		
		Time in Minutes					
Learner Number	Opening Gauge Reading Bar (1)	Final Gauge Reading Bar (2)	Opening minus Final Bar (3)	Usage (3) x 9 Litres (4)	T _{final} Mins	Air Use (4) / (5)	
1							
2							
3							
4							
5							
6							
7							
8							
9							
10							
11							
12							
13							

Air Consumption (Entrapped Period) - Wear 13

Description of Exercise ("Wear")

Exposure to hot and humid conditions (followed by entrapped procedure)

Air Consumption Formula (litres per minute):

(Opening Gauge Reading T
$$_{0}$$
) minus (Closing Gauge Reading T $_{\text{final}}$) x 9 T_{final}

Note: Opening gauge reading for this period (entrapped) should be the final gauge reading for the previous period (hot and humid).

		Gauge R	Readings take	en at 5 min	ute intervals	
			Time in	n Minutes		
Learner Number	Opening Gauge Reading Bar (1)	Final Gauge Reading Bar (2)	Opening minus Final Bar (3)	Usage (3) x 9 Litres (4)	T _{final} Mins	Air Use (4) / (5)
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						
11						
12						
13						

TEAM

Team Leader

Description of Exercise ("Wear")

Managing hose, extinguishing fires and search for casualties in a fire gas filled environment

Learner Name:

	Assessment Criteria	Successful	Referred
	Donned, doffed, presented properly in advance and reported correctly on exit to the ECO		
	1.0 Navigation		
1.1	Move safely and with purpose (including door entry techniques and gas cooling)		
1.2	Negotiate stairwells in limited visibility		
1.3	Identify key features in order that a route may be recalled in limited visibility		
1.4	Effectively communicate with team members		
	2.0 Search		
2.2	Manage hose within the risk area and extinguish a fire where necessary		
	3.0 External Communication		
3.1	Deliver an accurate and concise appraisal of tasks performed and the prevailing situation		
	4.0 Leading a Team		
4.1	Lead and control a team to carry out a thorough search of a fire-gas filled environment		
4.2	Demonstrate effective monitoring of the contents gauges within the team and withdraw the team from the risk area prior to time of whistle		
4.3	Demonstrate the ability to alter a plan on foot of information received from other teams or sources without direction from the Incident Commander		
4.4	Demonstrate an ability to navigate within and search a variety of building layouts.		

Instructor Signature:
Instructor Name:
Course Director Signature:
Course Director Name:

TEAM

Team Member

Description of Exercise ("Wear")

Managing hose, negotiate stairwells, extinguishing fires and search for casualties in a fire gas filled environment

Learner Name:	
Instructor Signature:	
Instructor Name:	

	Assessment Criteria	Successful	Referred
	Donned, doffed, presented properly in advance and reported correctly on exit to the ECO	Successiva	Action Cu.
	1.0 Navigation		
1.1	Move safely and with purpose (including door entry techniques and gas cooling)		
1.2	Negotiate stairwells in limited visibility		
1.3	Identify key features in order that a route may be recalled in limited visibility		
1.4	Effectively communicate with team members		
1.5	Demonstrate effective use of the contents gauge		
	2.0 Search		
2.1	Carry out a thorough search		
2.2	Manage hose within the risk area and extinguish a fire where necessary		
	3.0 External Communication		
3.1	Deliver an accurate and concise appraisal of tasks performed to the team leader (if requested)		

Course Director Signature:
Course Director Name:

TEAM

Team Leader

Description of Exercise ("Wear")

Managing hose, negotiate stairwells, extinguishing fires and search for casualties in a fire gas filled environment

Learner Name: _____

	Assessment Criteria	Successful	Referred
	Donned, doffed, presented properly in advance and reported correctly on exit to the ECO		
	1.0 Navigation		
1.1	Move safely and with purpose (including door entry techniques and gas cooling)		
1.2	Negotiate stairwells in limited visibility		
1.3	Identify key features in order that a route may be recalled in limited visibility		
1.4	Effectively communicate with team members		
	2.0 Search		
2.2	Manage hose within the risk area and extinguish a fire where necessary		
	3.0 External Communication		
3.1	Deliver an accurate and concise appraisal of tasks performed and the prevailing situation		
	4.0 Leading a Team		
4.1	Lead and control a team to carry out a thorough search of a fire-gas filled environment		
4.2	Demonstrate effective monitoring of the contents gauges within the team and withdraw the team from the risk area prior to time of whistle		
4.3	Demonstrate the ability to alter a plan on foot of information received from other teams or sources without direction from the Incident Commander		
4.4	Demonstrate an ability to navigate within and search a variety of building layouts.		

Instructor Signature:			
Instructor Name:			
Course Director Signature:			
Course Director Name:			

TEAM

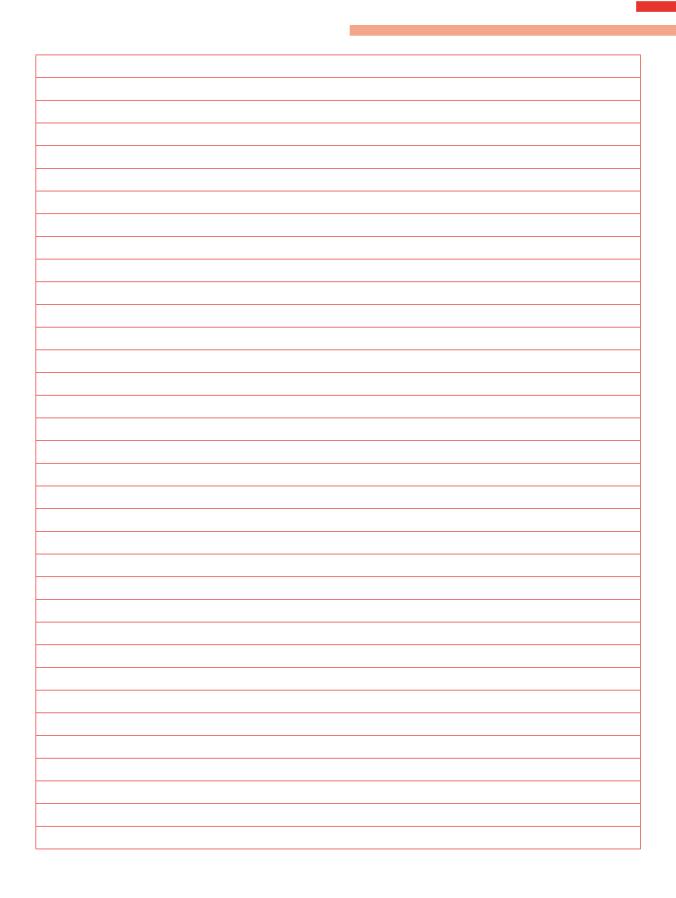
Team Member

Description of Exercise ("Wear")

