Lifeboats

Trainer/Assessor
Manual

APRIL 2019

DEVELOPED FOR LIFE SAVING ORGANISATIONS

About this manual

The aim of this manual is to provide current and correct knowledge for operational and organisational Trainer/Assessors.

The manual is designed for life saving organisations and emergency services.

This manual has been designed as a guidance document and can be adapted to suit the local environment.

This manual will be reviewed after 3 years. Please send any comments and feedback to: international@rnli.org.uk

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Introduction

This manual has been designed to assist with the training and development of trainer/assessors involved with lifesaving. It has been designed as part of the RNLI suite of resources but can be used by anyone involved with teaching, training and assessment.

Personal qualities of a trainer/assessor

An effective trainer/assessor should have a number of key personal qualities.
They should be:

- understanding
- enthusiastic
- organised
- confident
- inspiring
- calm
- safe
- fair

- effective at communicating
- able to plan and implement
- supportive of development
- knowledgeable about the community
- knowledgeable about their subject area
- self aware
- honest

Unit 1: Learning and development

Learning outcomes

1.1 Understand the components of learning.

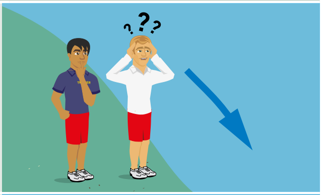
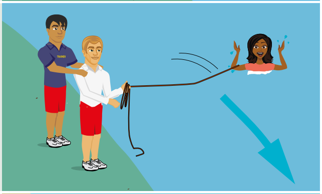
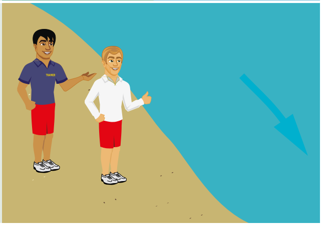
1.2 Understand how and why people learn.
Understand the learning cycle.

1.3 Understand the importance of regular refresher training.

1.4 Understand the factors that may affect someone's ability to learn.

1.1 What is learning?

Learning involves a change in the knowledge, skills or attitude of the person. The table below describes each component and gives an example.

Component of learning	Description	Example	
Knowledge	Refers to learning facts and rules.	Learning the hazards associated with a flood environment.	
Skill	Involves using skills in order to accomplish something.	Learning how to rescue a casualty from floodwater using a throw line.	
Attitude and Behaviour	Attitude refers to feelings and beliefs. Behaviour is the way someone acts. Attitude will influence behaviour.	A change in attitude to become more confident in flood situations.	

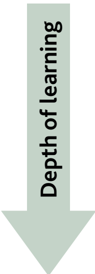
Often, by teaching someone a new skill or new knowledge, their attitude will change.

Informal learning happens all the time – for example, a child learning how to clap their hands by watching others.

Formal learning occurs in specially structured learning situations – for example, a group of students being taught first aid by a trainer.

Depth of learning

People learn things at different levels depending on their need and ability. The following table shows the first three levels of learning.

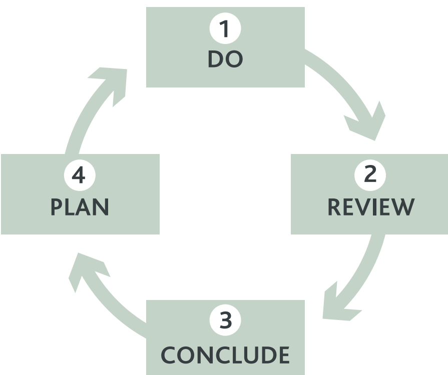


Depth of learning	How we can assess the learning	Example
Knowledge	State	State the sequence of rescue.
Understanding	Explain	Explain the reasons why we have a sequence of rescue.
Application (Be able to)	Demonstrate	Demonstrate the ability to rescue someone from floodwater using the correct sequence of rescue.

1.2 How people learn through experience

To help trainers design their training sessions, the learning cycle shown below is often used. This shows how someone learns.

The learning cycle



Adapted from Kolb (1984)

There are different stages of learning.

Stage of learning	**Example**
	Learning how to perform a throw line rescue
Do	The learner watches the trainer perform a throw line rescue and then tries the skill for themselves and performs an overhead throw.
Review	The learner thinks about how the session went. The learner observed that it was difficult to perform an overhead throw and could not get the line to reach the casualty.
Conclude	The learner thinks about how they could improve their throw line rescue technique. They read their relevant operating procedures, watch others perform the task and get advice from a trainer.
Plan	The learner plans to try a throw rescue again using an underarm throw, which may help them reach the casualty.

Learning styles

Everyone has their own style of learning. Some people like to read books. Some like to watch videos. Others like to learn from experience.

As a trainer/assessor you should deliver training in a variety of ways to capture individual learning styles.

People learn by:

Reading 	The student reads the student manual.
Hearing 	The student listens to the trainer explain.
Seeing 	The student watches the trainer give a demonstration.
Doing 	The student does the activity themselves.

The important thing is to remember that not everyone likes to learn the same way as you. Don't design the training for yourself, design it for the students that you are teaching.

1.3 Learning retention

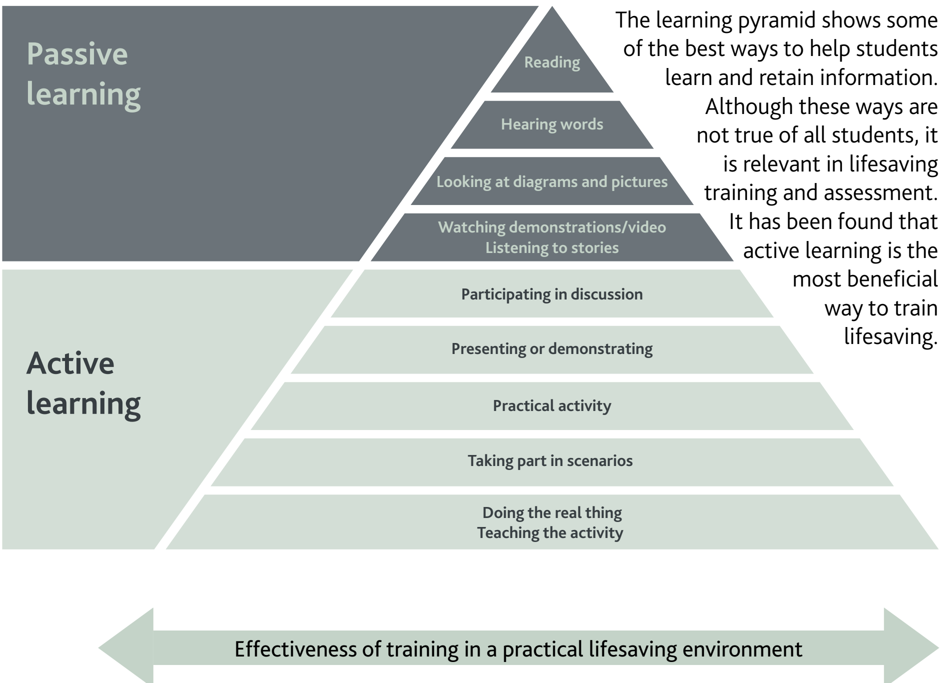
It is widely known that students can forget the learning that they have experienced over time. It is therefore important to design your training to be as memorable and effective as possible. You should also refresh the training and carry out reassessment regularly. Your organisational international resources indicate the recommended time that the reassessment should take place.

During training there are several methods that can be used to help students remember knowledge and skills:

- engage with your students, ask questions, conduct quizzes, allow discussion
- allow students time to review their learning or performance
- repeat important knowledge or skills training
- break the learning down into smaller, more manageable sections (called “chunking”)
- allow the students to use their learning to solve a situation or problem (scenario training)
- use groups of three – it has been proven that the brain likes to process things in threes.

The learning pyramid

The learning pyramid shows some of the best ways to help students learn and retain information. Although these ways are not true of all students, it is relevant in lifesaving training and assessment. It has been found that active learning is the most beneficial way to train lifesaving.



