



## EXHIBIT 4

### Professional Avalanche Search and Rescue Training Guidelines and Proficiencies

# American Avalanche Association Professional Avalanche Search and Rescue (Pro AvSAR) Training Guidelines and Proficiencies

Version 8.0 20221019 (Current Beta Version)  
Planned **Updated** Version Expected Winter 2022/23

## 1.0 AvSAR Course Introduction

This document contains the guidelines set by the American Avalanche Association (A3) for standard proficiencies and marking strategies for the Professional Avalanche Search and Rescue Training (Pro AvSAR) course. These guidelines are intended to provide commonality of training and evaluation in professional avalanche education in the United States. Questions on the contents of this document can be addressed to A3's Professional Training Coordinator.

Upon completion of the course the student should be a competent avalanche SAR team member capable of assisting in a small team response. The student should demonstrate an understanding of strategies, techniques, and management of more complex incidents, requiring an organized SAR response.

## 2.0 AvSAR Structure and Requirements

**Course Length:** Three days minimum for course, plus one day of exam (exam is optional). A3 does not assign a specific number of hours to each course. Pro AvSAR skills and proficiencies are performed primarily in field-based settings. Course length and instructional hours, both non-field and field-based, should reflect appropriate opportunities for sufficient in-person interactive instruction, including demonstration, practice, coaching, and evaluation.

Course content should include instructional delivery addressing all learning outcomes outlined in Table 1. All marking categories listed in Table 3 need to be addressed and assessment principles in Table 2 applied.

Pro courses utilizing online instructional methods shall fulfill existing A3 requirements for course length. Both synchronous and asynchronous online instruction should be quantified to fulfill the analogous requirements for classroom instruction, thereby fulfilling or exceeding Pro course length requirements.

Synchronous instruction hours are based on the average amount of time to deliver and facilitate lesson engagement. Asynchronous student engagement hours are based on the average amount of time a student would take to complete the learning activity such as watching a video, reading material, taking a quiz, or completing a homework assignment.

Formative assessment, feedback, coaching, and mentorship are integrated in A3 professional training programs to support achievement of student learning outcomes. An engaged, interactive learning environment, with access to guidance by a variety of instructor team members, both in the field and didactic classroom setting, is considered integral to Pro courses. (Addressed in Table 2 Assessment Principles.)

Online delivery can replace in person delivery of didactic content, when check-for-understanding activities, discussions, interactive exercises and other opportunities for engagement with instructors and other students are included.

Daily briefings and debriefings can be done in the classroom, in a synchronous online setting or in the field, with the engagement of and supervision by instructors.

Skills evaluation such as weather station observations, snow profile and snowpack tests, traveling safely over terrain, communicating risk, and avalanche rescue are, by nature, field evaluations and should be conducted entirely outside. Online engagement opportunities in these subjects, to supplement field-based learning, is also encouraged.

**Course Providers:** All Pro AvSAR courses will be taught by an A3-approved Pro AvSAR course provider.

**Course Trainers:**

**Lead Trainer:** All courses will be staffed by at least one A3-approved Lead Trainer

**Course Trainer:** For instructor requirements, see A3's *Structure and Oversight* document



**Student: Instructor Ratio:** Not more than eight students to one instructor. Student to instructor ratios should be maintained in both field and didactic learning environments. In classroom and online settings, an individual instructor may present or facilitate material. Best practices should be followed to ensure remaining instructors are available to students for feedback, coaching, and facilitation of learning opportunities throughout the course, both indoors and in the field.

**Student Cohorts and Student to Instructor Ratios:** For the purposes of A3 Pro Courses, a student cohort is defined as a group of students enrolled in the same course unit, at the required student to instructor ratio. Required student to instructor ratios should be met for the student cohort throughout the entirety of the course to provide appropriate opportunities for student to instructor interaction. A3 recommends the student to instructor ratio is provided for in both synchronous and asynchronous delivery.