Managing hose, extinguishing fires and search for casualties in a fire gas filled environment
Learner Name:
Instructor Signature:
Instructor Name:

	Assessment Criteria	Successful	Referred		
	Donned, doffed, presented properly in advance and reported correctly on exit to the ECO				
	1.0 Navigation				
1.1	Move safely and with purpose (including door entry techniques and gas cooling)				
1.2	Negotiate stairwells in limited visibility				
1.3	Identify key features in order that a route may be recalled in limited visibility				
1.4	Effectively communicate with team members				
1.5	5 Demonstrate effective use of the contents gauge				
	2.0 Search				
2.1	Carry out a thorough search				
2.2	Manage hose within the risk area and extinguish a fire where necessary				
	3.0 External Communication				
3.1	Deliver an accurate and concise appraisal of tasks performed to the team leader (if requested)				

Course Director Signatur	e:	
Course Director Name: _		



TEAM

Team Leader

Description of Exercise ("Wear")

Major exercise e.g numerous fires, multiple fire gas filled compartments, multiple persons trapped, negotiating stairs, vertical shafts, horizontal shafts

Learner Name:

	Assessment Criteria	Successful	Referred
	Donned, doffed, presented properly in advance and reported correctly on exit to the ECO		
	1.0 Navigation		
1.1	Move safely and with purpose (including door entry techniques and gas cooling)		
1.2	Negotiate stairwells, vertical shafts, horizontal shafts in limited visibility		
1.3	Identify key features in order that a route may be recalled in limited visibility		
1.4	Effectively communicate with team members		
	2.0 Search		
2.2	Manage hose within the risk area and extinguish a fire where necessary		
	3.0 External Communication		
3.1	Deliver an accurate and concise appraisal of tasks performed and the prevailing situation		
	4.0 Leading a Team		
4.1	Lead and control a team to carry out a thorough search of a fire-gas filled environment		
4.2	Demonstrate effective monitoring of the contents gauges within the team and withdraw the team from the risk area prior to time of whistle		
4.3	Demonstrate the ability to alter a plan on foot of information received from other teams or sources without direction from the Incident Commander		
4.4	Demonstrate an ability to navigate within and search a variety of building layouts.	1 6	

Instructor Signature:			
Instructor Name:			
Course Director Signature:			
Course Director Name:			

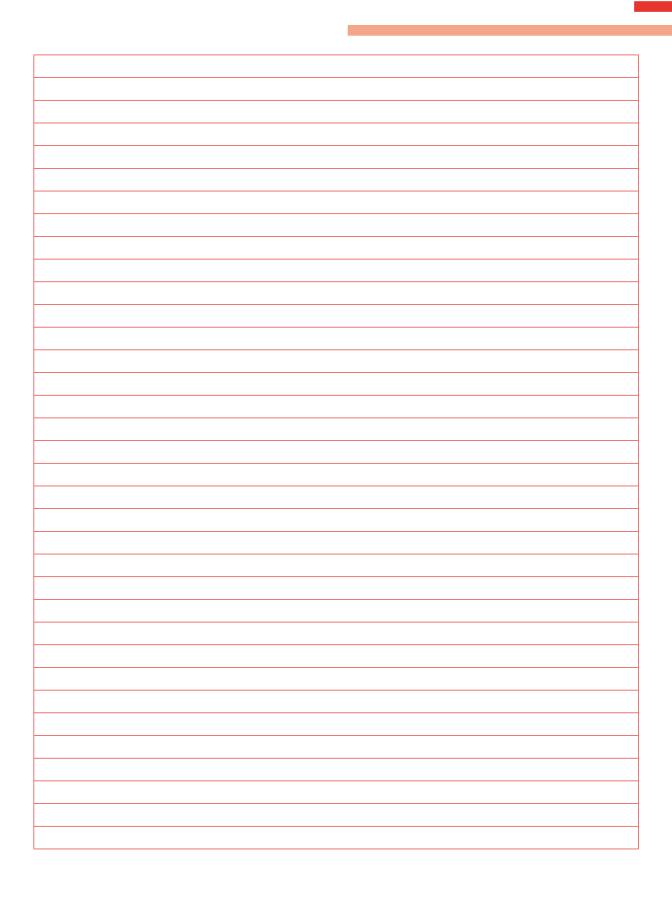
TEAM

Team Member

Description of Exercise ("Wear")

Major	exercise	e.g.	numer	ous fires,	multiple	fire	gas filled	compartments,	multiple	persons
trapped	d, negotic	ating	stairs,	vertical s	hafts, hor	izon	tal shafts			

Instruc	etor Signature:		
Instruc	etor Name:		
	Assessment Criteria	Successful	Referred
	Donned, doffed, presented properly in advance and reported correctly on exit to the ECO		
	1.0 Navigation		
1.1	Move safely and with purpose (including door entry techniques and gas cooling)		
1.2	Negotiate stairwells, vertical shafts, horizontal shafts in limited visibility		
1.3	Identify key features in order that a route may be recalled in limited visibility		
1.4	Effectively communicate with team members		
1.5	Demonstrate effective use of the contents gauge		
	2.0 Search		
2.1	Carry out a thorough search		
2.2	Manage hose within the risk area and extinguish a fire where necessary		
	3.0 External Communication		
3.1	Deliver an accurate and concise appraisal of tasks performed to the team leader (if requested)		
	details of any competence graded as "referred", any exception or thy incident in the space overleaf:	onal perform	ance or any
Course	e Director Signature:		
Course	e Director Name:		



Generic Assessment Sheet

WEAR 1,2,3...

