

22584VIC Course in Inter-agency Response to Safety on High Speed Roads

This course has been accredited under Part 4.4 of the Education and Training Reform Act 2006.

Accreditation period: 01 August 2021 to 31 July 2026

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Section A: Applicant and course classification information

<p>1. Person in respect of whom the course is being accredited</p>	<p>Copyright of this material is held by the Department of Education and Training, Victoria; and managed by the Office of the Victorian Skills Commissioner.</p> <p>© State of Victoria (Department of Education and Training) 2021</p>
<p>2. Address</p>	<p>Office of the Victorian Skills Commissioner Level 1, 21 Degraves Street Melbourne VIC 3000</p> <p>Postal Address: Office of the Victorian Skills Commissioner PO Box 354 Flinders Lane VIC 8009</p> <p>Organisational Contact: Jessica Ewing Project Manager Office of the Victorian Skills Commissioner PO Box 354, Flinders Lane VIC 8009 Email: Jessica.Ewing@education.vic.gov.au</p> <p>Day-to-day contact: Curriculum Maintenance Manager (CMM), Building Industries Holmesglen Institute PO Box 42 Holmesglen Vic 3148 Telephone: (03) 9564 1987 Email: teresa.signorello@holmesglen.edu.au</p>
<p>3. Type of submission</p>	<p>This submission is for accreditation.</p>
<p>4. Copyright acknowledgement</p>	<p>Copyright of this material is reserved to the Crown in the right of the State of Victoria. © State of Victoria (Department of Education and Training) 2021.</p>

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<p>6. Course accrediting body</p>	<p>Victorian Registration and Qualifications Authority</p>
<p>7. AVETMISS information</p>	<p>Provide AVETMISS classification codes that describe the industry, occupational group and field of education for which the course is intended.</p> <p>ANZSCO code Australian and New Zealand Standard Classification of Occupations 411 211 Emergency Response Officer</p> <p>ASCED code Field of Education 1299 Mixed Field Programmes, n.e.c.</p> <p>National course code 22584VIC</p>
<p>8. Period of accreditation</p>	<p>Accreditation period: 01 August 2021 to 31 July 2026</p> <p>Courses are accredited for a period of five years.</p>

Section B: Course information

1 Nomenclature	
1.1 Name of the qualification	Standard 4.1 AQTF 2021 Standards for Accredited Courses Course in Inter-agency Response to Safety on High Speed Roads.
1.2 Nominal duration of the course	Standard 5.8 AQTF 2021 Standards for Accredited Courses 30 nominal hours.
2 Vocational or educational outcomes of the course	
2.1 Outcome(s) of the course	Standard 5.1 AQTF 2021 Standards for Accredited Courses The 22584VIC Course in Inter-agency Response to Safety on High Speed Roads addresses a critical skill gap related to inter-agency communication and collaboration of first responders to incidents on high speed roads. This course develops skills and knowledge required to anticipate and adapt to unplanned changes in high speed road situations efficiently and effectively to prevent a secondary incident.
2.2 Course description	Standard 5.1 AQTF 2021 Standards for Accredited Courses This course provides training for first responders to develop skills in proactively managing their own and others safety in the complex and dynamic environment of high-speed roads, to reduce the risk of a secondary incident occurring.
3 Development of the course	
3.1 Industry, education, legislative, enterprise or community needs	Standards 4.1, 5.1, 5.2, 5.3 and 5.4 AQTF 2021 Standards for Accredited Courses Workplace safety is recognised as a key challenge for emergency service workers and incident responders in Victoria (and internationally) ¹ . This is at least partly due to the high risk conditions in which the work occurs, such as the nature of the emergency and location of the incident. Police frequently face dangers on roads in high speed zones where accidents, breakdowns and lost loads occur.

¹ WITF Evaluation Plan, First responders on high speed roads, Vic Dept. Education, p. 4