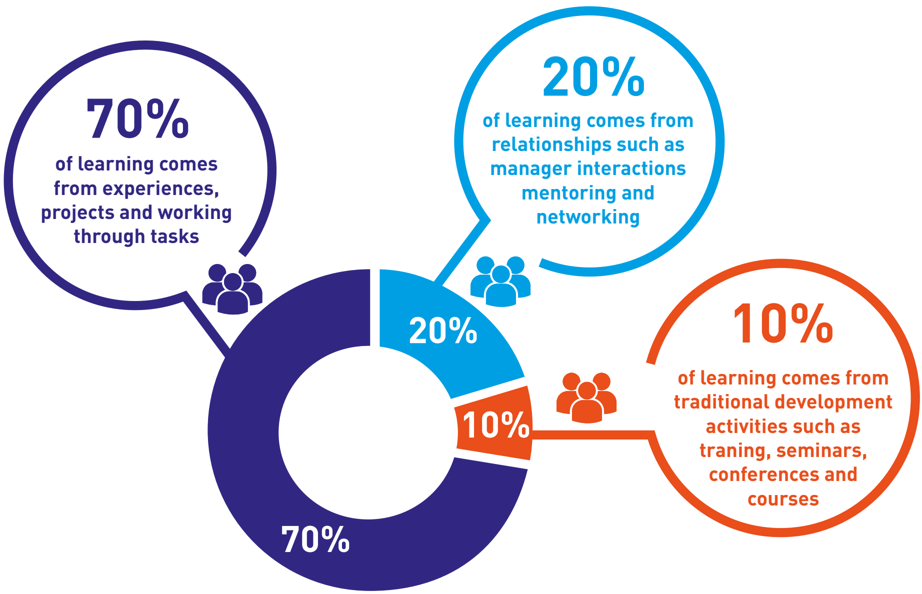
As a trainer, it is important to understand the circumstances in which learners take on new information and how this transfers into learning. The 70,20,10 model corresponds to a proportional breakdown of how people learn effectively (see the graphic below).

It is also important to consider the prior experiences of learners and the mindset they have when undertaking learning experiences.

The terms 'fixed' and 'growth' mindsets have been coined to describe a learner's underlying beliefs about learning and intelligence. When students do not achieve a desired outcome in an assessment, the nature of their mindset can have a huge impact on their ability to improve, remain stagnant or for their performance standard to drop further.

In a fixed mindset, people believe their qualities are fixed traits and therefore cannot change. These people document their intelligence and talents rather than working to develop and improve them. They also believe that talent alone leads to success, and effort is not required.

Alternatively, in a growth mindset, people have an underlying belief that their learning and intelligence can grow with time and experience. When people believe they can get smarter, they realise that their effort has an effect on their success, so they put in extra time, leading to higher achievement.



Source: Lombardo and Eichinger

1.4 Barriers to learning

A trainer should be aware of the factors that can affect a student's ability to learn.

A simple pre-course questionnaire can help highlight the learning needs of the student. There are some common barriers to learning.

Barrier	Causes	Possible solutions
Ability to read and write	• Has never been taught to read or write.	• Try to use resources that have/use images – pictures, videos and/or demonstrations. You may have to pair the student with someone that can help them.
Language	• Resources have been produced in an unfamiliar language. • Resource language is too technical. • Trainer or student comes from a different area. • Use of organisational abbreviations.	• Try to use resources that are in the native language of the student(s). • Try to use the most widely used language within the student group if possible. • If you have different language abilities in a class, spread those who can help translate within each student group. • Try not to use organisational abbreviations (eg. instead of IRB, use Inshore Rescue Boat)
Learning abilities Students may have different learning needs, for example some may have dyslexia and dyspraxia.	• Dyslexia: A common learning difficulty that mainly affects the way people read and spell words. It is thought that this affects 10% of the population. • Dyspraxia: A common disorder affecting fine movement control in children and adults. This can also affect speech.	• Make sure that student manuals, resources and session plans are given to the student as long as possible before the course begins. • Talk to the learner to understand what teaching methods may work best for them. • Allow more time for training and assessment. • Pair students with helpers.

Barrier	Causes	Possible solutions
Physical ability	• Has hearing difficulties. • Has problems with their vision.	• Position the student closer to the trainer. • Provide magnifying lenses or glasses.
Attitude	• Has had bad experiences of learning. • Is poorly motivated. • Do not realise that they need to know.	• Make sure the student understands the benefit of the training. • Make sure the groups are made up of students with varying abilities. • Make sure the student knows how the training is going to be delivered.
Culture	• Peer pressure or organisational culture prevent them from learning	• Create a relaxed learning environment, agreeing course boundaries and expectations from the outset
Time	• Spending time at work, looking after children, and other social responsibilities prevent them being able to spend time learning.	• Provide flexibility with training times and locations.
Environment	• Noise, visual distraction and temperature etc.	• Ensure that the environment is free of distractions and comfortable for the learner.

Unit 2: Training and assessment cycle

Learning outcomes

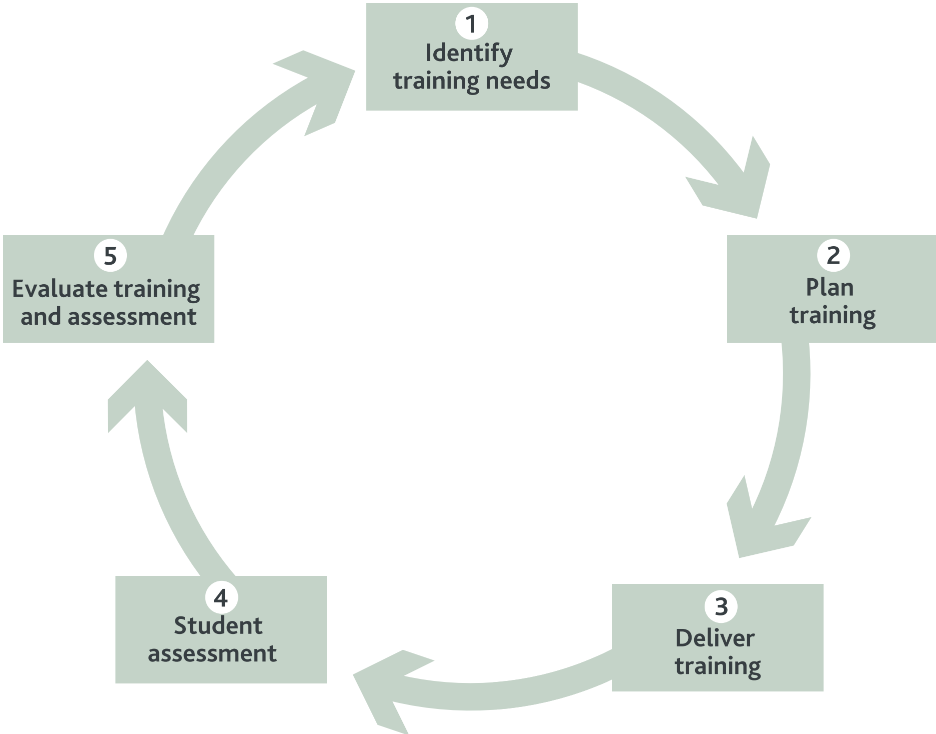
2.1 Understand the training and assessment cycle.

2.2 Understand what competence-based training is.

2.3 Understand the range and content of RNLI international resources.
Understand the RNLI international training development cycle.

2.1 Training and assessment cycle

Training and assessment is a continuous cycle. As a trainer/assessor you need to be active in all the different elements.



Stage of cycle	How to do it	Examples
Identify training needs	Risk mapping or training needs analysis.	Risk mapping identifies the need for flood/water rescue training.
Plan training	Prepare course plan, session plans, resources, and venues.	Deliver flood/water rescues training in classroom and suitable water-based environment. Use the relevant procedures and manual as a guide.
Deliver training	The trainer delivers the course using different teaching and learning methods.	Deliver in classroom and relevant outdoor location.
Student assessment	Use different methods to confirm that students have gained the necessary skills, knowledge and attitude. This can be by continuous assessment during the course or by an end-of-course assessment. Have the learning outcomes been achieved?	The students are assessed during the training and through scenario-based exercises at the end of the course. Another trainer watches the scenarios, provides feedback to the students and ensures that they have reached the required assessment standards.
Evaluate training and assessment	In order to make improvements for the future: • ask for feedback from the students • evaluate yourself • ask other trainers for feedback • review the student and trainer/assessor resources.	The trainer asks the students and other trainers to provide feedback on how the course went. Implement any changes that should be made for the next course.

2.2 Competence-based training and assessment

A lifesaving organisation's training is generally based on a competency-based training model. This involves breaking down a job or role into specific tasks that are able to be taught and assessed individually.

For example, to be a competent first aider, the student must demonstrate their ability to perform specific tasks and recall important knowledge. Assessment criteria and assessment guidelines can be used to ensure that the student is competent in a particular area.

This type of training and assessment is good for practical roles such as lifeguards, firefighters, and lifeboat crews.

The phrases used for defining assessment criteria are in the table below.

When considering competency-based training and assessment, it is important to identify that being 'Competent' is only the beginning when you are newly qualified.

A newly qualified operator that gains experience will become 'Proficient' which could eventually lead to becoming an expert.