TEAM A,B,C...

Team Leader

A description of the "Wear" should be included in the course documentation.

	Assessment Criteria	Successful	Referred			
	Donned, doffed, presented properly in advance and reported					
	correctly on exit to the ECO					
	1.0 Navigation					
1.1	Move safely and with purpose (including door entry techniques and gas cooling)					
1.2	Negotiate stairwells, vertical shafts, horizontal shafts in limited visibility					
1.3	Identify key features in order that a route may be recalled in limited visibility					
1.4	Effectively communicate with team members					
	2.0 Search					
2.2	Manage hose within the risk area and extinguish a fire where necessary					
2.3	Lay a Guideline					
2.4	Demonstrate procedures to be followed in the event of becoming entrapped.					
	3.0 External Communication					
3.1	Deliver an accurate and concise appraisal of tasks performed and the prevailing situation					
	4.0 Leading a Team					
4.1	Lead and control a team to carry out a thorough search of a fire-gas filled environment					
4.2	Demonstrate effective monitoring of the contents gauges within the team and withdraw the team from the risk area prior to time of whistle					
4.3	Demonstrate the ability to alter a plan on foot of information received from other teams or sources without direction from the Incident Commander					
4.4	Demonstrate an ability to navigate within and search a variety of building layouts.	1 C				

Learner Name:
Instructor Signature:
Instructor Name:
Course Director Signature:
Course Director Name:

Generic Assessment Sheet

WEAR 1,2,3...

TEAM A,B,C...

Team Member

A description of the "Wear" should be included in the course documentation.
Learner Name:
Instructor Signature:
Instructor Name:

	Assassment Cuitavia	Successful	Referred
	Assessment Criteria	Successiui	Keierreu
	Donned, doffed, presented properly in advance and reported correctly on exit to the ECO		
	1.0 Navigation		
1.1	Move safely and with purpose (including door entry techniques and gas cooling)		
1.2	Negotiate stairwells, vertical shafts, horizontal shafts in limited visibility		
1.3	Identify key features in order that a route may be recalled in limited visibility		
1.4	Effectively communicate with team members		
1.5	Demonstrate effective use of the contents gauge		
2.0 Search			
2.1	Carry out a thorough search		
2.2	Manage hose within the risk area and extinguish a fire where necessary		
2.3	Lay a Guideline		
2.4	Demonstrate procedures to be followed in the event of becoming entrapped.		
	3.0 External Communication		
3.1	Deliver an accurate and concise appraisal of tasks performed to the team leader (if requested)		

Course Director Signature:	
Course Director Name:	

Generic Assessment Sheet

Entry Control Officer (ECO)

WEAR

(If applicable)

Learner Name:		

	Assessment Criteria	Successful	Referred
	Prior to Exercise		
A	Examine the Entry Control Board (ECB) and BA tabard		
В	Ensure the availability of BA ancillary equipment		
	Prior to Entry to Risk Area		
C	Radio Check if applicable. Inform IC of any break-down in radio communication.		
D	Adopt and maintain position at the ECP while wearing BA tabard.		
Е	Provide ECB complete with waterproof marker.		
F	Indicate on ECB what Stage (I or II) procedures are in operation.		
G	Receive tallies and check name of wearer and cylinder contents are correct - then enter "time in" on tally.		
Н	Place tally in slot in ECB, bracket slots of each team, Calculate "time of whistle", mark earliest time of whistle opposite team.		
I	Indicate location of teams in column provided.		
J	Pre-brief teams prior to entry if practicable.		
K	Attach tallies to guidelines (where applicable).		
	While Teams are in the Risk Area		
L	Keep IC / Sector Commander informed including need for BA teams to stand-by.		
M	Commit emergency team / inform Incident Commander		
	3.0 External Communication		
N	Remove and return tallies, ensure teams are debriefed.		

Instructor Signature:
Instructor Name:
In order to pass the test the learner can have no referred answers
Overall Test Result (delete as applicable) Contributes 4 mark to overall module result Successful / Referred
Course Director Signature:
Course Director Name:

Learner Name:	 	
Instructor Signature:		
Instructor Name:		

Note: Standard BA Set configuration - if "Bodyguard" or similar set is used a modified test sheet should be adopted by the training provider.

Learning Outcome 6.1

Describe the BA set and ancillary equipment in use within the particular fire service and explain it's operation

This test is performed in an indoor setting at a table or bench. The learner is provided with a complete BA set including ancillary equipment with cylinder removed and cylinder cover removed.

	Assessment	Successful	Referred
1	Learner to indicate Backplate.		
2	Learner to indicate the cylinder retaining strap and the built-in carrying handles.		
3	Learner to indicate Harness.		
4	Learner should be asked about the nature of the material (flame retardant) and to indicate the trident connector of the waistbelt.		
5	Learner to indicate Cylinder Connector.		
6	Learner to indicate Pressure Reducer.		
7	Learner should be asked the pressure of air entering the reducer (200 bar) and the pressure of air exiting the reducer (between 6 and 9 bar).		
8	Learner to indicate 2 main hoses and where they lead (lung demand valve, contents gauge).		
9	Learner to indicate Contents Gauge.		
10	Learner to indicate the low pressure warning whistle.		
11	Learner should be asked at what pressure the warning whistle will activate (60 - 50 bar).		
12	Learner to indicate Lung Demand Valve.		
13	Learner to indicate reset lever and explain use.		
14	Learner to indicate supplementary air flow facility and explain use.		