	<p>The horror crash on 22 April 2020 that killed four Victorian police officers while impounding a Porsche on the Eastern Freeway, is one such example².</p> <p>EastLink in conjunction with Monash University Accident Research Centre (MUARC) and Holmesglen Institute secured Workplace Training Innovation Fund (WTIF) resources to, in part, conduct research and pilot safety training for first responders within the emergency service sector. The ultimate aim being to reduce deaths and injuries (both physical and psychological) of emergency service workers and incident responders (e.g. roadway management personnel such as VicRoads and EastLink, vehicle towing operators, roadside assist vehicle repair mechanics from the RACV etc.) in high speed road environments³.</p> <p>The preliminary research undertaken by EastLink in conjunction with Monash University Accident Research Centre (MUARC) and Holmesglen Institute identified the need for a training program to address a critical skill gap related to the inter-agency communication and collaboration of first responders to incidents on high speed roads.</p> <p>The consortium concluded that training is urgently required to develop workers' skills in being able to anticipate and adapt to unplanned changes in high speed road situations efficiently and effectively. Training aligned to the real risk environment is purported to optimise worker safety.</p> <p>A high speed road is defined as a freeway, highway or multi-lane arterial road with a speed rating of 70km/hr or higher⁴. These environments are considered unpredictable and dynamic. Those operating in this context are at increased risk of physical injury or death through the occurrence of a secondary incident, or suffer adverse mental health effects (post-traumatic stress, anxiety, depression, etc.) of a 'near miss'. Safe Work Australia reports that first responders are at high risk of fatal injury in their line of work⁵. During the period 2003-2016, 47 Australian first responders were killed, with 40% of those fatalities involving a vehicle [4]. The fatality rate for first responders in 2016 was 2.1 per 100,000 workers, which was higher than the national rate of 1.5; and the serious injury claim rate was four times higher than for all occupations (at 37.9 claims per 1,000 employees) [4].</p>
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² <https://www.sbs.com.au/news/man-charged-with-manslaughter-over-horror-freeway-deaths-of-four-victorian-police-officers>

³ WTIF Evaluation, p.9

⁴ WITF Project Management Plan, First Responders Safety on High Speed roads, Vic Dept. Education, p. 4

⁵ <https://www.safeworkaustralia.gov.au/doc/infographic-first-responder-fatalities-and-injuries>

