



# Alberta Incident Management Practitioner Training Standards

2024





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# Record of Amendments

List of all amendments made to this document since released.

Amendment Date	Nature of Amendment	Amended by (Please Print)	Initials

## Managing Director Signature

The Alberta Incident Management Practitioner Training Standards (AIMPTS) is intended to provide clear direction on how individual and collective incident management training is conducted, monitored, and accredited within the Province of Alberta and has been included under Section 6 of the Alberta Emergency Plan (AEP). This standard directly supports the Alberta Incident Management System (AIMS) 2024. The effectiveness of AIMS relies directly on the training of practitioners, ensuring incident personnel at various levels understand their responsibilities within the incident and possess the appropriate skill sets to best support impacted communities.

This first iteration of the Incident Management Practitioner Standards for the Province of Alberta draws from FEMA NIMS Guidelines for National Qualification System (NQS), All-Hazards Incident Management Teams Association's (AHIMTA) Interstate Incident Management Qualifications System (IIMQS) Guide (2018) and ICS Canada's Curriculum and Training Standards (2022).



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Stephen Lacroix  
Managing Director  
Alberta Emergency Management Agency

May 10, 2024

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Date

# Acronyms and Terms

**AAHJ:** Agency Authority Having Jurisdiction  
**AHJ:** Authority Having Jurisdiction  
**EM:** Emergency Management  
**IAP:** Incident Action Plan  
**ICS:** Incident Command System  
**IM:** Incident Management  
**IST:** Instructor Standardization Training  
**KSA:** Knowledge, Skills, and Ability  
**PLAR:** Prior Learning Assessment and Recognition  
**PTB:** Position Task Book  
**PQB:** Provincial Qualification Board  
**QRB:** Qualification Review Board  
**RPL:** Recognition of Prior Learning  
**TtT:** Train the Trainer Course

## Introduction

Incident Management (IM), within the broader context of Emergency Management (EM), is an essential component of maintaining safe and viable communities. In Alberta, IM follows a “bottom-up” approach. In all emergencies and disasters, the local authority is responsible for response and recovery until such time that the provincial or federal governments could potentially assume responsibility. Due to this approach, it is necessary to ensure a high standard of training at the local level. IM training consists of a combination of individual course completion, skill sets developed through practical experience achieved through real incidents and exercises, and abilities development gained through experience. As such, it is imperative that all IM practitioners meet a required standard of competency to ensure that they possess the skills, knowledge, and competencies to perform their duties.

As the Authority Having Jurisdiction (AHJ) for IM in Alberta, Alberta Emergency Management Agency (AEMA) has established the necessary standard for the training, practical experience, and evaluation of IM practitioners and instructors in Alberta.

This document outlines the procedures by which IM practitioners, instructors and contractors will be able to meet this standard. It describes the Incident Command System (ICS) Canada instructor application, qualification, certification, credentialing, complaints, and appeals processes, as well as documentation and record-keeping requirements, and cross-jurisdictional recognition of qualifications and experience. This document is the foundational framework upon which other, more specific direction will be based on in the future.

## Authority Having Jurisdiction (AHJ)

An AHJ is an entity that can create and administer processes to qualify, certify, and credential personnel for incident related positions. In the Province of Alberta, ICS Canada has appointed the AEMA as the AHJ for ICS training and instructor certification. The *Emergency Management Act*, *Government Emergency Management Regulation*, and *Local Authority Emergency Management Regulation* establish AEMA as the AHJ for IM training in Alberta.

As the AHJ, within the Province of Alberta, AEMA is responsible for:

- endorsement of instructors for delivery of ICS Canada based curriculum;
- establishment, execution, and maintenance of a quality assurance program for ICS Canada based training;
- certificate tracking of ICS Canada based on successful course completion;
- specifying IM training standards beyond ICS Canada’s minimum standards;
- establishing training and experience standards for instructors;
- certifying instructors who meet the AHJ’s standard;
- determining necessary refresher training and currency periods for incident personnel, less those established by a

- formal licensing body;
- issuing training certificates for AEMA based curriculum;
- determining equivalency of third-party training courses and exercises by validating that they meet or exceed the AHJ-approved curriculum;
- determining the standards for recognition of historical experience;
- determining the appeals process for complaints concerning IM training standards;
- establishing a quality assurance program for IM training standards; and
- establishing a credentialing program that recognizes completion of all required role-specific training necessary to competently perform specific position duties within an ICS based IM structure.