15	Learner to indicate Face Mask.
16	Learner to indicate inner mask.
17	Learner to indicate head harness and correct setting.
18	
	Learner to indicate BA Cylinder.
19	Learner to indicate cylinder valve.
20	Learner to describe cylinder construction (aluminium liner, composite outer layers).
21	Learner to indicate re-test period (5 years) and indicate on a cylinder the date test is next due for that cylinder.
22	Learner to indicate BA Tally.
23	Learner to indicate portions to be completed by wearer and by ECO.
24	Learner to indicate use of rear of tally.
25	Learner to indicate BA Lamp.
26	Learner to demonstrate how lamp is tested (switching on and checking intensity of light)
27	Learner to indicate ADSU.
28	Learner to demonstrate the operation the On / Off Key by removing it from the unit.
29	Learner should be asked to explain the indication that the unit is operating effectively (correct signal emitted from unit.)
30	Learner to indicate the Location Flashers on the unit.
31	Learner to indicate location of Manual Switch.
32	Learner asked to explain delayed action of switch (to prevent accidental operation)
33	Learner asked to demonstrate pre-alarm mode and full-alarm mode of Movement Sensor.
34	Learner to indicate the location of the Evacuation Whistle.
35	Learner to be asked to explain when and on whose instructions and for what purpose the Evacuation Whistle should be operated. (on the instruction of the team leader, to notify other teams in the vicinity.)
36	Learner to demonstrate how to place the cylinder cover on the cylinder.
37	Learner to demonstrate how to connect the cylinder to the BA set.
Insert	t details of any knowledge or skills graded as "referred" and why

In order to pass the test the learner must have 5 or less referred answers
Overall Test Result (delete as applicable)
Contributes 1 mark to overall module result
Successful / Referred

Note: Standard BA Set configuration - if "Bodyguard" or similar set is used a modified test sheet should be adopted by the training provider.

Learning Outcome 6.2

Demonstrate daily, weekly, monthly and after use testing of the BA set in use within the their particular fire service and how to record these tests

The following tests (2.a, 2.b, 2.c) are performed in an indoor setting at a table or bench. The learner is provided with a complete BA set including ancillary equipment.

Test 2.a

Demonstrate the "High Pressure Test"

	Assessment	Successful	Referred
1	Check the cylinder to set connection.		
2	Activate the reset lever on the face mask.		
3	Open the cylinder valve slowly but fully.		
4	Close the cylinder valve.		
5	Check for audible leaks by placing side of face close to all parts of the BA set.		
6	Check for inaudible leaks by observing the pressure gauge which should remain constant.		
Chec	k the function of the low-pressure warning whistle.		
7	Remove the demand valve from the face mask.		
8	Press the centre of the opening to the palm of the hand.		
9	Allow air to escape slowly by briefly operating the supplementary air supply and relaxing the hand slightly.		
10	Confirm that the warning whistle operates in the 60 - 50 bar range and continues to operate until the gauge reads zero.		
Inser	Insert details of any knowledge or skills graded as "referred" and why		

In order to pass the test the learner can have no referred answers		
Overall Test Result (delete as applicable)		
Contributes 1 mark to overall module result		
Successful / Referred		

Test 2.b

Demonstrate the "Low Pressure Test"

Assessment	Successful	Referred
Activate the reset lever on the face mask.		
Open the cylinder valve slowly but fully.		
Don the face mask and tighten the straps in accordance with manufacturer's instructions for that type of mask.		
Check the operation of the set by inhaling and exhaling deeply three times and whilst holding the breath after the third inhalation, ensuring that no air flow from the apparatus		
Operate supplementary air flow facility.		
Confirm that the pressure gauge reading corresponds to the information shown on the BA tally.		
Take a deep breath and hold it while observing the pressure gauge - the gauge should remain constant while confirming that there are no leaks which can be felt against the face.		
Close cylinder valve and continue to breath - keeping one hand on the cylinder valve while holding and observing the		
The air in the system will be exhausted and the face mask will collapse onto the face of the wearer thereby confirming that the face mask and it's seal is operating correctly.		
At the same time confirm that the pressure gauge correctly returns to zero.		
Open cylinder valve fully and breath normally.		
Remove face mask and extend head harness straps in accordance with manufacturer's instructions for the type of		
Insert details of any knowledge or skills graded as "referred" and w	hy	

In order to pass the test the learner can have no referred answers
Overall Test Result (delete as applicable)
Contributes 1 mark to overall module result
Successful / Referred

Test 2.c Demonstrate the "General Checks"

1	Assessment	Successful	Referred
1	Check the fastening of all finger-tight connections.		
2	Thoroughly examine the apparatus, fittings, cylinder, cylinder cover for damage or excessive wear.		
3	Examine the face mask for clear vision.		
4	Complete the entries on the tally attached to the apparatus.		
5	Ensure that the ADSU operates effectively.		
6	Inspect the lamp and check that it operates correctly.		
7	Examine the personal line to ensure that it is correctly stowed in it's pouch and correctly fitted to the harness of		
Inser	rt details of any knowledge or skills graded as "referred" and t	why	

Overall Test Result (delete as applicable)
Contributes 1 mark to overall module result
Successful / Referred

Note: Standard BA Set configuration - if "Bodyguard" or similar set is used a modified test sheet should be adopted by the training provider.

Learning Outcome 6.2

Demonstrate daily, weekly, monthly and after use testing of the BA set in use within the their particular fire service and how to record these tests

The following test is performed in full PPE including full fire kit, flash hood, gloves and helmet. The learner is provided with a complete BA set including ancillary equipment which may be on a bench, on the ground or fitted to a bracket in an appliance.