	<p>Furthermore, an Australian study involving a survey of more than 1,600 emergency service and enforcement workers found that 'near misses' on roadsides are very common, although rarely reported. The study, for which the majority of respondents were police (74%), found that during the three years preceding the survey (2013-2016): 17% of respondents had experienced a 'near miss' four or more times; 3% had been injured while evading a passing vehicle; 8% had their vehicle struck by a passing vehicle; and 23% of those involved in an incident had consequential mental health issues [6].</p> <p>Safety approaches regarding incidents and emergency workers on high speed roads tend to target road users rather than workers, concentrating on speed reduction or road closure strategies, rather than focusing on the workers themselves. While legislating speed limits is useful in principle, this assumes clear visibility of the emergency vehicle, which is not always the case due to a range of factors such as curved freeway entry ramps, bends in the road, dark / night, rain, smoke from a burning car. Prevention measures need to align with the uncertain nature of the environment, and respond appropriately to the unplanned, unpredictable and dynamic nature of the emergency situation.</p> <p>To this end, addressing the safety of workers requires a holistic approach. The consortium advocates that "creating a safe system in a high speed work environment requires not only assuring that traffic proceeds at safe speeds and that temporary traffic control is implemented, it also requires vigilance and attention from individuals working in these zones; workers also need to be proactive in their safety management through the development of higher-order skills and challenging key salient beliefs regarding unsafe working practices."</p> <p>The consortium found that existing training is primarily driven through compliance, while safety participation (i.e. activities designed to promote vigilance and attention to the road environment) are not covered in existing training activities or safety regulations. Thus, there is an opportunity for the development of a training program that addresses these critical issues.</p> <p>The research aims to develop a training program to better protect potential crash sites and prevent secondary incidents or 'near misses'. Close interaction and coordination between agencies and communication is critical to be proactive in safety.</p> <p>The training will develop the cognitive and perceptual skills of workers through shaping individual beliefs and motivations related to safe working practices.</p>
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	<p>Upon completion of the course, participants will have the skills and knowledge to:</p> <ul style="list-style-type: none">• define the roles and responsibilities of first responders on high speed roads• promote vigilance and attention to the road environment• employ pro-active safety management behaviours, in key areas of participation, stewardship and voice• utilise high levels of collaboration, engagement and teamwork• communicate effectively in dynamic environments to optimise safety• promote being mindful of risks in the work environment, including need for effective coordination across agencies. <p>Completion of the Course in Inter-agency Response to Safety on High Speed Roads will build on pre-existing safety process and procedure competency of emergency service personnel, and thereby enhance their capacity to work safely in their existing roles.</p> <p>Target group/cohort</p> <p>The cohort targeted for entry into the Course in Inter-agency Response to Safety on High Speed Roads is first responders within emergency service agencies and incident responders, operating on high speed roads, these include:</p> <ul style="list-style-type: none">• Victoria Police• Ambulance Victoria• Metropolitan Fire Rescue Victoria• Country Fire Rescue Victoria• Victorian State Emergency Service• Road management personnel• Vehicle towing operators• Roadside assist <p>Course consultation and validation process</p> <p>Preliminary research was undertaken by course developers to support drafting of course content for Project Steering Committee (PSC) validation purposes, this included:</p> <ul style="list-style-type: none">• desktop review of relevant reports and publications• observation of first responders participating in the on-line training / pilot program.
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	<p>The role of the PSC was to confirm and validate the direction and outcomes of the course. The members also provided technical advice.</p> <p>Project steering committee (PSC) members represented the major stakeholders invested in the course (refer PSC composition). Consultation with the group involved:</p> <ul style="list-style-type: none"> • email and telephone consultation to form the PSC and confirm draft feedback • three PSC meetings held on 12th May, 31st May and 21 June 2021 to review and evaluate course content and structure in reference to first responder practices and the Standards for Accredited Courses 2021. <p>Members of the steering committee</p> <table border="0"> <tr> <td style="vertical-align: top;">Tony Mazzeo (Chair)</td> <td style="vertical-align: top;">Traffic Operations Delivery Manager Connect East, EastLink Operation Centre</td> </tr> <tr> <td style="vertical-align: top;">Simon Thomson</td> <td style="vertical-align: top;">Director Operational Capability Ambulance Victoria</td> </tr> <tr> <td style="vertical-align: top;">Nick Thresher</td> <td style="vertical-align: top;">Coordinator, Standards and Support Operational Capability, Ambulance Victoria</td> </tr> <tr> <td style="vertical-align: top;">Steven Bevens</td> <td style="vertical-align: top;">Team Leader, Real Time Operations, Incident Response Service VicRoads</td> </tr> <tr> <td style="vertical-align: top;">Sharon Newnam</td> <td style="vertical-align: top;">Associate Director, Systems Safety Team Monash University Accident Research Centre (MUARC)</td> </tr> <tr> <td style="vertical-align: top;">Tim Austin</td> <td style="vertical-align: top;">Director and Consultant, V-Learning</td> </tr> <tr> <td style="vertical-align: top;">Daniel Gibson-Williamson</td> <td style="vertical-align: top;">Program Coordinator, Professional Workforce Solutions- Holmesglen Institute</td> </tr> <tr> <td style="vertical-align: top;">Mark Knight</td> <td style="vertical-align: top;">People Development Command Centre for Incident and Emergency Management, Victoria Police</td> </tr> </table> <p>In attendance:</p> <table border="0"> <tr> <td style="vertical-align: top;">Teresa Signorello</td> <td style="vertical-align: top;">CMM Manager, Building Industries, Holmesglen Institute</td> </tr> <tr> <td style="vertical-align: top;">Susan Fechner</td> <td style="vertical-align: top;">CMM Project Officer, Building Industries, Holmesglen Institute</td> </tr> </table>	Tony Mazzeo (Chair)	Traffic Operations Delivery Manager Connect East, EastLink Operation Centre	Simon Thomson	Director Operational Capability Ambulance Victoria	Nick Thresher	Coordinator, Standards and Support Operational Capability, Ambulance Victoria	Steven Bevens	Team Leader, Real Time Operations, Incident Response Service VicRoads	Sharon Newnam	Associate Director, Systems Safety Team Monash University Accident Research Centre (MUARC)	Tim Austin	Director and Consultant, V-Learning	Daniel Gibson-Williamson	Program Coordinator, Professional Workforce Solutions- Holmesglen Institute	Mark Knight	People Development Command Centre for Incident and Emergency Management, Victoria Police	Teresa Signorello	CMM Manager, Building Industries, Holmesglen Institute	Susan Fechner	CMM Project Officer, Building Industries, Holmesglen Institute
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	<p>This course:</p> <ul style="list-style-type: none"> • does not duplicate, by title or coverage, the outcomes of an endorsed training package qualification or skill set • is not a subset of a single training package qualification that could be recognised through one or more statements of attainment or a skill set • does not include units of competency additional to those in a training package qualification that could be recognised through statements of attainment in addition to the qualification • does not comprise units that duplicate units of competency of a training package qualification.
3.2 Review for re-accreditation	<p>Standards 5.1, 5.2, 5.3 and 5.4 AQTF 2021 Standards for Accredited Courses</p> <p><i>Not Applicable</i></p>
4 Course outcomes	
4.1 Qualification level	<p>Standard 5.5 AQTF 2021 Standards for Accredited Courses</p> <p>The 22584VIC Course in Inter-agency Response to Safety on High Speed Roads meets an identified industry need but does not have the breadth, depth or volume of learning of a qualification.</p> <p><u>Refer to Australian Qualifications Framework (2nd Edition, 2013)</u></p>
4.2 Foundation skills	<p>Standard 5.6 AQTF 2021 Standards for Accredited Courses</p> <p>Foundation skills applicable to the course are detailed in each unit of competency.</p>
4.3 Recognition given to the course	<p>Standard 5.7 AQTF 2021 Standards for Accredited Courses</p> <p>Not applicable</p>
4.4 Licensing/regulatory requirements	<p>Standard 5.7 AQTF 2021 Standards for Accredited Courses</p> <p>Not applicable</p>