## Training Standards in Alberta

### Individual Standards

Individual standards are set by the organizations responsible for academic and experiential training. In the case of ICS Canada courses, the standard is set by ICS Canada, and is found in the course materials. For AEMA courses and training, the standard is set by AEMA and is found in course materials for the academic training, and Position Task Books (PTB) for the experiential training.

### Collective Standards

There are currently no formally established collective training standards in Alberta. Collective training standards will be developed and communicated in a future iteration of this document. In the case of ICS Canada courses, the standard is set by ICS Canada, and are found in the course materials.

### AHJ Endorsed Evaluators

As the AHJ, AEMA will endorse evaluators by issuing a formal letter that specifies what each evaluator is qualified to assess and to which level. The endorsement letters will include a specific title, as defined below:

- **Evaluator:** A trainee's supervisor may evaluate the completion of PTB tasks or assess instructional technique of IM course material.
- **Final Evaluator:** The final evaluator signs off if the trainee has met all PTB requirements for the specific position for which they were assessed. While it is preferable to have a distinction between evaluators and the final evaluator, in situations with limited resources, the evaluator and final evaluator may be the same individual. Once the final evaluator has signed the PTB, it will be forwarded to the Qualifying Review Board (QRB) along with supporting evidence that the trainee has completed all the requirements for the position.
- **Credentialing Official:** An individual authorized by the AHJ to certify the qualifications of IM and support personnel.

The process by which an Evaluator is endorsed is by review of IM related employment history and an interview with AHJ Standards.

## Training Path of Flow

It is unrealistic to expect that a single training path of flow is achievable, due to resource constraints, the geographic dispersion of the population of Alberta, and the competing demands upon community employees. Instead, AEMA, as the AHJ will recognize two separate training streams for individuals – Municipal and Provincial.

### Municipal Stream

The Municipal Stream is aimed at local community employees with a pre-specified, rostered role on the community's Community Emergency Management Plan. In this case, once rostered, the trainee will complete the Basic Emergency Management Course and ICS 100. When these pre-requisites are met, the trainee will be issued the

AEMA PTB applicable to that position.

The trainee will then participate in all local emergency management training and exercises. The trainee's ICS supervisor will observe the trainee during functional exercises and sign off on the tasks contained within the PTB when those tasks are completed to the satisfaction of the ICS supervisor. The ICS supervisor will document the trainee's performance on ICS 225 forms and retain them in the trainee's training file. Once the PTB has been completed, the trainee will be considered "Employable" within that jurisdiction and can carry out the responsibilities of that position with normal to no supervision. The newly "Employable" trainee will not be eligible for provincially requested employment in an Incident Management Team outside of their home jurisdiction. All training records will be held at the home jurisdiction, and a copy of the completed PTB with supporting ICS 225s will be forwarded to AEMA. These trainees are not normally part of the provincial credentialing process and are primarily employable to support their home jurisdiction.

Should the "Employable" trainee wish to be considered for provincial credentialing and employment outside the home jurisdiction, the trainee may request provincial evaluation. In this case, an AEMA-endorsed evaluator for that position will attend the next exercise or incident of qualifying complexity and assess the competencies of the trainee. If the trainee's level of skills and competence is deemed sufficient, the trainee may then pursue credentialing through the standard process. It should be noted that this is not the preferred path of flow for provincial credentialing, as it will be difficult for the trainee to achieve sufficient depth and breadth of experience in this stream.

## Provincial Stream

The Provincial Stream is aimed at members of the Regional All-Hazards Incident Management Teams (AHIMT) comprised of municipal employees who, with the support of their home jurisdiction, choose to be considered for provincially- requested employment.