Assessment phrase	Description	Example
State	List your answer to a question.	State the sequence of recovery position.
Explain	Explain your answer to a question including an example.	Explain the reasons why we have a recovery position sequence.
Demonstrate	Be able to show the skill you have learned.	Demonstrate the ability to put someone in the recovery position.

Examples of first aider assessment criteria

Explain the process of choking.

State the sequence of the choking procedure.

Demonstrate the ability to carry out CPR on an adult casualty.

Demonstrate how to control bleeding

2.3 Example of RNLI international training resources and development cycle

The RNLI, in conjunction with various partner organisations, has developed a range of training resources, which are readily available for organisations to use as they wish. Each training resource consists of two publications.

1. Intervention manuals

Each intervention manual contains the knowledge and skills required to undertake a particular task. For example, the *Lifeguard Manual* contains the knowledge and skills required to be a lifeguard.

2. Trainer/Assessor Resource Pack

Each intervention manual is accompanied by a trainer/assessor (T/A) resource pack. This contains information on how to train and assess the content of the manuals. For example, the *Lifeguard Trainer/Assessor Resource Pack* contains lesson plans and assessment criteria that the trainer/assessor can use when training and assessing the lifeguard course.

Included within the *Trainer/Assessor Resource Pack* will be:

- an RNLI development cycle, which outlines how a person becomes competent in a specific area and how they can then progress to become a trainer/assessor and beyond
- a pre-course questionnaire
- a course plan template
- a diagram of current resources
- a session plan template
- a training risk assessment
- list of icebreakers and energisers.

Unit 3: Training needs

Learning outcomes

3.1 Understand how to determine who is suitable to be trained.

3.1 Who can be trained?

It is important to make sure that the students being trained have the necessary skills, knowledge, attitudes and behaviours to be safe when taking part in the training programme. They should be capable of completing the training.

Prior to starting the course, each student should be assessed to make sure they are physically able to complete all of the elements. If they are unable to do so, this may put the student in danger of injury.

The trainer/assessor resource packs contain information on the pre-requisite skills needed for each course.

Training needs analysis

Once a need has been identified, a training needs analysis is a way of identifying gaps in a group or individual's skills, knowledge or attitude.

Activity	Explanation	Example
Risk mapping	Identifies risks and highlights possible solutions.	An organisation's health and safety risk plan highlights the risk of having no trained or qualified First Aiders to carry out first aid on staff members.
Training needs analysis	Identifies what training should take place, who should be trained and what they should be trained in.	The training needs analysis highlights that three first aiders are required and that first aid kits and manuals should also be provided.

The risk map and training needs analysis should be completed by a competent person.

Unit 4: Planning training

Learning outcomes

4.1 Understand individual student needs.

4.2 Understand how to develop competence-based training.

4.3 Understand how assessment criteria are used when developing training.

4.4 Understand what a learning outcome is.
Be able to develop learning outcomes.

4.5 Understand what a session plan is and why it is needed.
Be able to develop a session plan.

4.6 Understand what a course plan is.
Be able to develop a course plan.

4.7 Understand the different methods of training that can be used.

4.1 The student

Before you begin to plan your training session it is important to identify who you will be training. This will help you plan and structure your training session to best suit the needs of the learner.

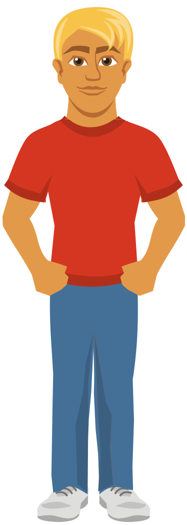
The type of student and their learning needs can affect:

- the training methods you choose
- the length of the training session
- what information you should include or exclude in your session.

You can find out what the needs of the students are by asking them a number of questions before the training event. These include:

- How much knowledge do they already have?
- What level of skills and experience do they have?
- Do they have any barriers to learning?

An example pre-course questionnaire is included in the *Student Resource Pack* for this manual.



Class/group sizes

When considering how many students to include in a training event the trainer should consider several things:

- ability and age of the students
- complexity of the topic being taught
- size of the teaching venue
- type of training
- amount of resources available
- number of trainers
- risk during training.

For lecture-based teaching sessions it is possible to have large class sizes of 50 or more.

For group discussion, research shows an optimum group size is 10.

For higher risk activities a low student–trainer ratio should be used.

As an example, The RNLI uses an optimum class size of 12 with two instructors for lifesaving courses. Refer to the relevant course manuals for detailed guidance

4.2 Overview of training and assessment

In order to help a person become competent in a specific role or task there must be a process to determine what training and assessment activities are needed. There are several stages to this. Therefore, detail is provided below so that trainers/assessors are able to develop their own training and assessment activities.

The stages to develop competence-based training are below.

Create assessment criteria

What must the student be able to do to perform the role or task?

↓

Create learning outcomes

What do we need to teach the student to be able to do this?

↓

Create manual or learning resources

What information does the student need to assist their learning?

↓

Create session plans

How are we going to teach the student each particular topic?

↓

Create a course plan

Include: How do all the topics fit together?
How many students are there?
When is the assessment?

Example:

The example below indicates the elements that must be considered to turn a student into a competent first aider.

First aid assessment criteria	**Assessing**
First aid learning outcomes	**Training**
First aid session plans	
First aid course plan	

Role: First aider

4.3 Assessment criteria

Assessment criteria indicate what the student should be able to do to perform the required role. For example, the following assessment criteria are required as part of the role for a flood rescuer.

Assessment criteria
1. Explain the sequence of rescue.
2. Demonstrate a reach rescue.

4.4 Learning outcomes

Learning outcomes state what the student should be able to do, think or feel at the end of a training session. We use learning outcomes during training so we know that the assessment criteria can be met.

The required learning outcomes for the above assessment criteria are:

Learning outcomes
1. Understand the sequence of a rescue.
2. Be able to demonstrate a reach rescue.

If you are delivering training that is not part of the RNLI resources, you may want to design your own learning outcomes. In order to be useful, learning outcomes need to be **SMART**.

S	**S**pecific	Is the training outcome clear and defined?
M	**M**easureable	Can the outcome be assessed against a given standard?
A	**A**chievable	Can the learning outcome be achieved? Is it realistic to expect the students to achieve this?
R	**R**elevant	Are the outcomes relevant to the role?
T	**T**ime-bound	Can the learning outcomes be achieved in the time available?

4.5 Session plans

A session plan is a trainer's guide to all the training, learning activities and assessment that should take place to achieve the learning outcomes. A session plan should include the following information.

Section	Description	Examples
Learning outcomes	Identifies what the learner will know, understand and/or be able to do by the end of a unit.	Be able to carry out CPR.
Location	Where the session needs to take place, for example, the beach, a swimming pool or a classroom.	Classroom – based, theoretical input followed by practical session.
Safety brief	Informs the students of hazards and control measures.	Ensure you remove and hazards from the room and have enough space to carry out practical demonstrations.
Introduction	Create interest at the start of the session with facts and stories about the topic. Inform students of how they will be assessed.	Tell students survival rates of Cardiac Arrest with no CPR, with CPR and with Defibrillation. Ask students if anyone has ever had to carry out CPR
Activities/ training method	The type of training the students or trainers will be doing and for how long. Remember to include breaks. Remember to include lots of activities.	Explain the sequence of CPR using whiteboard to detail each element. **15 minutes** Trainer to demonstrate how to carry out CPR sequence using CPR manikins. **15 minutes** Break **15 minutes** Students to practice CPR in small groups with CPR manikins. **15 minutes**

Section	Description	Examples
Resources	What resources you need to train your session. For example, whiteboard, student manuals, rescue tubes, throw lines or task briefs.	Whiteboard/Flipchart, pens, CPR manikins.
Assessment	How are you going to ensure that the learning has taken place? Are there assessment standards that you can use?	Ask the students to demonstrate CPR. Use a scenario situation.
Summary and links	Summarise the session. Indicate how this session links with the next session or other sessions.	This is one of the most important elements of first aid training. In the next session we will look at administering CPR to children.

An example session plan template is included in the *Student Resource Pack* for this manual.

4.6 Course plan

A course plan details all the training, learning and assessment activities that need to take place to achieve the desired final outcome for the student. A course plan should include the following information.