5 Course rules
Standards 5.8 and 5.9 AQTF 2021 Standards for Accredited courses
<p>5.1 Course structure</p> <p>To achieve the award of 22584VIC Course in Inter-agency Response to Safety on High Speed Roads, the learner must successfully complete two (2) core units listed below.</p> <p>Where the full course is not completed, a VET Statement of Attainment will be issued for each unit successfully completed.</p>

Unit of competency code	Field of Education code (six-digit)	Unit of competency title	Pre-requisite	Nominal hours
Core units				
VU23102	129999	Prepare to engage in situational awareness	Nil	10
VU23103	129999	Work safely on high speed roads to prevent a secondary incident	VU23102	20
Total nominal hours				30
5.2 Entry requirements		<p>Standard 5.11 AQTF 2021 Standards for Accredited Courses</p> <p>Participants in the course must be previously or currently employed (including volunteering), by an emergency service agency or road authority, e.g. Victoria Police, Ambulance Victoria, Metropolitan Fire Rescue Victoria, or a road traffic operator e.g. EastLink in the capacity of a first responder. Course delivery is deliberately structured to draw on the experiences of a first responder while on active duty. Course participation and contribution is dependant on this requirement.</p> <p>Learners are best equipped to achieve the course outcomes in the 22584VIC Course in Inter-agency Response to Safety on High Speed Roads if they have minimum language, literacy and numeracy skills that are equivalent to Level 3 of the ACSF. The ACSF can be accessed from the education department's website available here. https://www.dese.gov.au/skills-information-training-providers/australian-core-skills-framework</p>		

	Learners with language, literacy and numeracy skills at a lower level than suggested may require additional support to successfully undertake the course.
6 Assessment	
6.1 Assessment strategy	<p>Standard 5.12 AQTF 2021 Standards for Accredited Courses</p> <p>All assessment, including Recognition of Prior Learning (RPL), must be compliant with the requirements of:</p> <ul style="list-style-type: none"> Standard 1 of the AQTF: Essential Conditions and Standards for Initial/Continuing Registration and Guidelines 4.1 and 4.2 of the VRQA Guidelines for VET Providers, <p>or</p> <ul style="list-style-type: none"> the Standards for Registered Training Organisations 2015 (SRTOs), <p>or</p> <ul style="list-style-type: none"> the relevant standards and Guidelines for RTOs at the time of assessment. <p>These standards ensure that the assessment strategies meet the requirement of the course. The nature of work undertaken in a high speed road environment is dynamic, hands on and practical and therefore the assessment strategies should reflect this.</p> <p>Assessment may be undertaken holistically to integrate a number of units involving practical tasks or projects. Assessment strategies should reflect a range of variables, the underpinning skills and knowledge and the assessment requirements specified in each unit.</p> <p>The assessment conditions for the accredited units of competency specifies the conditions under which evidence for assessment must be gathered.</p>
6.2 Assessor competencies	<p>Standard 5.14 AQTF 2021 Standards for Accredited Courses</p> <p>Assessment must be undertaken by a person or persons in accordance with:</p> <ul style="list-style-type: none"> Standard 1.4 of the AQTF: Essential Conditions and Standards for Initial/Continuing Registration and Guidelines 3 of the VRQA Guidelines for VET Providers, <p>or</p> <ul style="list-style-type: none"> the Standards for Registered Training Organisations 2015 (SRTOs), <p>or</p>