**Student-Instructor Interaction:** Asynchronous and online learning can complement, but not entirely replace, instructor to student contact time when working with didactic or classroom material. Appropriate contact time and interaction with instructors, providing opportunities for regular feedback about learner progress, during asynchronous learning is recommended. Interaction is provided to facilitate continuous applied learning. This includes adequate practice time for students to implement the use of didactic material to both the classroom and the field setting with instructors present. Best practices should be followed to ensure opportunity for student to instructor interactions and contact time in formative assessments, ongoing feedback and coaching, and summative assessments and exams performed in online settings.

**Continuity of Instructor Team:** To promote continuity of ongoing feedback, coaching and developmental assessment, A3 recommends maintenance of a consistent instructor team cohort with a student cohort throughout classroom, online, and field instruction.

**Course Delivery Timeline:** Total course delivery time should fulfill Pro Program requirements. The broader timeline within which that course delivery may occur can vary.

- Discrete unit courses: A3 recommends the entirety of a program be delivered in a continuous course format or asynchronously within one season. Other recommendations for Student Cohorts, Student to Instructor Ratio and Interaction, Continuity of Instructor Team, and Course Length and Instructional Hours apply.
- Long format college programs (quarter, semester, or year): A3 recommends following current (2021-22) frameworks. Other recommendations for Student Cohorts, Student to Instructor Ratio and Interaction, Continuity of Instructor Team, and Course Length and Instructional Hours apply.

**Online Educational Delivery in the Case of Hazardous Weather and/or Conditions:** In the case that unusually hazardous weather or conditions threaten course delivery, online delivery of classroom or didactic material can be used for non-field components. Required field components cannot be replaced with online delivery. The recommendations included in this document can be used for online classroom components. This has traditionally been an option and continues to be so. A3 recommends that course providers prepare educational materials and delivery methods to utilize in the case that a course needs to adapt to hazardous weather and/or conditions. In the case that inadequate field time is achievable, A3 recommends development and communication of appropriate cancellation policies to students in advance of the course.

#### **Student Requirements for Enrollment:**

1. Course applicants must have completed at minimum the following prior to enrollment:
  - a. Avalanche Rescue Training (8 hours minimum). If a student can prove at least 8 hours of rescue training, they can demonstrate this through submitting a training equivalency. Discretion of proof is up to the Course Provider.
  - b. Avalanche Awareness Training (8 hours minimum)
  - c. Online ICS 100\* and 200\* completion certificates <https://training.fema.gov>
  - d. Current BLS CPR certification (see the following weblinks):  
<https://training.fema.gov/is/courseoverview.aspx?code=IS-100.c>  
<https://training.fema.gov/is/courseoverview.aspx?code=IS-200.c>

Applicants who believe they have the educational equivalent of the prerequisites listed above, can apply for a training equivalency from the Course Provider.

2. In addition to the education prerequisites, preferred experience includes one or more of the following:
  - a. Recreational Level 1 Avalanche Training
  - b. Member of volunteer rescue team or professional rescue team
  - c. Ski patroller



d. Internship in the SAR industry

**Learning Outcomes/Student Proficiencies:** See Table 1- AvSAR Learning Outcomes and Proficiencies.

**Marking and Evaluation:** For the successful completion of the course, a student must achieve a score of 70% or greater on the written exam. See Table 4 for marking criteria. In addition, a student must pass the Avalanche Rescue Skills Evaluation and must also receive a pass, indicating a satisfactory level of understanding in Avalanche Incident Management.