Demonstrate the "Pre-Entry Test"

	Assessment	Successful	Referred
1	Don the BA set (in accordance with the manufacturer's instructions/ Brigade Orders)		
2	Activate reset facility and open cylinder valve		
3	Learner to check cylinder content not less than 85% of full		
4	Check the operation of the set by twice inhaling and exhaling and whilst holding the breath after the second inhalation, ensuring that no air flow from the apparatus is audible		
5	Operate supplementary air flow facility		
6	Close cylinder valve and hold breath with hand on valve; ensure low pressure warning whistle operates at the correct		
7	Ensure the pressure gauge returns to zero		
8	Open cylinder valve and breath normally		
9	Check radio is operating effectively		
	ompletion, in order not to interrupt the learner's rhythm, when er should be asked to provide details pertaining to the activity	out from un	der air, the
10	What is the minimum acceptable gauge reading and why?		
11	What purpose is served by the wearing holding their breath during the test and what would constitute a fail for this part		
12	At what pressure did the warning whistle operate?		
Inser	t details of any knowledge or skills graded as "referred" and w	hy	

In order to pass the test the learner can have no referred answers
Overall Test Result (delete as applicable)
Contributes 1 mark to overall module result Successful / Referred

Note: Standard BA Set configuration - if "Bodyguard" or similar set is used a modified test sheet should be adopted by the training provider.

Learning Outcome 6.3

Explain how to record and report set and ancillary equipment failure, and what corrective action must be taken

	Assessment	Successful	Referred
a.	Demonstrate completion of test record		
b.	Learner should be asked action to be taken on discovery of a fault to the set or ancillary equipment		
Inser	t details of any knowledge or skills graded as "referred" and w	hy	
	In order to pass the test the learner can have no refer	red answers	

Overall Test Result (delete as applicable)
Contributes 1 mark to overall module result
Successful / Referred

Section 5: Ancillary Documentation

Fire Authorities are required to create and maintain a course file in relation to periods of instruction such as a Breathing Apparatus Wearers course. This will include generic documentation applicable to all training which is not included in this guidance e.g. nomination forms, medical records, accident reports, attendance records, pre and post course meetings etc.

Documentation specific to Breathing Apparatus training is included in this section of the guidance and includes:

 Consolidated Individual Assessment Sheet (spreadsheet attached and provided separately to Fire Authorities)

This document is recommended for use in A3 format and can be included in individual learners' course files. After each wear, and subsequent debrief, the instructor supervising each team will complete a brief assessment sheet in relation to the performance of each learner within the team. These completed assessment sheets should be signed and handed to the course director who will attach them to the appropriate learner file. For monitoring purposes reviewing a series of individual assessment sheets can be time consuming after each wear. The "Consolidated Individual Assessment Sheet" allows the course director to place a mark against specific areas where remediation may be required.

• Individual Candidate Marking Sheet

This document consolidates the marks obtained by a learner during training.

• FETAC Module Results Summary Sheet.

This document consolidates the overall marks obtained by a group of learners undergoing the same module of instruction.

• Record of Learner Interview

Learners will generally attend an interview at a minimum once in each week. The details of these interviews (and any others) should be recorded.

"Runners and Riders" List

Details of the appointments held by learners during wears should be recorded.

• Sample course programme.

TEAM MEMBER

IT IS RECOMMENDED THAT THIS PAGE WOULD BE INCREASED EXPANDED ON A PHOTOCOPIER TO AS SIZE FOR CLARITY AND EASE OF USE

Matrix of learning outcomes / assessment criteria mapped against breathing apparatus wears indicating which criteria are assessed in each wear and demonstration progressive development through the elements of instruction

Walk in open air in BA set at approximately 6 km/hour
Moving in obscured visibility or darkness
Claustrophobia test through a long series of confined spaces
Search as part of a team in limited visibility to find fire (flashing light)
Search in limited visibility to find casualties and perform rescue
Search for casualties and fire in limited visibility to include stairs
Managing hose-reel, extinguishing fres and search for casualties.
Managing hose-reel, ascend and descend stairs, extinguishing fres
Laying main guide lines
Managing hose-reel, search for casualtes (real fire / smoke) hot & humid
Laying branch guide lines
Searth for persons missing in a sewer
Exposure to hot and flumid conditions followed by entrapped procedure
Managing hose, negotiate stairwells, extinguishing fires and search for casuaties
Nanaging hose, negotiate stainvells, extinguishing lires and search for casualtion
Major exercise with numerous fires

		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
Navigale safely within a limited visibility environment		"A"	"B"	"C"	30.75			777						"F"	7 7	17.	
1.1 Demonstrate how to move safely and with purpose	1.1		1							257						1	
 Negotiate stainwells, vertical shafts, horizontal shafts and confined spaces. 	1.2								7.21								
1.3 Identify key features in order that a route may be recalled	1.3		11			100											
1.4 Communicate with team members	1.4					-						my li	3.4				
5 Demonstrate effective use of the contents gauge.	1.5	9.1															
Effectively search a hot and humid fire gas filled environments					_				_	_	_	_		_			
2.1 Search (for fire and casualties) of a fire-gas filled environment	2.1													\mathbf{L}	1		
2.2 Manage hose within the risk area and extinguish a fire where necessary	2.2							14.	15						1		
2.3 Lay a Main Guideline and/or a Branch Guideline	2.3																
2.4 Demonstrate procedures to be followed in the event of becoming entrapped	2.4																
Communicate ECO, sector commander and incident commander								_	_		_		_	_	_		_
3.1 Deliver an accurate and concise appraisal	3.1								-		130					1000	170
Lead and control a team to achieve a given objective								_				_					
4.1 Lead and control a team to search (for fire and casualties)	4.1	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
4.2 Monitor the contents gauges of the team; withdraw from risk area prior to whistle	4.2					N/A											
4.3 After a plan on foot of information received without direction from the IC	4.3					N/A											
4.4 Navigate within and search a variety of building layouts.	4.4	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Perform effectively as a member of a team in a non-fire related incident		71.77						145									
 Navigate and carry out search and rescue operations in a simulated sewer. 	5.1												1				

Learning

Outcomes 2 4 5 5/6 5/6 6/7 6/7 7/8 5/7 6/7 5/7 7/8 6 7/8 7/8 7/8 Assessed

- A: Wear 1 does not specify a team leader, learners are assessed individually and are not operating as part of a team
- B. Wear 2 involves two entries of short duration in order to ensure that each team member operates as team leader
- C: Wear 3 does not specify a team leader, learners are assessed individually and are not operating as part of a team
- D: Wear 4 onward team leader is responsible for all gauge readings within team and withdrawing team before whistle, see 4.2
- E: Wear 4 onward team leader is responsible for all searching by team including own, see 4.1
- F: The hot / humid and entrapped procedure wear is not required to include search or firefighting techniques