Once these municipal employees are rostered on an AHIMT or a large municipal Community Emergency Management Plan, the trainee must complete the Basic Emergency Management and ICS 100. The trainee will then be issued the AEMA PTB applicable to that position.

The Provincial Stream differs from the Municipal stream in that the trainee must be observed by an AEMA-endorsed evaluator during collective training exercises, and the AEMA-endorsed certifying official who will sign off on the tasks in the PTB. The evaluator will also complete an ICS 225 on the trainee. In addition, AEMA will specify additional prerequisites for the position prior to credentialing. The minimum additional prerequisites for provincial credentialing will be ICS 200 for Unit Leaders, and ICS 300 for Section Chiefs, Command Staff, and Incident Commander. Additional prerequisites will be communicated through the AEMA website and AEMA Regional Field Officers. These prerequisites may or may not be completed during the same period as the PTB; however, they must be completed prior to requesting credentialing.

Once the PTB and prerequisites have been completed to the satisfaction of the evaluator, the trainee may request final evaluation from an AEMA Standards Field Officer (Final Evaluator). Should the trainee fulfil the responsibilities of the position to the satisfaction of the AEMA Standards Field Officer, the trainee will be considered "Fully Qualified" and may request provincial credentialing. "Fully Qualified" trainees will be eligible for provincially-requested employment outside their home jurisdictions, in the position(s) under which they have been qualified. All training records will be held by the parent AHIMT (if rostered on an AHIMT) or home jurisdiction, and a complete copy of all training documentation (course certificates, PTBs, and ICS 225s) must be forwarded to AEMA.

## Qualification Process

Qualification is the process by which a trainee acquires and demonstrates the knowledge, skills, and abilities (KSAs) to perform the duties of a specific incident related position. Qualification may also include any other pre-requisites such as medical or physical fitness as established by the AHJ.

The qualification process includes the documentation, as prescribed by the AHJ, which will validate that the trainee has successfully completed the academic and experiential requirements to the standard required by the AHJ. This process occurs through a combination of formal academics, independent learning, on-the-job coaching,



and experience. One or more evaluators must observe, attest, and document the trainee's ability to successfully perform specific tasks as described in the PTB.

Individuals may be qualified in multiple positions. An individual may hold as many concurrent qualifications as permitted by the AHJ.

All qualifications referred to in this document are for Type 3 incidents. The AHJ and AEMA will not qualify, certify, and credential for any other incident type.

## **Qualification Criteria**

To ensure standardization across Alberta, the AHJ will determine the necessary qualification criteria for employment within an ICS structure. The AHJ will also specify the necessary complexity of an incident, event, or exercise for that activity to be valid for the purposes of qualification. For the purpose of IM in Alberta, the minimum criteria for qualification for a specific ICS position is successful completion of the academics mandated by the Managing Director of AEMA and the AEMA-issued PTB relevant to that position.

Currently, there are no Province-wide medical or physical fitness requirements for qualification mandated by the AHJ. Medical or physical fitness requirements for specific employments will be specified by the employer.

## **Positional Requirements**

All positions, less entry-level, require trainees to complete prerequisites prior to undergoing training. These prerequisites may include, but are not limited to, incident management classes, functional training, and experiential performance in subordinate positions.

Qualifying for supervisory positions, such as Unit Leader, Section Chief, Branch Director, and Incident Commander generally requires years of training and experience. Qualification for one of these positions also requires qualification in their subordinate positions. Recognizing that the IM reality in Alberta does not necessarily allow for completion of all subordinate positions, the AHJ may grant qualifications for subordinate positions based on trainee demonstration through an AHJ-approved examination process of competency and understanding of the subordinate positions.

Trainees should meet all prerequisites before being issued the PTB for the position being sought. As this may not always be practical, the AHJ reserves the right to issue the PTB while the trainee completes the position prerequisites.

## **Position Task Books**

PTBs are requested by the trainee's supervisor from AEMA. Once AEMA issues the PTB, the trainee should complete it within five years. Should a trainee not complete the PTB within five years, the AHJ will determine, on a case-by-case basis, whether the trainee may continue or if the trainee must start over.