### 3.0 AvSAR Learning Outcomes, Content, and Proficiencies

Table 1: AvSAR Student Skills and Proficiencies

Skill	Proficiencies			
<b>Avalanche Rescue Theory</b>	Understand avalanche accident statistics, survivability, search urgency, strategy, tactics and operations.			
<b>Avalanche Incident Management</b>	ICS Review - ICS roles and terms relating to avalanche rescue. Incorporate ICS into strategy and resources for ongoing incident.	Resource Management- increasing size or complexity, diversifying SAR resources, scene management, evacuation plan, briefings, staging and transportation.	Participate in a scenario that evolves from companion rescue to a larger response with multiple rescuers and additional resources.	Conduct an Incident briefing for an organized response scenario.
<b>Avalanche Incident Scene Safety, Size-up and Risk Management</b>	Demonstrate leadership, clear communication and the ability to organize on-scene resources.	Effectively identify appropriate safe access and egress, staging areas and hazards. Consider hazard mitigation (lookouts, minimize # of rescuers and exposure time).	Communicate accident size-up and report via radio.	Display effective risk management skills by assessing and communicating risk to responders. Utilize risk management tools such as GAR and SPE.
<b>Avalanche Site Management</b>	Develop appropriate strategic, tactical, and operational search plan based on mental map of an incident.	Describe the four phases of search and how they apply to avalanche search: signal search, coarse search, fine search, and pinpointing.	Describe special problems of searching urban/residential areas, highways, railroads and no transceiver.	Demonstrate an understanding of ICAR marking colors and usage as well as search phase terminology.
<b>Complete Witness Interview</b>	Effectively interview witness(es) to gather pertinent information and data.			
<b>Transceiver Search</b>	Describe advantages and limitations of	Conduct transceiver range and function tests.	Conduct effective simple, multiple, deep burial, searches and	Explain transceiver interference issues.



	transceiver technologies.		searching an area with an unknown number of victims.	
<b>Probe Line Search</b>	Understand the array of probe line techniques.		Explain probe line interference issues.	Describe when and where to use probe line search techniques.
<b>Recco Search</b>	Describe advantages and limitations of Recco technology.	Describe effective strategies for using Recco technology.	Explain Recco distracting signals.	Describe the purpose and application of the Recco system.
<b>Avalanche Dog Teams</b>	Describe advantages and limitations of avalanche rescue dogs.	Describe effective strategies for using avalanche rescue dogs.		
<b>Avalanche Patient Management</b>	Demonstrate proper shoveling and extrication techniques within a team.	Utilize resources when shoveling for deep burials - consider depth of burial, excavation time, patient status and resources available.	Understand basic avalanche patient assessment resuscitation, treatment and care guidelines.	Describe fatality management.
<b>Transportation Operations</b>	Demonstrate ability to create an evacuation plan.	Understand criteria for helicopter operations: landing zone specifics and location, and basic helicopter safety.	Understand the capabilities and limitations of snowmobiles in rescue efforts.	Understand criteria for patient packaging - improvised or dedicated rescue resources (hard shell sled, snowmobile, air operations).
<b>Communications</b>	Can effectively establish a communication plan prior to scene arrival.	Implement a radio plan and demonstrate the use of multiple radio channels (operational, leo/rescue, air resources).	Demonstrates an understanding of the importance of protecting information (media, social media).	Can conduct/assist debrief - after action reviews and can recognize when rescuers need recovery support.

**For reference, see the following weblinks:**

International Commission for Alpine Rescue (ICAR) Recommendations:

<https://www.alpine-rescue.org/topics/34--recommendations?audiences%5B%5D=5>

National Incident Management System (NIMS) Doctrine:

<https://www.fema.gov/nims-doctrine-supporting-guides-tools>



## 4.0 AvSAR Instructor Guidelines and Marking Rubrics

### 4.1 – Table 2 Student Assessment Principles and Guidelines for Course Providers

1. Students are informed of instructor expectations and the nature of course assignments prior to the course start date.
2. In order to pass the course, a student must score 70% on the written exam, PASS on the Rescue Skills exam, and PASS both Avalanche Incident Management and Search Strategies. Options for retesting are described in the marking categories.
3. During the course, the instructor will evaluate each student based on both written exercises and practical scenarios.
4. Students will be evaluated on their knowledge, understanding, skills and ability to communicate clearly and effectively while functioning as a SAR team member and in leadership roles during exercises. A combination of oral and written responses will be factored into the evaluation.
5. Pass/fail marks are derived from assigned tasks. These assignments are based on course goals and desired learning outcomes. Student self-evaluation is encouraged throughout the learning process.
6. A course provider will strive to avoid conflicts of interest in evaluating students. Any concerns or complaints about unfair assessments will be directed to A3 for review.
7. Students will receive a written performance assessment in a timely manner following the course conclusion. The written evaluation represents the combined opinion of all instructors and informs the student of the following:
  - a. Course outcome: pass or fail. A certificate is awarded to successful students.
  - b. A topical analysis of course marks and feedback on areas where the student performed successfully, and areas that require improvement.
  - c. Re-testing options for unsuccessful students.
  - d. Each student will be informed of the process to appeal exam results.
8. Each student is informed of and provided with the option of appealing his or her marks.