Legend Learning Outcome assessed during exercise
Learning Outcome that may be assessed during exercise

TEAM LEADER

IT IS RECOMMENDED THAT THIS PAGE WOULD BE INCREASED EXPANDED ON A PHOTOCOPIER TO AS SIZE FOR CLARITY AND EASE OF USE

Matrix of learning outcomes / assessment criteria mapped against breathing apparatus wears indicating which criteria are assessed in each wear and demonstrating progressive development through the elements of instruction

		Walk in open air in BA set at approximately 6 km/hour	Moving in obscured visibility or darkness	Claustrophobia test through a long series of confined spaces	Search as part of a learn in landed visibility to find fire (flissling light)	Search in immed visibility to find casualties and perform rescue	Search for casualties and fire in limited visibility to include states	Managing hose-reel, extinguishing fres and search for casualties	Managing hose-reel, ascand and descend stairs, extinguishing fires	Laying main guide lines	Managing hose-reel, search for casualties (real fire / smoke) hot & humid	Laying branch guide lines	Search for persons missing in a sewer	Exposure to hot and humid conditions followed by entrapped procedure	Managing hose, negobate stairwells, extinguishing fices and search for car	Managing hose, negociate stainwells, extinguishing fires and search for cal	Major exercise with numerous fices
	Wear	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
Navigate safely within a limited visibility environment		"A"												"F"			
1.1 Demonstrate how to move safely and with purpose	1.1																
1.2 Negosate stanwells, vertical shafts, honzontal shafts and confined spaces.	1.2																
1.3 Identify key features in order that a route may be recalled	1.3				70	-		74	10								医
1.4 Communicate with team members	1.4																53
1.5 Demonstrate effective use of the contents gauge.	1.5				N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A		N/A	N/A	N/A
Effectively search a hot and humid fire gas filled environments									77777	7						17.00	
2.1 Search (for fire and casualties) of a fire-gas filled environment	2.1				N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2.2 Manage hose within the risk area and extinguish a fire where necessary	2.2											-					
2.3 Lay a Main Guideline and/or a Branch Guideline	2.3																
2.4 Demonstrate procedures to be followed in the event of becoming entrapped	2.4																\Box
Communicate ECO, sector commander and incident commander																	
3.1 Deliver an accurate and concise appraisal	3.1				11.			Ш			9.1						
Lead and control a team to achieve a given objective	3																
4.1 Lead and control a team to search (for fire and casualties)	4.1				100								1		0		
4.2 Monitor the contents gauges of the team; withdraw from risk area prior to whistle	4.2				E								12				=3
4.3 Alter a plan on fool of information received without direction from the IC	4.3												E No		E7.		
4.4 Navigate within and search a variety of building layouts.	4.4																
Perform effectively as a member of a team in a non-fire related incident		1		ig 7		1	1		22. 1		2			M N		1	
5.1 Navigate and carry out search and rescue operations in a simulated sewer.	5.1	$\overline{}$	_		_				_				$\overline{}$		-	_	

Learning
Outcomes 2 5 4 6 6 7 7 8 7/8 8 8/9 9 6 10 10 10 Assessed

- A: Wear 1 does not specify a team leader, learners are assessed individually and are not operating as part of a team
- B: Wear 2 involves two entries of short duration in order to ensure that each team member operates as team leader
- C: Wear 3 does not specify a team leader, learners are assessed individually and are not operating as part of a team D: Wear 4 onward team leader is responsible for all gauge readings within team and withdrawing team before whistle, see 4.2
- E: Wear 4 onward team leader is responsible for all searching by team including own, see 4.1
- F: The hot / humid and entrapped procedure wear is not required to include search or firefighting techniques

Learning Outcome assessed during exercise

Learning Outcome that may be assessed during exercise

Candidate Name:	PPSN:
Training Centre:	Centre No.:

Assessment Criteria	Maximum Mark	Candidate Mark
Simulated Exercises "Wears"		
• Demonstrate how to navigate safely within a limited visibility environment.	20	
• Effectively search a hot and humid fire gas filled environments.	20	
• Communicate effectively with the entry control officer, sector commander, incident commander and other teams encountered within the risk area	20	
• Effectively lead a team of up to four wearers (including team leader) to achieve a given objective in a variety of fire gas filled buildings and structures.	20	
Sub-Total	80	
Practical Tests Demonstrate user maintenance of the breathing apparatus set and ancillary equipment in use within their Fire Service The self-service of the service of the s	6	
 (1 mark to be allocated for each successful test) Demonstrate the correct implementation and application of stage one and stage two breathing apparatus procedures (4 marks to be allocated on successful completion of test) 	4	
Sub-Total	10	
Written Exam / Interview	10	
Sub-Total	10	
TOTAL MARKS	100	
	GRADE	

Internal Assessor's Signature:	
Date:	
Marking Sheet Pass 50 - 64% Merit 65 - 79% Distinction 80 - 100%	Marking Sheet Breathing Apparatus Wearer Skills Demonstration "wears" 80% Practical tests 10% Written exam / interview 10%
External Authenticator's Name and Signature:	
Date:	

Assessing competence is a major issue for both instructors and learners. Fire Service training, in particular BA training, is a matter of life and death. A learner who cannot achieve competence is a danger to themselves, their colleagues and those members of the public they are entrusted to rescue. Instructional staff should not hesitate to grade a learner as "referred" who has not demonstrated competence in the specified areas. A learner who feels they have been wrongly graded can appeal through the FETAC system and may be offered an opportunity to repeat the training. Well maintained course documentation including assessment sheets must be used as justification for a "referred" grade on an overall module.

During the first week of instruction it is expected that learners will have difficulty applying all of the concepts associated with BA wearing. Mistakes, oversights and misunderstandings and the associated remedial process are to be considered a valuable part of the learning activity.