	<ul style="list-style-type: none"> the relevant standards and Guidelines for RTOs at the time of assessment.
7 Delivery	
7.1 Delivery modes	<p>Standard 5.13 AQTF 2021 Standards for Accredited Courses</p> <p>Due to the safety risks associated with high speed road environments, practical skill and knowledge development is limited to a simulated workplace setting only.</p> <p>A combination of delivery modes may be used, including:</p> <ul style="list-style-type: none"> face-to-face on-line blended learning <p>For effective skill and knowledge transfer, the use of case studies, with interactive on-line programs and facilitator directed discussion is considered suitable. Similarly, a range of learning activities may also be used, including realistic / holistic projects, practical exercises and reflection underpinned by problem solving scenarios.</p> <p>Learner groups that comprise a range of emergency service personnel and road traffic operators is considered an effective delivery option. This replicates the mix of first responders at the scene of an incident, facilitates sharing and understanding of inter-agency experiences in relation to the scene and allows for exchange of inter-agency perspectives.</p> <p>The units may be delivered singularly, or they may be integrated holistically. Where integrated delivery is undertaken, prerequisite unit assessment must occur first.</p>
7.2 Resources	<p>Standard 5.14 AQTF 2021 Standards for Accredited Courses</p> <p>Resources that are essential for the delivery of the Course in Inter-agency Response to Safety on High Speed Roads include:</p> <ul style="list-style-type: none"> personal computer with internet connection software to support multi-user communication interface e.g. Zoom, Webex learning resources that include information sources relating to working in a high speed road environment, such as 'Safety in the grey zone' interactive presentation

	<ul style="list-style-type: none"> • facilitator • a diverse learner group representing various emergency service agencies and road traffic operators with whom the individual can interact <p>Training must be undertaken by a person or persons in accordance with:</p> <ul style="list-style-type: none"> • Standard 1.4 of the AQTF: Essential Conditions and Standards for Initial/Continuing Registration and Guideline 3 of the VRQA Guidelines for VET Providers, <p>or</p> <ul style="list-style-type: none"> • the Standards for Registered Training Organisations 2015 (SRTOs), <p>or</p> <ul style="list-style-type: none"> • the relevant standards and Guidelines for RTOs at the time of assessment.
8 Pathways and articulation	
	<p>Standard 5.10 AQTF 2021 Standards for Accredited Courses</p> <p>There are no formal articulation arrangements in place at the time of accreditation.</p> <p>Refer to the AQF 2nd Edition, 2013 Pathways Policy</p>
9 Ongoing monitoring and evaluation	
	<p>Standard 5.15 AQTF 2021 Standards for Accredited Courses</p> <p>The Curriculum Maintenance Manager (CMM) for Building and Construction is responsible for the ongoing monitoring and evaluation of the Course in Inter-agency Response to Safety on High Speed Roads.</p> <p>A formal course evaluation by the CMM will normally be undertaken halfway through the accreditation period.</p> <p>The Victorian Registration and Qualifications Authority (VRQA) will be notified of any significant changes required to the course.</p>

Section C—Units of competency

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VU23102 Prepare to engage in situational awareness

UNIT CODE		VU23102	
UNIT TITLE		Prepare to engage in situational awareness	
APPLICATION		<p>This unit describes the performance outcomes, skills and knowledge required to prepare for situational awareness as a first responder to incidents on high speed roads, to prevent the occurrence of secondary incidents. Preparation relates to 'grey zone' interaction and communication that may be formal and informal in nature. It occurs prior to scene arrival, often while mobile on-route to the incident location.</p> <p>First responders may include emergency service personnel, such as Ambulance Victoria, Victoria Police, Metropolitan and Country Fire Rescue Victoria and State Emergency Services, as well as private and state-based road operators such as EastLink and VicRoads.</p> <p>The work context relates to metropolitan and regional high speed road environments of varying types e.g. multilane freeway versus single lane unmarked road. Other parameters such as weather conditions, time of day and severity of primary incident may also impact working conditions.</p> <p>It includes pre-briefing of the incident, participating in informal mentorship and priming for situational awareness.</p>	
ELEMENTS		PERFORMANCE CRITERIA	
<i>Elements describe the essential outcomes of a unit of competency.</i>		<p><i>Performance criteria describe the required performance needed to demonstrate achievement of the element.</i></p> <p><i>Assessment of performance is to be consistent with the evidence guide.</i></p>	
1	Pre-brief incident	1.1	Receive information about high speed road incident and identify potential for multiple agency involvement
		1.2	Identify anticipated incident and possible variables that could escalate the incident complexity
		1.3	Examine own work role in relation to the agile work environment
		1.4	Review the role and considerations / priorities of other emergency service agencies expected at the incident and determine an approach for interaction and communication