Area	Considerations	Examples
Course objective	What are you training?	Basic First Aid Course.
Training staff	Who is delivering the training? Do they have the correct qualifications, skills and attitude? Is there someone who can take over if the main trainer is unavailable?	List all staff who will be involved in training the course and their roles.
Session plans	How many sessions are needed to run the course? Over what time period is the course being run? What are the session durations? What order do the sessions need to be delivered in?	8 sessions. The course will be run over a period of 2 days. Session durations will vary. Sessions are numbered 1 to 8 and should be taught in that order.
Location	Where are the sessions going to be run? Is the location suitable for purpose? Has a risk assessment been completed? Will tides affect the times that training can happen?	Theory sessions will be run in the classroom. Practical sessions will be run in the classroom or in another suitable location if there is not space in the classroom

Area	Considerations	Examples
Teaching resources	What resources are needed to run the course? How many student manuals are needed?	There are 12 students. We need: • 12 student manuals • 4 sets of CPR Manikins • example first aid Kit • bandages for use in control of bleeding session • whiteboard/flipchart and pens • 12 certificates.
Welfare	Do you need food and water for the students? Are toilets available? Have you got an emergency action plan if a student is injured? Is there a shaded area for beach training? What will happen if the weather changes? Consider access to any resources for religious practices.	Food and water will be provided on a daily basis. Regular breaks will be given throughout the training. Toilet facilities are available on site.
Assessment	When is the assessment taking place? Is it continuous assessment by the trainer or will there be an end assessment?	We will assess all the students on the last day of the programme.

Area	Considerations	Examples
Students	What are the abilities of the different students? Do they have any barriers to learning? Do any of the students have any learning difficulties or additional learning needs? How are you going to alter your session to account for any additional learning needs?	All students can complete the pre-requisites for the course. One student is partially deaf. We will make sure he is at the front of the class so he is able to hear the trainer better.
Recording information	What information needs to be recorded? For example, student names, trainer/assessor names.	We have recorded the course on the organisation's learning management system and noted the names of the trainers/assessors.
Informing	Who needs to be informed that the course is going to take place? This includes: • students • the lifesaving organisation • any other relevant stakeholders.	Informed the relevant people/organisations that the course is being run.

Example course plan templates are available in the *Student Handbook* for this manual.

4.7 Training methods

During training, a variety of methods can be used to help achieve the learning outcomes.

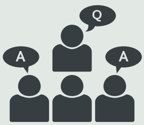
When deciding which type of training to use you should consider the:

- additional learning needs, preferred learning style, organisational culture.
- types of student – child, adult, motivation level, intelligence level
- number of students
- availability size and type of training area
- subject being taught.

Active learning is an effective way of training. This includes getting the students involved as much as possible in the session. Students need to interact with the learning material, the trainer and each other.

The table below outlines many accepted training methods.

Training method	Considerations	Advantages	Disadvantages	Examples
Lecture A talk given by the trainer 	Talk should be kept to a minimum to keep the students' interest. 20 minutes is an ideal length. Use effective visual aids.	Good for reaching a large audience and covering a lot of material.	Lectures rely on the skill of the trainer to keep the audience interested. There is no feedback to determine the students' understanding.	The trainer delivers a 20-minute lecture to the students on the theory of flood safety.
Discussion An exchange of opinions, knowledge and ideas 	The trainer should manage the session to ensure students do not stray away from the topic. All students should get a chance to contribute equally.	Allows whole class involvement and interaction. Very good for changing attitudes. Allows sharing of experiences. Can bond the class if done correctly.	Quiet or shy members of the class may not want to contribute. Some members of the class may dominate the discussion. Can divide the class if done incorrectly.	The trainer allows a 10-minute class discussion around flood risks in the students' community. The trainer manages the discussion to make sure that all students can have an input and that the class stays on topic.

Training method	Considerations	Advantages	Disadvantages	Examples
Question and answer The trainer questions the group and/ or individual students 	To test the students' knowledge and understanding and their ability to communicate effectively.	Allows instant assessment of the individual student's learning. Can stimulate students to learn. Gives the trainer instant feedback.	Takes time if you have a large group. May embarrass individual students if they do not know the answer.	After a flood safety lecture the trainer asks the class questions to confirm their understanding. The trainer ensures that all students are questioned.
Demonstration The trainer performs a skill while students observe 	Improves student understanding of skills and techniques. Should involve all students. The trainer should make sure the pace of the demonstration is suited to the students' abilities.	Theory and practical elements are linked. Students can see the sequence broken into smaller sections.	Can be too fast or too slow for individual students. The trainer needs to demonstrate the skill perfectly.	The trainer demonstrates a throw line rescue. The trainer breaks the session down into smaller parts and allows all students to practise each element.
Role play – Trainer The trainers act out a situation and asks the group to comment and discuss 	Ensure that the trainers have practised what they are going to do/say. Make sure that a script/plan has been written.	Allows the students to learn from the trainer's role play. Puts the idea or theory into a real situation.	Requires the trainer to act. Requires preplanning and perhaps a script. Relies on the acting ability of the trainers.	Two trainers pretend to be a casualty and a rescuer in a scenario that they act out. The scenario can include some mistakes. The students are then asked to give their feedback on the rescue.

Training method	Considerations	Advantages	Disadvantages	Examples
Role play – Student Students act out certain situations in groups and then discuss as a class 	The trainer should ensure that the students understand what is expected of them. Provide resources to help them perform the role play.	Puts the idea or theory into a real situation. Smaller group role play is sometimes easier.	Relies on the acting ability of the students. Some students may not want to act.	One student takes the role of a fisherman and the other student takes the role of a person giving water safety advice.
Group work Students split into groups to learn or improve skills 	The trainer should ensure that each group contains a range of ability levels.	Group work is very valuable as it promotes peer learning. Allows active learning.	Loud people may dominate group work. Good degree of participation. Gives the trainer a break from training.	Students in groups of three practise first aid. One plays the part of the casualty, one as the lifeguard, and one plays an observer that provides feedback. Each student rotates through the different roles. Groups can also be given a task to complete.

Training method	Considerations	Advantages	Disadvantages	Examples
Individual work The trainer provides a task that each individual student must complete 	This may be a classroom task for each individual to complete. For example, a quiz or a task that the individual completes in their own time to bring to the next session.	Good to ensure individual learning. Helps the student develop key skills. Allows individual assessment of learning outcomes.	Resources are needed for the student. Time consuming for the trainer to assess each piece of work.	The trainer gives all students the task of writing down all the personal qualities of a lifeguard.
Practical work The students engage in practical work led by the trainer 	Hands-on situations. Are used for basic skills and techniques.	Essential in a practical learning environment. Allows the real skill to be practised.	Difficult for the trainer to manage a large class and provide constructive feedback.	Students are asked to practise immobilising a broken leg.

Training method	Considerations	Advantages	Disadvantages	Examples
Scenario training A simulated 'real-life' situation 	Ensure roles and scenarios are clearly defined and understood. This can be achieved by preparing briefing sheets.	Reinforces practical work, encourages students to solve problems and show initiative. Can be used if the real situation is too dangerous to practise. Promotes active learning. Essential to show that the student is able to apply skills and knowledge.	Prior planning is needed. Can be very time and resource consuming to set up and manage. Intensive for the trainer as the scenarios have to be run as well and feedback recorded.	Students are asked to resolve a scenario where three casualties are drowning from an overturned fishing boat. The trainer/ assessor briefs the casualties and sets up the scenario to be as realistic as possible. The students must demonstrate several rescue techniques and also prioritise the casualties.
Problem-based learning Students are given a problem that they must solve either individually or as a group 	The problem and learning outcomes must be clearly defined by the trainer.	Promotes deep learning through problem solving.	Must be carefully supervised by the trainer. Students may drift from the intended learning outcomes.	Students are given the problem of a particular type of drowning hazard. They must devise a solution as a group and present to the class.

Unit 5: Training risk assessment

Learning outcomes

5.1 Understand the components of a risk assessment.

5.2 Understand the stages involved in carrying out a training risk assessment. Be able to conduct a training risk assessment.

5.1 Risk assessment

Students should be able to undertake training and assessment in a safe and suitable environment. Due to the nature of lifesaving, the student may have to be exposed to some risk. It is the responsibility of the trainer/assessor to ensure that this risk is controlled. This can be achieved with a risk assessment.

A risk assessment identifies hazards and ensures that control measures are put in place to reduce the risk of injury.

The table below describes a hazard, risk and control measure.

	Description	Aquatic example	Classroom example
Hazard	Something that can cause harm.	Strong current in a river.	Exposed wire from electrical socket.
Risk	A combination of the possibility of the hazard causing injury and the severity of the injury. Often the possibility and severity are given numerical values, which are multiplied to give the risk. The higher the number, the greater the risk. To reduce the number, control measures should be implemented	Possibility: It is possible that the student flood rescuers will fall into the river during rescue scenario training. Severity: If they fall into the river the students may drown due to the strong current.	Possibility: It is possible that someone may touch the exposed wire while plugging in an appliance. Severity: If they touch the exposed wire they will receive an electric shock that may cause them to stop breathing.
Control measure	A safety system that is put in place to reduce the risk. Where possible, the hazard should be eliminated.	Make sure that access to the water is restricted. Make sure the students are wearing buoyancy aids. Make sure that students are made aware of the strong current and what to do if they fall in. Make sure that a trainer is available and positioned to perform a downstream rescue if required.	Make sure that the exposed wire is made safe with an insulation block or barrier. Make sure that students are aware that parts of the electrical system are unsafe and should not be touched. Make sure that the electrical system is not turned on until needed.