However a pattern of repeated unsuccessful competence(s) extending into or appearing in the second week of instruction or a single serious event such as a panic reaction in the risk area must be carefully considered in light of the life safety implications. Instructional staff as a group will make the decision to grade a learner as "referred". This should eliminate any personal bias that could exist. Ultimately where the performance of a learner has indicated a reasonable possibility that the leaner could be a danger to themselves, their colleagues or the public through a lack of competence then "referred" is the only course of action open to the instructional staff. This principle over-rides any assessment of marks achieved during training. While a learner may accumulate marks over the course of instruction; no learner can be certified as having "passed" if a life safety issue exists in relation to an area(s) of competence.

In such circumstances the Course Director should indicate "referred" opposite the appropriate competence(s) on the preceding page. In addition a full report of the circumstances leading up to the "referred" assessment should be provided to the training centre and the Fire Authority to which the learner belongs.

Module	Results	Summary	Sheet
IVIUUUIC		Summar	

Module Code: TBA			
	Candidate Details		
Candidate Surname	Candidate Forename	Total Percentage (100%)	Grade *
Signed: Internal Assessor:		Data	
This sheet is for internal assessors to 1	record the everall mar		latas It should
be retained in the training centre. The Module Results Sheet issued to centre	marks awarded should	be transferred to the o	fficial FETAC
Grade* D: 80 - 100% Distinction	P: 50 - 64%	Pass	
M: 65 - 79% Merit	U: 0 - 49%	Unsuccessful / Refe	rre

W: candidates entered who did not present for assessment

Breathing Apparatus Module

Record of Learner Interview

Attendance at Interview

Item	Content	Additional Remarks
1.	Highlight examples of areas where the learner is performing in a satisfactory manner:	
2.	List (if applicable) any areas where the learner is not achieving the required standard and indicate remedial action proposed:	

Item	Content	Additional Remarks
3.	List (if applicable) any areas where the learner should focus efforts to improve overall performance:	
3.	Assessment of performance to date:	
	Satisfactory / Unsatisfactory	
	Delete as appropriate	

The following list is provided to assist instructors when preparing for learner interviews and completing the sections above:

General Competencies

- Taking initiative;
- Taking responsibility for one's own learning and progress;
- Problem solving;
- Applying theoretical knowledge in practical contexts;
- Communicating orally;
- Working effectively in group situations;
- Understanding health & safety issues including Dynamic Risk Assessment; and
- Reflecting on and evaluating quality of own learning and achievement.

BA Competencies

- Work in toxic, oxygen deficient and irrespirable atmospheres;
- Wear self contained breathing apparatus;
- Assemble and maintain appropriate breathing apparatus sets;
- Operate and comply with specific control procedures;
- Path find within the risk area:
- Search the risk area;
- Fight fires using traditional basic branch/nozzle techniques;
- Operate effectively as part of a team;
- Safely remove casualties from the risk area; and
- Deal effectively with confined spaces encountered.

Instructor Signature: _			
Learner Signature:			

"Runners and Riders"

Wear Number:	Date:

Team	Team Member	Name	Appointment/ Equipment TIC, guideline	Details Task / Wall / Location / Instructor
	1		Team Leader	
	2			
A	3			
	4			
	1		Team Leader	
	2			
В	3			
	4			
	1		Team Leader	
	2			
C	3			
	4			
	1		Team Leader	
	2			
D	3			
	4			
	1		Team Leader	
	2			
E	3			
	4			
	1		Team Leader	
	2			
F	3			
-	4			

Entry Control Officer



Dates of Course: From - To

Day 1 – Monday (Date

Time	Subject	Instructor
09.00 - 09.10	Course Opening Address	
09.10 - 09.30	Introduction – pp01	
09.30 - 10.15	BA Set Introduction – pp02	
10.15 – 11.00	BA Set Description – pp03	
11.00 – 11.15	Tea Break	
11.15 – 12.00	BA Set Ancillary Equip – pp04	
12.00 – 13.00	BA Donning – pp05 & Practical Session	
13.00 – 14.00	Lunch	
14.00 – 14.30	Standard Tests – pp06	
14.30 – 15.15	Standard Tests Practical 1	
15.15 – 15.30	Tea Break	
15.30 – 17.00	WEAR 1	

Breathing Apparatus Wearers Course

Dates of Course: From - To

Day 2 – Tuesday (Date

Time	Subject	Instructor
09.00 - 10.00	Search Procedures – pp10a,b	
10.00 - 11.00	Search Procedures Practical	
11.00 – 11.15	Tea Break	
11.15 – 11.30	Personal Lines – pp15	
11.30 – 13.00	WEAR 2	
13.00 – 14.00	Lunch	
14.00 – 14.15	Entry Control Board - pp08	
14.15 – 14.30	Entry Control Board – pp09	
14.30 – 15.15	Entry Control Board Practical 1	
15.15 – 15.30	Tea Break	
15.30 – 17.00	WEAR 3	

Breathing Apparatus Wearers Course

Dates of Course: From - To

Day 3 – Wednesday (Date

Time	Subject	Instructor
09.00 - 09.45	Incident Procedures – pp12	
09.45 – 10.15	Cylinder duration – pp07	
10.15 – 10.30	Tea Break	
10.30 – 11.15	Standard Tests Practical 2	
11.15 – 13.00	WEAR 4	
13.00 – 14.00	Lunch	
14.00 – 14.40	Casualty Handling – pp11	
14.40 – 15.15	Casualty Handling Practical	
15.15 – 15.30	Tea Break	
15.30 – 17.00	WEAR 5	

Breathing Apparatus Wearers Course

Dates of Course: From - To

Day 4 – Thursday (Date

Time	Subject	Instructor
09.00 - 09.30	Radio Procedures (with BA)	
09.30 - 10.30	Fire Development – pp25	
10.30 – 10.45	Tea Break	
10.45 – 11.15	Aides Memoire – pp18	
11.15 – 13.00	WEAR 6	
13.00 – 14.00	Lunch	
14.00 – 14.45	Extinguishing Tactics – pp26	
14.45 – 15.15	Laying and using Hoses - Practical	
15.15 – 15.30	Tea Break	
15.30 – 17.00	WEAR 7	
	Provide Revision on Service Practical	