OFFICIAL

VU23102 Prepare to engage in situational awareness

		1.5	Identify potential gaps or areas of overlap in emergency service delivery and determine appropriate course of action
2	Participate in informal mentorship	2.1	Discuss with co-team member or remote agency personnel prior experiences that may assist with preparing for situational awareness
		2.2	Support co team member to participate in voicing their experiences and concerns relevant to engaging in incident management
		2.3	Use effective communication skills to acknowledge concerns that may arise from voicing experiences
3	Prime for situational awareness	3.1	Discuss the hyper alert state required at scene to maintain safety in the grey zone and minimise potential for secondary incident
		3.2	Identify the importance of voicing and listening at the scene of an incident
		3.3	Identify the role intra and inter-agency mentorship plays at the scene of an incident

RANGE OF CONDITIONS

Variables at incident scene that can escalate incident complexity / risk, including agency availability, weather conditions, time of day and location.

FOUNDATION SKILLS

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here.

Skill	Description
Learning skills to:	Integrate prior experience of self and others for effective work approach
Planning and organising skills to	Prepare to work safely

UNIT MAPPING INFORMATION

New unit, no equivalent unit

Assessment Requirements

TITLE	Assessment Requirements for VU23102 Prepare to engage in situational awareness
PERFORMANCE EVIDENCE	<p>The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:</p> <ul style="list-style-type: none"> • prepare for situational awareness for two separate high speed road incident environments, one regional and one metropolitan, to reduce the risk of a secondary incident from occurring. In so doing, the candidate must: <ul style="list-style-type: none"> – obtain and accurately interpret incoming information of high speed road incident – identify and discuss initial approach to incident safety based on incident variables, own role and other emergency service team members – participate in informal mentoring – demonstrate effective communication techniques.
KNOWLEDGE EVIDENCE	<p>The learner must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the work role. This includes knowledge of:</p> <ul style="list-style-type: none"> • situational awareness definition and purpose • terminology: <ul style="list-style-type: none"> – grey zone – windscreen scan – dashboard analysis – take five – incident timeline • scope of grey zone interaction and communication –formal / informal nature, procedural / non-procedural, real time • types of high speed road incidents • types of first responder agencies • role, approaches, considerations, priorities, perspectives of other emergency service agencies • scope and limitations of own role • work task prioritisation requirements and contingencies • inter-agency role overlap / gaps • fluidity of teams at a high speed road incident (agencies come and go at different times) • incident timeline – stages, features, changing roles and responsibilities • hyper alert definition

	<ul style="list-style-type: none"> • role of sensory input in hyper alert state • visual and aural overload - defined, effects of, techniques to manage • definition and importance of 'voicing' and listening at scene of incident • role of confidence in ability to 'voice' concerns in a timely manner • potential consequences of not 'voicing' or listening at scene • variables that can escalate incident complexity / risk: <ul style="list-style-type: none"> – general public volume and behaviour e.g. frustration, aggression, curiosity, not following instructions – agency personnel not adhering to protocol – uncertainty of required action – weather conditions (fog / rain / heat) – time of day (day light / night time) – traffic conditions (heavy / light) – incident conditions (oil spill / explosion / fire / thick smoke / fatality / crime scene / armed offender / uncontained live-stock / dynamic changes to patient conditions) – immediacy of availability of other agencies / lack of resources – location / availability of appropriate traffic diversions (e.g. trucks and dirt road diversions) • features of effective communication <ul style="list-style-type: none"> – active listening – clear instruction – questioning – empathy – appropriate non-verbal communication • advantages of mentoring other agency personnel
<p>ASSESSMENT CONDITIONS</p>	<p>Skills in this unit must be demonstrated in a simulated environment where the conditions replicate the 'grey zone' when approaching a high speed road incident.</p> <p>Simulated assessment environments must replicate the real-life working environment where these skills and knowledge would be performed, with all the relevant equipment and resources of that working environment.</p> <p>Students must have access to suitable facilities, equipment and resources including:</p> <ul style="list-style-type: none"> • high speed road incident scenario with multiple variables • another emergency service person <p>Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.</p>

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VU23103 Work safely on high speed roads to prevent a secondary incident