Risk matrix

Possibility	1 - Minor Little or no damage to property or people. Any injuries likely to be minor.	2 - Major Some damage to property or people could happen. Injuries could be major.	3 - Fatal Damage to property or people likely. Death or multiple deaths could occur.
3- High Likely to happen	3 - Medium	6 - High	9 - High
2 - Medium Could happen occasionally	2- Low	4 - Medium	6 - High
1 - Low Unlikely to happen	1 - Low	2 - Low	3 - Medium

Severity

A risk matrix is shown above. This is a tool to help you decide on the level of control measures to put in place. If the hazards you are assessing fall into the 'low' category, then you might not need any new control measures. If a hazard falls into the 'medium' category then control measures should be considered. If a hazard falls into the 'high' category then you must put control measures in place, or stop activities altogether.

Some things to consider when deciding on control measures are:

- What control measures are already in place and are they appropriate?
- Can I remove the hazard altogether?
- Could access to the hazard be controlled in some way?
- Would improved signage help?
- Do the Search and Rescue operatives need personal protective equipment?
- Have I consulted the right people in identifying the risk levels?
- What money, resources or time do I have available to control this risk?

Providing answers to these questions will help as a starting point.

All the findings and recommendations from your risk assessments should be recorded on a risk assessment template. This document should be reviewed at regular intervals, usually each year and/or after a significant incident, for example, following a major change in the topography of the beach or a drowning incident.

Having an organised filing system for your risk assessments will greatly aid this review process. This can be organised online, on your computer (providing it is backed up) or in a paper format if you do not have access to digital resources.

It is worth remembering that you can only do what is reasonable to control risks. This means balancing the level of risk against the time, trouble and/or money it would take in order to implement control measures. You can only work on the information that is available to you at the time of completing your risk assessment and you cannot be expected to account for unforeseeable risks.

5.2 Training risk assessment

A risk assessment of the training venue and activities should be undertaken before any training or assessment takes place.

The five stages to complete in a training risk assessment are below.

Identify hazards

↓

What is the risk?

(What is the possibility that the hazard will cause harm and how severe could the harm be?)

↓

Put control measures in place to eliminate or reduce the risk if needed

↓

Record findings

↓

Review assessment and update if necessary

It is important to remember that a training risk assessment is only effective during the environmental conditions that it is conducted in. Any change in conditions can affect the risk and, therefore, the control measures that are required. If an area that has already been risk assessed changes, a new risk assessment should be undertaken.

A blank training risk assessment is included in the *Trainer/Assessor Handbook* for each training manual.

Water-based training

If the training involves students entering water, it is important to assess their swimming ability at the start of the course.

A swimming assessment sheet is included in the *Trainer/Assessor Handbook* for each training manual.

Medical conditions

Students should be asked if they have any medical conditions (such as heart problems or asthma) that could affect them during training.

Emergency plan

An emergency plan should be created that can be followed if an emergency happens during training or assessment. The emergency plan should include:

- what first aid equipment is needed and who can give first aid
- how to contact the emergency services if needed
- how to get an injured person to hospital
- contact details for students.

Injuries during training

Many lifesaving training activities involve physical exercise. It is important that the trainer allows time for the students to warm up their muscles before doing exercise. This will minimise the chance of injury.

Training may also involve lifting people and objects. Students should not be asked to lift more than they are comfortably capable of, and should be trained to use correct manual handling techniques.

Unit 6: Training skills

Learning outcomes

6.1 Understand how to set up a training environment.

6.2 Be able to introduce the training course to the students.

6.3 Be able to communicate effectively with students.

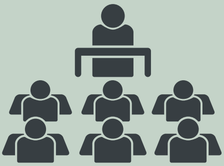
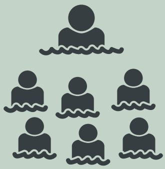
6.4 Be able to use a variety of methods to enable students to achieve the learning outcomes.

6.5 Be able to give effective feedback to students.

6.6 Be able to use a variety of training resources effectively.

6.1 The training environment

A well set up training environment will allow the lesson to run smoothly and help the students learn.

Classroom 	**Practical or aquatic environment** 
Make sure there are places for students to sit so they can see the trainer and visual aids. If needed, tables should be set out for group work.	Create a safe area for activity. For example, use rope and containers to create a training area in the water.
Ground rules should be listed for all to see.	Set the rules before starting activities.
Remove distractions.	Make sure students are facing away from any distractions.
Provide available resources, for example, student manuals.	Provide available resources, for example, rescue tubes, resuscitation mannequins, throw lines.
Ensure a clock is available if possible.	Trainer should wear a watch.
Place timetable on the wall.	Make sure shade and warm areas are available.
Make sure computers/projectors/speakers are set up and working.	Equipment set up and working.
Drinking water available.	

6.2 Introducing the training course

Introduce yourself, outline your experience and qualifications in the subject:

- introduce yourself
- allow the class to relax and get to know each other
- provide information about the course
- set relevant expectations.

It is essential for the trainer and students to be enthusiastic about the learning that is about to take place.

Ice-breakers and energisers

An ice-breaker is a good way for the group to get to know each other and for you as a trainer to get to know them. An ice-breaker can be a group or individual task that is fun and allows student interaction.

Energisers are very short activities that can be used to give the students a break from learning and allow them to refresh themselves. Energisers should include the whole class.

A list of ice-breakers and energisers is included in the *Student Resource Pack* for this manual.

Expectations and welfare

At the start of the training the group should be made aware of any expectations and guidelines that should be followed to ensure the training is as effective as possible for everyone.
It is useful to have these expectations and guidelines in a place where everyone can see them.

The information to provide and explain can include:

- a timetable
- a list of those attending the training and what organisations/areas they are from
- the location of toilet facilities, water, shade
- the importance of arriving at sessions on time
- the importance of respecting and supporting others
- the importance of switching mobile phones off or on silent
- the location of smoking areas and times when its permitted
- the location of eating areas and meal times
- an emergency plan
- risk assessment and control measures.

6.3 Communication

The most important skill for a trainer is communication. This is simply the transfer of information from one person to another.

As a trainer it is your job to make this process as easy and as accurate as possible.

Remember that communication is a two-way process. A good trainer will listen and observe as much as they talk. The following advice will help you.

Trainer skill	Comment
Eye contact 	Eye contact is often an important aspect in effective training but is sometimes overlooked. Try to maintain eye contact with all of the class. Try not to read directly from a script or book. Be mindful of the amount of eye contact you use and try not to single out any individual students by maintaining full eye contact with them.
Voice 	Passing on information to the student is sometimes dependent on your voice. Try to maintain a volume level that all the students can hear. Take into account wind and other interference. Remember to breathe and relax. Try to vary the tone of your voice. Do not speak too fast or too slowly. Talk more quietly to emphasise key points. Use pauses. Take a drink and allow yourself and the audience to catch up with their thoughts.
Body language 	Body language is an important consideration for a trainer. You should find out if there are any cultural issues relating to body language in the area that you are training. Try to face the students at all times. Smile! This relaxes students and creates a relaxed learning atmosphere. Use your hands to help describe what you are talking about. Do not put your hands in your pockets. Avoid movement distractions, such as walking around or swinging your arms.
Listening 	Listening is a skill that is often overlooked when training. Ensure that the class knows that questions can be asked. Ensure that you listen to all of what the student wants to say before answering. Nod your head when listening to encourage the student to continue. Ask questions relating to what the student is talking about. Write student questions down so that you can answer later if necessary.