### Table 3: Assessment Principles in Online or Hybrid Setting.

1. Due diligence should be maintained to ensure that students work individually during written exams and exam activities performed in an online setting. Appropriate technology should be employed to secure standardized test materials. Information about examination procedures is provided to students in advance of the course. Options and processes for reexamination of relevant components should be included.
2. Pro Course proficiencies that receive marks by written assignments and exams, completed by students individually, can be submitted in person or in a digital format online. Proficiencies that receive marks by student-to-student interaction require presence by an instructor team member to observe.
3. Reasonable accommodations for online participation and testing should be available to students with identified learning disabilities. Information describing opportunities for reasonable accommodations should be provided to students prior to the course. See A3's *Pro Training Reasonable Accommodations* document for further examples and resources.

### 4.2 Assessment Guidelines in Online or Hybrid Setting

#### Category 1: Avalanche Rescue Skills

- **Solo Rescue:** Activity and examination occurs in the field.

#### Category 2: Avalanche Incident Management, Communication and Leadership

- **Avalanche Incident Management**
- **Hazard Analysis and Risk Management**
- **Resource Management**
- **Scene Size-up**
- **Initial Accident Report**
- **Witness Interview**
- **Decision Making and Communication**
- **Transportation and Medical Decisions**



Activities occur primarily in field. Additional instruction can occur in classroom or online environment. Examined procedures are marked or recorded in field (photos or video). The examined documentation can be captured/reviewed in field, classroom, or with online digital submission (photos of field book, handouts, etc.).

Category 3: Search Strategies, Methodology and Techniques

- **Transceiver Competency, Probing and Shoveling/Subject Extrication:** Activity and examination occurs in the field.

Category 4: Written Exam and Knowledge

- **Written Exam:** Occurs in classroom or online setting.

**4.3 Marking Categories**

The knowledge and skills listed in Table 1 have been divided into three marking categories:

- 1) Avalanche Rescue Skills (pass/fail)
- 2) Avalanche Incident Management, Communication and Leadership (pass/fail)
- 3) Search Strategies, Methodology and Techniques (pass/fail)
- 4) Avalanche Rescue Knowledge Exam (70% to pass)

**Table 4: Marking Categories 1-4**

Marks	Category 1: Avalanche Rescue Skills (Pass/Fail)	
Pass/Fail	<p><b>Solo Rescue</b> (one rescuer who is being evaluated)</p> <ul style="list-style-type: none"> <li>o 50m x 50m area</li> <li>o 2 transceivers buried in large backpacks</li> <li>o Burial depths of up to 1m</li> </ul> <p>Locate and bring to surface both transceivers.</p> <p>All in less than 7 minutes.</p>	<ul style="list-style-type: none"> <li>o Successful completion of this portion is mandatory for successful completion of the course.</li> <li>o One retest of the solo rescue evaluation is allowed during the course. Timing of retest during the course is at the discretion of the instructor, but successful completion of the Avalanche Rescue Skills evaluation must be completed prior to being awarded an AVSAR certification.</li> <li>o If you have passed a Pro 1, you are exempt from this portion of the exam.</li> </ul>

Marks	Category 2: Avalanche Incident Management, Communication and Leadership (50% of the course mark)	
5	<p><b>Avalanche Incident Management</b></p> <ul style="list-style-type: none"> <li>o Understand ICS roles and terms relating to avalanche rescue</li> <li>o Display an understanding of Resource Typing</li> </ul>	
5	<p><b>Hazard Analysis and Risk Management</b></p> <ul style="list-style-type: none"> <li>o Assess, communicate and mitigate risk to responders, identify no-go factors</li> <li>o Utilize risk management tools</li> <li>o Maintain Situational Awareness, Re-evaluate</li> <li>o Consider hazard mitigation, i.e., lookouts, minimize # of rescuers and exposure time, etc.</li> </ul>	
10	<p><b>Resource Management</b></p> <ul style="list-style-type: none"> <li>o Can manage resources with increasing complexity, diversifying SAR resources, scene management, evacuation plan, briefings staging and transportation</li> <li>o Conducts an Incident briefing for an organized SAR response</li> <li>o Incorporates ICS into scenarios: adjusts strategy and resources for ongoing incident</li> <li>o Demonstrate the basic understanding of managing the evolving and expanding avalanche incident as additional rescuers arrive on scene</li> <li>o Understand the use of other search technologies:             <ul style="list-style-type: none"> <li>o Dogs</li> <li>o Recco</li> <li>o Helicopters with long line transceivers</li> </ul> </li> </ul>	