UNIT CODE	VU23103		
UNIT TITLE	Work safely on high speed roads to prevent a secondary incident		
APPLICATION	<p>This unit describes the performance outcomes, skills and knowledge required to work safely as a first responder to incidents on high speed roads, to prevent the occurrence of secondary incidents. It focusses on the effective use of 'grey zone' interaction and communication that may be formal and informal in nature, within and between emergency service agencies in real time, at the scene of the incident.</p> <p>First responders may include emergency service personnel, such as Ambulance Victoria, Victoria Police, Metropolitan and Country Fire Rescue Victoria and State Emergency Services, as well as private and state-based road operators such as EastLink and VicRoads.</p> <p>The work context relates to metropolitan and regional high speed road environments of varying types e.g. multilane freeway vs. singly lane unmarked road. Other parameters such as weather conditions, time of day and severity of primary incident may also impact working conditions.</p> <p>It includes the identification of potential risks by using situational awareness, working effectively with intra and inter-agency personnel, participating in mentoring, and making dynamic decisions to prevent a secondary incident.</p> <p>This unit applies to those working as part of an intra-agency and inter-agency team. Work may be autonomous with limited supervision, with changing inter-agency leadership. While work parameters are established, judgement is required to solve a variety of predictable and unpredictable problems to support dynamic decision making.</p> <p>No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.</p>		
PREREQUISITE UNIT	VU23102 Prepare to engage in situational awareness		
ELEMENTS		PERFORMANCE CRITERIA	
<i>Elements describe the essential outcomes of a unit of competency.</i>		<i>Performance criteria describe the required performance needed to demonstrate achievement of the element.</i> <i>Assessment of performance is to be consistent with the evidence guide.</i>	
1	Identify potential risk of secondary incident by using situational awareness	1.1	Utilise sensory input and observe incident variables to analyse potential risk of harm to self and inter-agency team members
		1.2	Identify all emergency service agencies on scene and their roles and responsibilities

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		1.3	Identify potential external risks to all agencies throughout the incident timeline
		1.4	Determine potential for secondary incidents across the incident timeline
		1.5	Identify dynamic changes with scene safety
		1.6	Approach inter-agency personnel where required to share observations and understand scene safety issues
		1.7	Determine potential areas of overlap between agency responsibilities at scene
2	Work effectively with intra and inter-agency personnel	2.1	Seek input of inter-agency team and relevant persons to plan operational tasks and support provision
		2.2	Communicate effectively to develop team trust and confidence
		2.3	Collaborate to keep personnel safe in the grey zone
		2.4	Identify inter-agency roles and areas of overlap and act or participate to resolve
		2.5	Discuss issues which may lead to confusion regarding inter-agency role overlap
		2.6	Instruct clearly with brief explanation, to facilitate team member understanding and effective action
		2.7	Respond to the evolving leadership and management of the scene based on real time changing parameters across the incident timeline
		2.8	Give positive feedback about safety actions implemented to foster morale (i.e. give balanced feedback)
3	Participate in mentoring	3.1	Provide a supportive environment to encourage confidence to voice safety concerns
		3.2	Encourage individuals to take responsibility to voice and listen
		3.3	Share personal experiences and knowledge with individuals to assist in scene management and safety
4	Make dynamic decisions to prevent a secondary incident	4.1	Observe incident scene through a 360 degree lens and apply situational awareness to determine changes in risk factors and rate of increased complexity

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		4.2	Switch mental activity continually from openness to focus, to support dynamic decision making to reduce risk of secondary incident
		4.3	Search for and gather new information of risk variables, while maintaining a consistent operational focus
		4.4	Assess variables and their impact on complexity of scene and determine the need to 'pivot' or change approach if necessary
		4.5	Share information of determined approach with relevant emergency service personnel (team) in a clear and direct manner, where appropriate e.g. area becomes a crime scene
5	Debrief scene	5.1	Participate in debrief to reduce potential for future risks / harm as per OHS/WHS requirements

RANGE OF CONDITIONS

An environment depicting a high speed road incident which includes variables that can escalate incident complexity and risk of a secondary incident occurring. These may include:

- type of incident (e.g. vehicle breakdown vs multi car fatality)
- weather conditions (fog / rain / heat)
- time of day (day light / night time)
- traffic conditions (heavy / light)
- incident conditions (oil spill / explosion / fire / thick smoke / fatality / crime scene / armed offender / uncontained live-stock, dynamic changes to patient conditions)
- volume and behaviour of general public (aggression / frustration / curiosity / not following instructions)
- resource availability / immediacy of availability of other agencies / lack of resources
- location / availability of appropriate traffic diversions (e.g. trucks and dirt road diversions)
- agency personnel not adhering to protocol
- uncertainty of required action

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FOUNDATION SKILLS

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here.