Trainer skill	Comment
Nerves 	Being nervous or worried when addressing a group of people is natural but there are a number of tactics you can employ to reduce the impact of nerves on your performance as a trainer/assessor. Consider undertaking breathing exercises prior to starting your session (preferably out of the view of your students) to help lower your heartrate and calm your nerves. A few deep, slow breaths (about 3 seconds in and 3 seconds out) with your eyes closed can reduce stress. Being prepared before your session will help you perform to the best of your ability. Ensure you have practiced the delivery of your session so you are happy with the content and pace of delivery. Ensure you give yourself plenty of time to arrive and set up before your session begins. Running late or not having enough time to set up will increase your levels of anxiety and may result in you feeling rushed or unprepared.
Using pictures or drawings 	Pictures and drawings are an effective way of communication. Pictures about the subject you are teaching can often get complex information across to a student. Pictures are universal, they do not rely on language or the ability to read. You can draw in the sand to help illustrate what you are teaching.
Using videos 	Videos are useful to bring the outside world into the classroom. A well-chosen video can aid the learning process by showing real situations and real people that are relevant to the learning topic. They also give the students a break from the trainer and environment. Videos are a good tool to stimulate class discussion.
Telling stories 	Stories are often the most powerful way of engaging students. When you tell a story, it is often the only time you will have the complete attention of all the students. Good trainers know how to use a story to create an emotional connection with the audience.
Presenting digitally 	Several digital tools are available to help the trainer with visual presentation. One of the most popular ones is PowerPoint™. Guidance on using digital resources is given in section 6.6 – Training resources.

A good trainer will practise their communication skills before delivering a session for the first time. This could be in front of friends or colleagues or even in front of a mirror.

6.4 Delivery methods

The following are recommended methods that can be used when training.

Delivery method	Reason
Break down the teaching session into smaller parts. This is often called chunking. Skills are demonstrated slowly and in a logical progression.	• Does not overload students with too much information. • Allows a natural progression of learning. • Gives the trainer time to feedback on each individual element.
Make training interesting, active and fun.	• Most students learn more effectively when they are actively involved. • Creates interest in the new information.
Use a mix of different training methods and resources.	• Different students learn in different ways. • Using a variety of training methods and resources keeps everybody interested.
Include lots of breaks.	• The average attention span for a student is 20 minutes. • Try and give the students time to relax and to talk to each other to absorb the learning.
Check student understanding using questioning and continuous assessment.	• This ensures that the students have understood the training and are able to demonstrate skills or explain information effectively.
Ensure students practise new learning.	• Allows the students to use new skills and information to solve problems and scenarios. This helps embed the learning.

EDICT

A good way to teach practical skills is to use EDICT. The table below explains this and gives an example of how to teach the recovery position.

EDICT	What it means	Example
Explain	The trainer/assessor explains to the student what they are about to do and why.	The trainer/assessor explains why and how to place a casualty in the recovery position
Demonstrate	The trainer/assessor clearly demonstrates the skill	The trainer/assessor demonstrates the correct way of placing a casualty in the recovery position
Imitate (copy)	The trainer/assessor asks the student to do the skill and allow practice	The trainer/assessors asks the student to imitate (copy) putting a casualty in the recovery position
Correct	The trainer/assessor observes the student and provides feedback to ensure the student can demonstrate the skill correctly	The trainer/assessor observes the student and corrects any mistakes the student may make and also provides encouragement for good performance
Test	The trainer/assessor ensures the student can repeatedly demonstrate the skill to the assessment criteria	The trainer/assessor ensures the student can correctly demonstrate the ability to place a casualty in the recovery position

6.5 Classroom management

Effective classroom management is a crucial component of teaching. It establishes a set of routines and expectations in order to minimise disruption and creates an organised environment that promotes teaching and learning.

It is important to discuss/display your 'rules' or boundaries from the outset. Engaging the group in creating the boundaries can be an effective way of ensuring your expectations and the expectations of your learners are aligned.

Strategy	Example
Avoiding unwanted interruptions	Phones to be placed on silent for the duration of the session
Ensuring your sessions run on time	Set strict but realistic start and finish times for your sessions and stick to them

In order to ensure the group remain within the boundaries you have created, it may be necessary to create consequences for those who do not stick to them. These consequences should also be made clear from the outset. For example, late students can be asked to tidy the classroom at the end of the session.

Disruptive behaviour

Disruptive students can have a huge impact on your ability to maintain a well-managed classroom by derailing your session plan and adversely affecting the learning experience of other members of the group.

How to tackle disruptive behaviour:

- Talk directly to the student, but do not talk down to them
- Be firm and clear with what you are saying to the student
- Use your tone of voice carefully – try not to show your emotions
- Take time to listen to the student
- Try to find common ground/ an agreement with the student
- Talk to the student on a one to one basis to establish if there are any issues/learning needs you have not been made aware of

Dealing with students who over or under perform (differentiation)

During classroom discussions, there will often be students who have no difficulty in offering their thoughts and ideas and others who would rather remain quiet.

It is a delicate balance between allowing the stronger personalities to remain engaged without allowing them to take over and drawing out the more introverted students to ensure they feel part of the session.

To engage the 'over performing' student, peer to peer learning can be used. With peer to peer learning, you can ask the student to teach or lead another student through an activity during paired or group work in order to maintain their interest in the subject and to allow them to feel there is an outlet for their knowledge.

When questioning the group, ensure you use a variety of questioning methods designed to involve all students.

To enable the more introverted learner to remain involved, ask them a question or for their opinion directly as this signals to the group that you are not opening the question to the whole group.

6.6 Giving feedback

Feedback is needed for student motivation and improvement. An effective trainer/assessor ensures that the student receives regular feedback.

Feedback is mostly given by the trainer or assessor but can also be effective if given by the other students in the group.

The trainer/assessor should decide if it is best to feedback to the individual on their own or if the feedback can be given in front of the group. Any very critical feedback should be given to the student on their own. It is useful to use the student's name when giving feedback as it makes it more personal.

Types of feedback	Comments
Verbal	• Good for personal or group feedback. • Assessor is able to be specific. • Enables the student to ask questions about their performance. • Easy for the assessor to enable improvement. • Student can easily forget feedback.
Score or grade	• Must have a guide to what the scores mean. • Does not tell the student how to improve.
Written	• Good for personal feedback. • Student has a record of areas to work on. • Student is unable to ask questions. • Can take a long time to complete for the assessor. • Not two-way feedback.

The AID model can be used by the trainer/assessor to give detailed but succinct feedback to a student.

		Description	Examples
A	**A**ction	What is going on? What is their action that is causing the problem? This needs to be very specific so that they know what you are talking about.	‘You are not doing CPR correctly’ is not good feedback – it is not specific enough for the student to improve their CPR technique. When you carry out CPR, think carefully about the speed of your compressions. You should aim for 100-120 compressions per minute which is roughly 2 per second.
I	**I**mpact	What is the specific impact this is having?	The impact of your current speed of compressions is that they are not quick enough to provide effective CPR, meaning the heart is not circulating blood around the body quickly enough.
D	**D**esired outcome	This is what you would like to happen as a result of this conversation	I will demonstrate for you the optimum speed of chest compressions, so you have the opportunity to see what effective CPR looks like, after which you can practice again.

How to structure feedback

For feedback to achieve its required purpose the trainer/assessor must present it in the best way for the student to understand and accept it.

The following flow diagram indicates a good method to structure feedback:

Student/group completes task

Watch and record performance against the assessment standard and resource guidance.

Praise

Congratulate the student or group for completing the task or trying to complete the task.

Encourage self-feedback

Ask the student or group what went well and what did not. Encourage discussion. Use TED – Tell, Explain and Describe.

Comment

State the things that went well and why they went well. Be specific. Use the AID model.

Improvement

State the things that could be improved and what should be done to improve them. Use the AID model

Enthusiasm/link

Give the student or group encouragement to complete the task again and ask how they are going to use the feedback to help them. Tell the student how this session links to the next one.

6.7 Training resources

Training resources are materials that a trainer can use, with or without words, which help the students to learn. The most widely used resources are listed below.

Resource	Comments
Student manual	• Allows the student to access learning both during training and elsewhere. • Students can refer back to the manual at any time.
Handouts	• Keep it simple. • Use references if more information is needed. • Use pictures if appropriate to the message. • Decide when it is best to hand out. Will it distract from your training?
Blackboard or whiteboard	• Good for whole class to see. • Your writing should be large and clear. • Use colour (red = danger, green = safe, blue = instruction).
Pictures or drawings	• One of the best types of training aid. • Students can very quickly understand what is being communicated. • No language barrier. • Can be very quick to create a basic drawing in the sand.
Flipchart	• Pre-write several sheets before the session and then show as needed. • Your writing should be large and clear. • Use pencil lines to help keep the writing level. • Use small pencil notes to help you. • Use colour to emphasise points.
Computer presentation PowerPoint™	• Keep it simple (use basic animation with no noises). • Use simple pictures and videos. • Only use short sentences. • Ensure text is of a suitable size for all to see. • Use one basic template for all slides. • Always have a backup visual aid or plan. • Use remote control if possible.