5	<b>Scene Size-up</b> <ul style="list-style-type: none"><li>o If appropriate, be able to initiate a hasty search with available on-scene resources</li><li>o Establishes leadership, communications and organizes on-scene resources.</li><li>o Assess and verbalize scene safety and provide a risk management plan</li><li>o Identify appropriate safe access and egress routes, meeting points, potential hazards.</li></ul>	One retest allowed of the scene size-up and accident report.  Timing of re-test is at the discretion of the course provider but, successful completion of the witness interview must be completed prior to being awarded an AvSAR certification.
5	<b>Initial Accident Report</b> <ul style="list-style-type: none"><li>o Be able to collect information for Accident report and share over the radio.</li><li>o Report should include:<ul style="list-style-type: none"><li>o Name</li><li>o Accident location (geographic area, coordinates)</li><li>o number of subjects involved and status</li><li>o Avalanche description (size and characteristics to SWAG standard)</li><li>o Terrain description and identify safest access route and staging area</li><li>o Actions already taken and resources on-site</li><li>o Other factors affecting search: weather, hazards, time of day</li></ul></li></ul>	
5	<b>Witness Interview</b> <ul style="list-style-type: none"><li>o Student must detain witness or reporting party and conduct interview</li><li>o Interview should be 2-3 minutes in length and address critical information</li><li>o Conduct an effective initial interview prior to deployment that includes pertinent details:<ul style="list-style-type: none"><li>o Where did the incident occur? Last point seen?</li><li>o What happened? Are the subjects involved wearing transceivers?</li><li>o How many casualties are there and what is the nature of the injuries?</li><li>o When did it happen? Note time of burial</li><li>o Describe weather at incident site</li><li>o How many in the party? How many involved? How many missing?</li></ul></li><li>o Verbalize assessing the status and reliability of the witness (i.e., "stay here and wait for help or probe trees over there")</li></ul>	One retest allowed of the witness interview.  Timing of re-test is at the discretion of the course provider, but successful completion of the witness interview must be completed prior to being awarded an AvSAR certification.
10	<b>Decision Making and Communication</b> <ul style="list-style-type: none"><li>o Demonstrates ability to establish communications plan before arriving on scene</li><li>o Demonstrates ability to establish a radio multichannel plan for organized rescue</li><li>o Understands the sensitive nature of accidents and can manage information flow (media and social media)</li><li>o Can effectively communicate an evacuation plan</li><li>o Can deliver a clear and concise brief and/or debrief</li></ul>	
5	<b>Transportation and Medical Decisions</b> <ul style="list-style-type: none"><li>o Evacuation plan</li><li>o Helicopter operations<ul style="list-style-type: none"><li>o Understand helicopter operator guidelines and landing zones</li><li>o Basic helicopter safety</li></ul></li><li>o Snowmobile considerations</li><li>o Tactical vs. medical triage</li><li>o Fatality management</li></ul>	
50	Must attain 70% to pass Category 2	



Category 3: Search Strategies, Methodology and Techniques (25% of Course mark)	
<b>5</b>	<b>Transceiver Competency</b> <ul style="list-style-type: none"> <li>o Demonstrate and understand transceiver basics, technology and limitations</li> <li>o Perform self-test and group transceiver checks</li> <li>o Effectively conduct single and multiple burial searches</li> <li>o Demonstrate proficiency using marking function, signal suppression or other special functions</li> </ul>
<b>10</b>	<b>Probing</b> <ul style="list-style-type: none"> <li>o Demonstrate ability to use a variety of probe strategies: consider # of probes, debris depth, probability of detection, correct use of marking with color coded wands</li> </ul>
<b>10</b>	<b>Shoveling/Subject Extrication</b> <ul style="list-style-type: none"> <li>o Efficiently demonstrates how to organize and employ organized shoveling</li> </ul>
<b>25</b>	Must attain 70% to pass Category 3