Dates of Course: From - To

Day 5 – Friday (Date

Time	Subject	Instructor
09.00 - 09.40	Fundamentals of fire Behaviour – pp24	
09.40 - 10.30	Compartment Procedures – pp27	
10.30 – 10.45	Tea Break	
10.45 – 11.30	Door Entry Procedures - Practical	
11.30 – 13.00	WEAR 8	
13.00 – 14.00	Lunch	
14.00 – 16.00	Standard Tests Exam Interviews and Tidy station	
16.00 – 17.00	Look Forward	

Breathing Apparatus Wearers Course

Dates of Course: From - To

Day 6 – Monday (Date

Time	Subject	Instructor
09.00 - 09.30	Revision	
09.30 – 10.15	Guidelines – pp14	
10.15 – 11.00	Guidelines Practical	
11.00 – 11.15	Tea Break	
11.15 – 13.00	WEAR 9	
13.00 – 14.00	Lunch	
14.00 – 14.30	Thermal Imaging Cameras - pp17	
14.30 – 15.00	Branch Techniques - Practical	
15.00 - 15.15	Tea Break	
15.15 – 17.00	WEAR 10	



Dates of Course: From - To

Day 7 – Tuesday (Date

Time	Subject	Instructor
09.00 - 09.30	Revision	
09.30 – 10.15	Gillender Street – pp22	
10.15 – 10.30	Tea Break	
10.30 – 11.15	Branch Lines Practical	
11.15 – 13.00	WEAR 11	
13.00 – 14.00	Lunch	
14.00 – 14.30	Dangerous Atmospheres – pp16	
14.30 – 15.00	Confined Spaces – pp21	
15.00 – 15.15	Tea Break	
15.15 – 17.00	WEAR 12	

Breathing Apparatus Wearers Course

Dates of Course: From - To

Day 8 – Wednesday (Date

Time	Subject	Instructor
09.00 - 09.30	Revision	
09.30 - 10.00	Bridgeheads – pp19	
10.00 – 10.45	Entrapped Procedures – pp13	
10.45 – 11.00	Tea Break	
11.00 – 13.00	WEAR 13	
13.00 – 14.00	Lunch	
14.00 – 14.40	Revision Extinguishing Fires – pp28	
14.40 – 15.00	Other FA Areas – pp20	
15.00 – 15.15	Tea Break	
15.15 – 17.00	WEAR 14	



Dates of Course: From - To

Day 9 – Thursday (Date

Time	Subject	Instructor
09.00 - 10.00	Revision	
10.00 – 10.15	Tea Break	
10.15 – 12.30	WEAR 15	
12.30 – 13.30	Lunch	
13.30 – 15.00	Exam	
15.00 – 15.15	Tea Break	
15.15 – 17.00	WEAR 16	

Breathing Apparatus Wearers Course

Dates of Course: From - To

Day 10 – Friday (Date

Time	Subject	Instructor
09.00 – 10.00	Blaina pp23	
10.00 – 10.30	Tea Break	
10.00 – 13.00	ECO Practical Tests	
13.00 – 14.00	Lunch	
14.00 – 16.00	Interviews / Clean and Tidy station	
16.00 – 16.15	Tea Break	
16.15 – 17.00	End Of Course Discussion and Closing	

Sample Exam Assessment Sheet

Breathing Apparatus Module

Written or Oral Exam
Student Name:
Instructor Signature and name:

Instructions: Answer all questions, time allowed 45 minutes

	Assessment Criteria (10 marks available for each question)	Mark (to be completed by instructor)
7.1	State the composition of inspired and expired air; (10 marks available)	

	Assessment Criteria (10 marks available for each question)	Mark (to be completed by instructor)
7.2	Explain normal breathing rates; (10 marks available)	

	Assessment Criteria (10 marks available for each question)	Mark (to be completed by instructor)
7.3	Explain the breathing process; (10 marks available)	by instructor)

	Assessment Criteria (10 marks available for each question)	Mark (to be completed by instructor)
7.4	Explain the effect of exertion on breathing rates (10 marks available)	

Assessment Criteria (10 marks available for each question)	Mark (to be completed by instructor)
Explain how to calculate cylinder capacity, full duration, working duration and safety margin; (10 marks available)	

	Assessment Criteria (10 marks available for each question)	Mark (to be completed by instructor)
a l	Describe the psychological effects of working in breathing apparatus, their effects on air consumption, and how they may be controlled and managed; (10 marks available)	by instructor)

	Assessment Criteria (10 marks available for each question)	Mark (to be completed by instructor)
9.1	Explain the procedures to be followed at a sewer related incident; (10 marks available)	

	Assessment Criteria (10 marks available for each question)	Mark (to be completed by instructor)
9.3		

TOTAL MARKS FOR EXAMINATION OUT OF 80 (A)	
PERCENTAGE MARKS (B)	
Total Marks (A) multiplied by 100 and divided by 80	
GRADE	
Pass 50 - 64%	
Merit 65 - 79%	
Distinction 80 - 100%	
CONTRIBUTION TO OVERALL MODULE RESULT (C)	
Percentage Marks (C) multiplied by overall marks allocated to the examination i.e. 10	

Example: Learner achieves the following scores in questions 1 - 8:

5, 6, 5, 7, 6, 8, 7, 7

- (A) = 51
- (B) = 64%
- (C) = 6.4 marks (can be rounded down to 6)

It should be explained to learners in advance of the examination that to "pass" the overall module they must "pass" the examination i.e. achieve a minimum of 50%.

Learners should be informed in advance whether or not they will be provided with an opportunity to re-sit the examination should they be unsuccessful in achieving a pass grade at the first attempt.

Learners who do not achieve the pass grade i.e. 50% should be provided with an opportunity to discuss and explain their performance with an instructor.