Resource	Comments
Video and audio	• Make sure the audio or video is working correctly before you start your training. • Ensure that all students can see the screen.
Props and models	• Good to get students thinking about the subject area. • Can be used to demonstrate or explain.
Class voting systems	• These are generally computerised systems using digital transmitters of phone technology to allow students to access a live webpage with their phone to send information immediately to a webpage displayed on screen at the front of the classroom. • Can be used to monitor or assess learning. • Are an interactive way of getting rapid feedback from the students • Can be used to promote discussion by asking students if they agree/disagree with a statement • Can be set up so they are anonymous so students do not feel pressure to give the correct/expected answer in front of their peers • If access to digital systems is not available, post-it notes on whiteboards or flip charts can be used by students to give their views
Digital Learning	• A modern way of getting students to carry out pre-course learning. • Can be used as a pre-course assessment to give instructors an idea of the levels of knowledge a student has prior to attending the course • Can be a way of ensuring all students arrive at the course with a similar knowledge base regardless of their background/role within an organisation
Learning Management Systems	• Are used increasingly be organisations to monitor and record learning and course attendance. • Can be used to identify when learning needs to take place and the time scale by which a particular subject needs revisiting based on its importance. • Can be used to deliver remote training sessions. • Can be used to set up forums for groups to work in.

Learning outcomes

7.1 Know what assessment is.

7.2 Understand the different methods of assessment.

7.3 Understand when students should be assessed.

7.4 Be able to plan an effective assessment.

7.5 Be able to conduct an effective assessment.

7.6 Understand what verification is.

7.1 What is assessment?

Assessment is making sure that the learning has taken place. Can the student demonstrate the skills, knowledge and attitude at the required level? The assessment can be continuous throughout the training or it can be performed at the end of the training.

Competence-based assessment

The majority of work-based training is based on competency-based assessment. The assessor uses assessment criteria (provided in the *Trainer/Assessor Handbook*) to measure against the information provided in the relevant manuals.

The **assessment criteria** define what you ask the student to do.

Assessment guidelines are determined by the relevant intervention manual..

For example:

Assessment	
Criteria (*Assessment Checklist*)	**Demonstrate a wade rescue.**
Guidelines (Manual)	Did the lifeguard: • attract the attention of the casualty? • enter the water carefully? • take a stick or pole with them to test water depth and for the casualty to hold onto? • pass one end of the stick for the casualty to hold onto? • help the casualty out of the water?
Written or portfolio assessment	Some work based learning and assessment is conducted by the student submitting a written report or portfolio of work (witness statements, reflective report, product of work etc) The designer of the assessment should include a marking scheme so that T/A's can mark to an agreed and benchmarked standard

Assessment Methods

Generally, practical interventions should be assessed in the following way:

- **State**: 1-2-1 questioning
- **Explain**: 1-2-1 discussion
- **Demonstrate**: By observation

7.2 Assessment methods

The trainer/assessor can use a variety of methods to ensure that the student meets the assessment criteria and is deemed as competent.

Assessment method	Description	Examples
Observation	Observe the student performing tasks relating to the assessment criteria.	Observe the student performing a reach rescue of a casualty in the water. Did they perform it to the guidelines indicated in the manual?
Oral tests/ questioning	Ask the student questions that relate to the assessment standards.	Ask the student to state the sequence of rescue. Did they state it in the correct sequence indicated in the manual?
Scenario or simulation	A situation is created that imitates a real situation that the student or group must deal with.	The assessor creates a first aid scenario on the beach. This simulates a casualty with a broken leg. The student must deal with the situation. The assessor can then determine if the student has met the assessment criteria by comparing the performance with the guidelines in the student manual.
Portfolio	The student presents a variety of evidence that addresses the assessment standards.	The student presents a risk assessment that they have completed in their community. Has the risk assessment been carried out to an appropriate standard as detailed in the student manual?
Written tests	Use a range of different question types such as multiple choice or short answer questions.	The trainer/assessor creates a multiple-choice question paper and gives the students a suitable amount of time to answer. The answers are then marked by the assessor. A suitable pass mark must be agreed beforehand.

7.3 When to assess

The student can be assessed at various times during the training to ensure that the correct learning has taken place.

Assessment	Description	Examples
Pre-training assessment	To check what the students can do prior to completing any training. It may also be used to check any pre-requisites for the course.	Before a lifeguard course, the trainer/assessor gives the students a pre-training swimming assessment. This is to confirm that the student can safely undertake the water-based elements of the course.
Continuous assessment	This is the preferred assessment method used by the RNLI. This allows for continuous feedback to the student (sometimes called formative assessment). Throughout the learning process the student is assessed and given feedback until the assessment standards for the role are accomplished.	During a first aid course the trainer/assessor uses lots of questions and discussion to ensure learning has taken place. Many scenarios relating to the different injuries are included and all the students have a chance to take part. They are given feedback to improve. By the end of the course the trainer/assessor has confirmed that all of the students are competent in the assessment standards.
End-of-course assessment	This is usually carried out at the end of the training (sometimes called summative assessment). The trainer/assessor provides a series of questions, practical tests and scenarios using the assessment standards and criteria. They then provide feedback and indicate if the student is competent or not yet competent. If the student is not yet competent, the trainer/assessor will agree a way to improve.	At the end of a lifeguard course the trainer/assessor invites another trainer/assessor to undertake an end-of-course assessment. The trainer/assessor provides a series of questions, practical tests and scenarios using the *Lifeguard Trainer/Assessor Resource* Pack. At the end of the assessment, feedback is provided and the student is informed that they are now a competent lifeguard or if further development is required.
Diagnostic assessment	This is a specific assessment to determine exactly what further training a student requires.	During a lifeguard course a particular student is having difficulty with their swimming. The trainer/assessor decides to conduct a diagnostic assessment to look at the student's stroke technique. They provide feedback to help the student improve.

7.4 Planning assessment

Any assessment should be planned and be part of the course plan for the course. At the start of the course, the student should be made aware of how they are going to be assessed.

When planning an assessment it is important that the following factors are considered.

- How many students are going to be assessed?
- What is the required student to assessor ratio?
- How many assessors are required?
- What resources are required for any question papers, practical tests, scenarios?
- Are casualties required? If so, how many?
- Have you risk assessed the assessment venue?
- Have you checked the weather forecast and tide times?
- Is there an emergency plan?
- If you are ill on the assessment date, is there someone else that can assess?

When conducting an assessment it should be valid, reliable, flexible, fair and safe.

When conducting an assessment it should be valid, reliable, flexible, fair and safe. It is important to remember that when assessing, the assessor is looking for signs of competence against the prescribed list of competencies for the course the student has undertaken.

If a student does not 'pass' the assessment, it is important not to refer to this as a fail. In a competency-based system, the student is considered to be 'Not Yet Competent'.

The importance of using the correct terminology cannot be underestimated. The student should be left understanding that they have 'Not Yet' become competent in the given subject but that the 'Not Yet' can be worked on with more training to achieve a 'pass' or mark of 'competent'.

Assessment should be:	Description
Valid	• Ensure that the assessment focuses only on the appropriate area of competence and skills.
Reliable	• Ensure that the assessment guidelines are current and followed. • Is the assessment consistent across all students and courses, and between different trainers/assessors (verification)?
Flexible	• Ensure that the assessment is not rigid. • Make sure it can take into account a change in weather conditions, tide, time, or other influencing factors.
Fair	• Ensure that the student understands what is expected and what form the assessment will take. • Treat all students equally. • Have guidelines for judging performance that are clear to all those seeking assessment. • Provide opportunities for review. • Provide opportunities for an appeal of the assessment decision through the relevant lifesaving association.
Safe	• Ensure that the assessment location and activities have been risk assessed. • Ensure that there are appropriate safety and emergency arrangements in place.

Assessment outcomes

If during the assessment, the student carries out an action that is dangerous or safety critical, the assessment should be stopped immediately and the assessor should ensure that the candidate is aware of the safety critical nature of their actions. It may be necessary to include the student's instructor in this feedback so they can provide further training or information regarding how the skill/action was initially taught

The table below shows the possible outcomes of an assessment and what action the trainer/assessor should take.

Outcome	Explanation	Action
Excellent pass	The student demonstrated all of the assessment criteria without need for any feedback or correction.	Praise the student and complete any forms required.
Good pass	The student demonstrated all of the assessment criteria with the need for some minor feedback or correction.	Praise the student and complete any forms required. Ensure the student is aware of areas that may need improvement
Satisfactory pass	Student had to repeat 2 or more assessment criteria during assessment.	Assessor highlights the areas that need improvement, allows the student time to practice and then reassesses during the same assessment.
Not yet competent	Student could not perform many of the required assessment criteria to the assessment guidelines.	Assessor highlights areas that the student needs to improve (an action plan) and arranges for a reassessment on a future date.