Category 4: Written Exam and Knowledge (25% of the course mark)	
<b>25</b>	Written exam <ul style="list-style-type: none"> <li>o The exam should canvas a selection of topics from the course to provide evaluation of student comprehension, continued learning, and material delivery.</li> <li>o Test should be no more than 50 questions long and take no longer than 1 hour on average.</li> <li>o Test should use a variety of techniques to assess student understanding (short answer, essay, matching, multiple choice, etc.)</li> <li>o All tests will be closed book except for field/operational checklists, i.e., witness interview card, hasty search checklist, scene size up card etc. (This can include resources likely used on a scene.)</li> <li>o Accommodations should be made for students with testing, learning, and reading disabilities</li> </ul>
	70% on the written exam is required to pass the course. Retest allowed after 14 days.

## 5.0 Instructor Marking Rubrics and Guidelines for Applying Marks

### 5.1 Avalanche Rescue Skills (Pass/Fail)

Table 5: Avalanche Rescue Skills Marking Rubric (Pass/Fail)

Mark	Description
<b>Pass</b>	Student locates, recovers, and brings to surface two transceivers in less than seven minutes.
<b>Fail</b>	Student fails to locate, recover, and bring to surface two transceivers in less than seven minutes.

### 5.2 Avalanche Incident Management, Communication and Leadership (50% of the course mark)

Table 6: Avalanche Incident Management (5 Marks)

	Description
<b>Exceeds Standard 4-5 (&gt;80%)</b>	Recognizes the need for ICS roles at the appropriate time and to the appropriate scope. Understands the roles and responsibilities of Command and General Staff, may be able to function in those capacities. Leads components of the Operations section such as group or taskforce. Completes appropriate incident documentation.
<b>At Standard 3.5 (70%)</b>	Demonstrates competence in establishing scene command. Can describe the chain of command and roles of rescuers on scene. Demonstrates and describes the span of control; when to request resources; when to





	demobilize resources.
<b>Below Standard &lt;3.5 (&lt;70%)</b>	Questionable competence and credibility. Operational or specialty expertise inadequate or lacking in key areas. Effectiveness reduced due to limited knowledge of own organizational role and team needs. Unable to organize resources or direct a team to perform a rescue. Unable to apply the principles of ICS to an avalanche rescue.

**Table 7: Hazard Analysis and Risk Management (5 Marks)**

	Description
<b>Exceeds Standard 4-5 (&gt;80%)</b>	Manages exposure in position <i>and</i> duration. Uses margin to manage uncertainty.
<b>At Standard 3.5 (70%)</b>	Identifies human, terrain, avalanche, and non-avalanche related hazards. Identifies scene staging areas with acceptable levels of exposure. Chooses appropriate risk management strategies.
<b>Below Standard &lt;3.5 (&lt;70%)</b>	Fails to identify pertinent on-scene hazard/s. Fails to implement a risk treatment strategy. Exposes victims or responders to unacceptable risk (!!).

**Table 8: Resource Management (5 Marks)**

	Description
<b>Exceeds Standard 4-5 (&gt;80%)</b>	Stages or notifies resources as appropriate. Delegates the documentation of resource deployment and retirement.
<b>At Standard 3.5 (70%)</b>	Requests adequate resources and allocates appropriately. Deploys resources efficiently without assuming unnecessary risk. Tracks resource deployment and retirement.
<b>Below Standard &lt;3.5 (&lt;70%)</b>	Does not prioritize correct medical care for patient/s. Formulates a poor evacuation plan for subject/s. Fails to manage fatality situation. Fails to request or deploy adequate resources. Fails to request or deploy appropriate resources.