Skill	Description
Learning skills to:	modify work processes to suit changing circumstances
Problem-solving skills to:	identify risks and their potential for harm
Initiative and enterprise skills to:	act on observations to reduce harm
Planning and organising skills to:	work efficiently as part of a team

UNIT MAPPING INFORMATION

New unit, no equivalent unit

Assessment Requirements

TITLE	Assessment Requirements for VU23103 Work safely on high speed roads to prevent a secondary incident
PERFORMANCE EVIDENCE	<p>The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:</p> <ul style="list-style-type: none"> • Make dynamic and flexible decisions in two separate high speed road incident environment, to reduce the risk of a secondary incident from occurring. • In the course of the above the candidate must utilise 'grey zone' / formal / informal communication to: <ul style="list-style-type: none"> - perform cognitive agility using information from other emergency service agencies - changing conditions within own focused work role - changing conditions at the scene through own situational awareness - participate in mentorship (be mentored and offer stewardship) - apply effective communication techniques (voicing / listening) • Each occasion must represent a different type of high speed road incident, one must be metropolitan-based, the other regionally-based • Each high speed road incident must use different variables / parameters that escalate the complexity of the scene that may increase the risk of a secondary incident to occur. • Variables / parameters must be authentic to a metropolitan or regional setting.
KNOWLEDGE EVIDENCE	<p>The learner must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the work role. This includes knowledge of:</p> <ul style="list-style-type: none"> • 'grey zone' definition • features of grey zone interaction and communication –formal / informal nature, procedural / non-procedural, real time • types of first responder agencies • characteristics of first responders <ul style="list-style-type: none"> - volunteer vs employed - varied ages - range of experience on the job - range of experiences in related jobs - familiarity with location / region of incident - familiarity with community of incident location - exposure to similar incidents • scope and limitations of own role and inter-agency roles

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	<ul style="list-style-type: none">• benefits of understanding other emergency service roles• potential areas of overlap between inter-agency responsibilities• importance of inter-agency relationships when avoiding secondary incidents• safety statistics related to primary and secondary incident occurrence• definition and purpose of a team• changing nature of teams at a high speed road incident (agencies come and go at different times)• concept of inter-agency team (Scandinavian model)• definition of situational awareness• types of secondary incidents that can occur• types of potential risk that might create a secondary incident• how and why the general public contribute to secondary incidents• types of variables to consider regarding situational awareness• use of variables as a source of scene management<ul style="list-style-type: none">- backed up traffic for speed reduction- heavy vehicles as a safety buffer- farmers as a means of live-stock containment• differences between regional and metropolitan responses to high speed road incidents• phases of incident timeline (arrive, manage, scale down, debrief)• leadership as a dynamic concept i.e. command changes at the scene due to situational variables• importance of intra-agency and inter-agency debriefing• effects of compounded trauma on first responders<ul style="list-style-type: none">- physical- psychological – post traumatic stress, depression, anxiety, suicide- emotional• compounded stress as a risk factor to secondary incidents• principles of effective communication• recognise assumptions increase the potential for secondary incidents• types of communication<ul style="list-style-type: none">- Verbal vs non verbal- Formal vs informal (dashboard analysis)- Real time vs delayed- Face to face vs distant• definition of active listening• benefits of active listening
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	<ul style="list-style-type: none">• importance of instructions with explanations (context facilitates understanding)• benefits of effective communication between emergency service agencies<ul style="list-style-type: none">- understand alternative perspectives- reduced scope for confusion, animosity and conflict• mentoring principles for first responders<ul style="list-style-type: none">- encourage others to voice and listen- recognise opportunities to mentor others• variables of mentoring relationship<ul style="list-style-type: none">- within and between agencies- occurs any time within the incident timeline- occurs in any situation at incident• features of mentor / mentee relationship<ul style="list-style-type: none">- any age- varied levels of experience- is not based on hierarchy or seniority• benefits of mentoring within and between agencies• confidence as a facilitating factor in being able to 'voice' relevant knowledge to others• encouragement of others to 'voice' and listen throughout the incident timeline• definition of, and need for, dynamic decision making
ASSESSMENT CONDITIONS	<p>Skills in this unit must be demonstrated in a simulated environment where the conditions replicate a high speed road incident with variables that escalate the risk of a secondary incident occurring.</p> <p>Simulated assessment environments must simulate the real-life working environment where these skills and knowledge would be performed, with all the relevant equipment and resources of that working environment.</p> <p>Students must have access to suitable facilities, resources and equipment including:</p> <ul style="list-style-type: none">• interactive problem-based case studies and scenarios of high speed road incidents requiring real time analysis and response supported by a facilitator• a range of different variables• multi agency personnel <p>Learner groups are required to comprise a range of emergency service personnel and road traffic operators to replicate the mix of first responders at the scene of an incident.</p> <p>Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.</p>