7.5 Conducting assessments

During assessment it is important that a logical format is followed. A suitable format is outlined below.

Sometimes the course trainer will be the assessor. Sometimes the assessor may be from a different area or group.

Ensure that the assessment can take place

Are all the students ready for assessment? Has the assessment venue been risk assessed? Are the weather and tide conditions favourable?

Introduction to students

The assessor should present themselves in a friendly manner to put the students at ease.
The assessment plan should be outlined to the students and should include:

- how long the assessment will take; what format the assessment will take
- what safety arrangements are in place
- asking the students if they have any questions.

Assessment

The assessor uses the *Trainer/Assessor Resource Pack* assessment sheet to carry out the assessment. The assessor should give a clear brief to the student on what is expected. Performance should be judged against the assessment guidelines and carefully noted so that an informed decision can be given after assessment.

Assessment decision, feedback/reassessment

The assessor feeds back to each student individually and informs the student if they are competent or not yet competent. If a student is not yet competent, you should provide the student with information about what happens next. Depending on the skill or job being assessed, it is possible that the person will not have to be reassessed on the entire assessment, just the portion that they did not complete properly.

Trainer feedback

The assessor should give feedback to the trainer regarding overall student performance.
A discussion should take place regarding any changes that need to take place in the training.

Record of assessment

The result of the assessment should be recorded on the relevant paperwork or database.

Reviewing assessment

The assessor should review how the assessment went – ask themselves, the students and the trainer. Any changes should be made to the next assessment event.

7.6 Verification

Verification ensures that all trainers/ assessors are:

- teaching the correct material in the correct way
- assessing fairly and accurately in line with the assessment criteria.

Effective verification should provide you with feedback to help you develop into a better trainer/assessor.

Who should verify?

A verifier should be an experienced trainer/ assessor from within your organisation or from the organisation that provides your training resources or awards.

How should verification be conducted?

How verification is conducted within an organisation is usually indicated by the training governance. This governance is provided by organisational leaders, experienced trainer/ assessors and national/international bodies (see section 9.1).

Verification can usually be achieved by one or both of the following activities:

- trainer/assessor familiarisation meetings

  A verifier within the organisation hosts a meeting of all trainers/assessors to ensure standardisation of resources and practices.

- verification visits

  A verifier visits some or all of the organisation's trainers/assessors.

Verifiers conduct the following:

Verifier visits a trainer/assessor at an agreed time while a course is being conducted

↓

Verifier views course documentation: Course plan, session plans, student manuals, risk assessment

↓

Verifier observes a teaching session

↓

Verifier observes an assessment

↓

Verifier gives feedback to the trainer/ assessor regarding all of the above and reports back to the organisational leaders

Verifiers should maintain their professional competence with regular standardisation meetings among themselves and engage in continuous professional development.

Unit 8: Reviewing training and assessment

Learning outcomes

8.1 Understand how to review training and assessment.

8.2 Understand what professional development is.

8.1 Review methods

After a training course or assessment is completed, it is important to gather the views of all involved, including your own, and understand them. Analysing and acting upon this data will assist in creating the best possible training and assessment activities.

Type of review	How to collect feedback	Comments
Student review	• Verbal. • Short questionnaire – paper based or online. For example, Survey Monkey™.	Think carefully about what questions you want to ask students that will help you improve the course. Keep them short and include tick boxes wherever possible. A suitable questionnaire format with typical questions is available in the *Student Resource Pack*. If students and the trainer/assessor have access to a computer then an online survey is easy to set up and analyse results.
Reflective (self) review	The trainer/assessor provides time to think about what went well and what could be improved about the course and assessment.	It is vital to be as honest as possible during self-evaluation. It helps to follow a common format, which is available in the *Student Resource Pack*.
Other trainer/ assessor (peer) review	The trainer/assessor asks another trainer/assessor to review their training or assessment. This can be a written statement or a discussion after the review.	This is a very good way of improving your skills as a trainer/assessor. It helps develop both the person being reviewed and reviewer. It is very useful to watch how others train and assess.
Trainer/ assessor moderation sessions	A group of trainers/assessors gathers together to discuss current assessment guidelines and standards.	This allows trainers/assessors to bring their standards in line with other similar professionals. It fosters common approaches.

8.2 Professional development

A trainer/assessor should always look for new learning and development opportunities. They should also keep up to date with new ideas, technology and current best practice in training and assessment.

This can include:

- reading books, journals and papers
- using online resources
- completing an online learning course
- completing a taught course at college or university
- attending conferences or seminars
- setting up a meeting and discussion with other trainers/assessors or professionals.

Learning outcomes

9.1 Understand what training governance is.

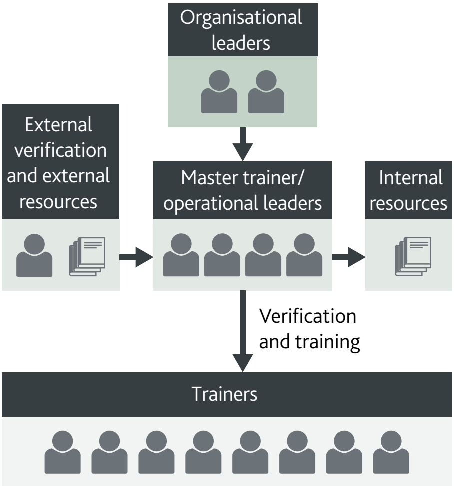
9.2 Understand how to record training and assessment.

9.1 Training governance

Training governance is a set of standards and procedures that outline how training and assessment should take place within an organisation. The governance should include the following.

Governance element	Description	Examples
Organisational training structure	Shows who is responsible for the different elements of the organisational training.	A trainer/assessor verifier has overall responsibility for training in an organisation. They advise and train the trainer/assessors.
Assessment performance criteria	This is what the student should be able to demonstrate to undertake a specific role. It also indicates when the student should be reassessed.	Flood rescue performance criteria indicate what the student should be able to perform in the role of a flood rescuer. They also indicate when the student should be reassessed.
Review	Ensures that the methods to review training and assessing activity in the organisation are to appropriate standards.	The trainer/assessor verifier organises for the flood rescue course to be verified by another trainer/assessor.
Record keeping	Provides guidance of what information to collect and where to store it.	The trainer/assessor stores the student information and assessment records on the internet database.
Resources	Information detailing which training and assessment resources should be used.	The trainer/assessor uses the appropriate guidance and resources that should be used to run the course.

An example governance structure is shown below.



9.2 Recording training and assessment

The trainer/assessor should record and store relevant information about the students and their assessment results.

This information should include:

- name
- age
- gender
- contact details/where they live
- occupation
- what role the student is competent in
- assessment result
- date when next assessment is due.

Appendix 1: Definitions

The following definitions are relevant for words used in all RNLI international training resources.

Training framework

Intervention

An intervention is a process by which we can reduce the risk to drowning, such as lifeguarding, flood.

Module

A module is an area of proficiency inside an intervention, such as flood safety.

Unit

A module is made up of several units. Each unit is concerned with a specific area of expertise.

Sub-unit

A unit is made up of several sub-units.

Learning outcome

A learning outcome identifies what the student will know, understand and/or be able to do by the end of a unit.

Assessment

Assessment criteria

Assessment criteria state what the student must know, understand and/or be able to do to perform a specific role.

Assessment guidelines

Assessment guidelines provide the key points that a student must know or do in order to be deemed competent in a particular area.

Competency

Competency is the ability to consistently apply knowledge, skills and attitude to the required assessment guidelines.

State

List what is requested, a definitive and concise answer.

Explain

Show an understanding, including causes and reasons.

Demonstrate

Practically complete the task.

Trainers and learners

Teacher

Someone that is able to teach a lesson, for example, a student that is assessed competent to teach the Aquatic Survival intervention to children.

Trainer

Someone that has completed the Trainer/Assessor module and has been deemed competent to train a student against the assessment criteria.

Assessor

Someone that has completed the Trainer/Assessor module and has been deemed competent to assess a student against the assessment criteria.

Student

Someone that is undertaking training or learning.

Peer

Someone that is your equal or in the same position.

Trainer/assessor verifier

Someone that has completed the Master Trainer/Assessor module and has been deemed competent to train and assess trainers/assessors.

Appendix 2: References

Kolb, DA (1984). *Experiential Learning: Experience as the Source of Learning and Development (Vol. 1)*. Englewood Cliffs, NJ: Prentice-Hall.

Carol Dweck. 2017. Mindset works. [ONLINE] Available at: https://www.mindsetworks.com. [Accessed 21 June 2018]

The Learning Pyramid – Adapted from Edgar Dale's Cone of Experience

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