**Table 9: Scene Size-up/Accident Report (5 Marks)**

	Description
<b>Exceeds Standard 4-5 (&gt;80%)</b>	Student has verbalized a clear concise scene size-up and communicated the need for the appropriate resources to complete a rescue/recovery including plans for ongoing search operations. Initial report does not require any follow up questions. Effectively prioritizes scene management and incident reporting.
<b>At Standard 3.5 (70%)</b>	Student delivers an adequate scene size-up and, although some information may be missing or is inaccurate, it is non-critical information and will not significantly delay locating subjects or jeopardize the safety of rescuers. Initial communication is clear, concise, relevant, and initiates the ICS. Initial report describes incident location, event, and access. Initial report describes relevant terrain, avalanche, and victim information. Prioritizes report of hazards on scene, ingress hazards, degree of exposure, and potential consequences. Prioritizes report of scene status, plan of action, required resources, and relevant uncertainty.
<b>Below Standard &lt;3.5 (&lt;70%)</b>	Scene size-up is missing pieces of relevant information. Fails to identify, assess, or report the incidents most relevant characteristics. The student delivers a confusing unorganized report that is unusable by supervisors.

**Table 10: Witness Interview (5 Marks)**

	Description
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<b>Exceeds Standard 4-5 (&gt;80%)</b>	Validates reporting party information with additional resources. Effectively manages difficult or uncooperative reporting party. Conducts clear and complete briefing and/or debriefing efficiently.
<b>At Standard 3.5 (70%)</b>	Interview collects and records all relevant information. Reporting party is evaluated for reliability. Reporting distinguishes between a witness and a reporting party. Interview utilizes a checklist to ensure all relevant information is collected. Conducts an adequate briefing and/or debriefing.
<b>Below Standard &lt;3.5 (&lt;70%)</b>	Interview misses questions that may lead to inefficient search or unacceptable risk. Cannot lead a briefing/debriefing in clear and coherent manner. Take too much time.

**Table 11: Decision Making and Communication (10 Marks)**

<b>Exceeds Standard 8-10 (&gt;80%)</b>	All communications are clear, complete, concise, timely, and relevant. Establishes and monitors an ICS compliant communication hierarchy. Keeps the command structure informed of incident progress Communicates the general plan for ongoing search efforts and provides enough information for an adequate SAR operation. Establishes a functional multichannel communication plan for mission before entering the scene.
<b>At Standard 7 (70%)</b>	Monitors all communications for efficacy and adherence to protocol.
<b>Below Standard &lt;7 (&lt;70%)</b>	Briefings, reports, radio traffic, debriefs, instructions, and questions are confusing, incomplete, and contain erroneous information. Fails to implement ICS communication structure. Student does not plan for an ongoing incident and does not request additional resources.

**Table 12: Transportation and Medical Decisions (5 Marks)**

<b>Exceeds Standard 4-5 (&gt;80%)</b>	Able to solve advanced or complex medical and evacuation scenarios.
<b>At Standard 3.5 (70%)</b>	Renders appropriate patient stabilization and care including resuscitation. Able to manage a fatality situation. Formulates an appropriate victim evacuation plan. Describes criteria for helicopter landing zone selection. Describes considerations for loading/unloading a helicopter. Describes considerations for snowmobile transport and route selection.
<b>Below Standard &lt;3.5 (&lt;70%)</b>	Unable to prioritize medical care for single or multiple patients. Evacuation plan results in unacceptable risk or additional injury.

### 5.3 Search Strategies, Methodology and Techniques (25% of the course mark)

**Table 13: Transceiver, Probing, Extrication (25 Marks)**

	<b>Description</b>
<b>Exceeds Standard 4-5 (&gt;80%)</b>	Uses mental map to guide search strategy. Efficiently uses alternative and advanced search techniques (micro-strip, deep pinpointing, etc.)
<b>At Standard 3.5 (70%)</b>	Efficiently locates, extricates, and evacuates the victim/s.
<b>Below Standard &lt;3.5 (&lt;70%)</b>	Poor search strategy or technique leads to dangerously excessive rescue time. Unable to use advanced transceiver functions or search techniques. Fails to locate, extricate, or evacuate the victim/s.