Once the PTB has been assigned, the trainee, working in conjunction with local supervisors, coaches, and evaluators, will perform the tasks required by the PTB. Only those incidents and exercises meeting the required complexity level will be accepted for PTB completion. Where possible, AHJ-endorsed evaluators will be present to sign off on PTB tasks. Should this not be possible due to resource constraints, the trainee's ICS-positional supervisor will sign off on the PTB tasks. Final evaluation prior to certification shall be done by an AHJ-endorsed evaluator.

Once the final evaluator has signed off on the PTB, the PTB and supporting documentation (ICS 225s for exercises and incidents, any other academic or experiential requirements as mandated by the AHJ) will be forwarded to the Provincial Qualifications Board (PQB) for quality assurance review prior to credentialing.

## **Portability of Qualifications**

The qualifications of all trainees certified and credentialed by the AHJ will be recognized by all jurisdictions in Alberta. For all organizations and jurisdictions outside Alberta, the receiving AHJ will have the final determination whether to accept the qualification, or not.

# Certification Process

Certification is the final determination and documentation issued by the AHJ that confirms a trainee possesses the necessary KSAs to perform in specific ICS position for IM in Alberta. Certification ensures that personnel are competent to perform in that role.

Individual provincial certifications will be maintained in a database held by the AHJ. Only those certifications maintained in the AHJ database will be recognized by AEMA for provincial taskings and deployments.

## Provincial Qualification Board

To ensure procedural fairness in all Standards-related matters, a PQB will be established. The PQB will be comprised of senior IM practitioners from all levels of government and private practice. The PQB will be maintained at arm's-length from AEMA at all times to reduce potential for, or perception of, favouritism, and will increase the likelihood that a member of the PQB will have personal knowledge of a trainee's training and experience.

Once a trainee has completed the PTB and the final evaluator signs it, the PQB will review the PTB and all supporting documentation. Their focus will be on final quality control and completeness. When the PQB has completed their review, they will make a recommendation to the AHJ on whether or not to credential the trainee.

## Document Review

Documentation that will be reviewed by the PQB to inform their recommendation includes, but is not limited to:

- the AEMA-issued PTB;
- ICS 225s for every exercise or incident that meet the requisite level of complexity; and
- any other official record from an Alberta jurisdiction that demonstrates a trainee's performance in the specific role for which certification is being sought.

## Cross-Jurisdictional Recognition and Equivalencies

During the qualification process, it is understood that an individual may have prior knowledge, experience, and education from outside of Alberta. The intent of the cross-jurisdictional recognition and equivalency process is to permit an individual to bring forward their prior learnings and request recognition within Alberta for the purpose of credentialing and/or training permissions. The most likely candidates for this type of recognition will be individuals that have been actively engaged in IM as first responders, former members of the military, volunteer emergency management organizations, industry, or other related fields of employment.

The individual requesting recognition must be prepared to provide the following supporting information to AEMA Standards for review and consideration:

- the detailed specifics of exactly what cross-jurisdictional recognition/equivalency they are seeking;
- ICS position, instructional level, coaching level;
- why they are requesting the recognition instead of pursuing Alberta-delivered certification;
- if course related, the course syllabus and confirmation of successful completion;
- any ICS 225s created from exercises and/or activations;
- any other formal documentation relating to their performance during exercises, activations or other IM involvement;
- if position related, Incident Action Plans (IAPs) documenting their participation;
- documentation indicating activity within the area(s) requested within the past five years; and
- references.

The request and supporting documentation must be submitted to AEMA Standards. AEMA Standards will review the request, request further justification if required, and may require an interview to provide clarity. AEMA Standards will then make a recommendation to the PQB. The PQB will then review the recommendation for completeness and objective procedural fairness and will make a recommendation to the AHJ for final approval/denial. At any point in time, the Requestor may be contacted for further confirmation/justification.

Equivalencies will not be considered for experiential learning and development.

AEMA Standards will examine the quality assurance programs for other IM training providers (e.g., other provinces, educational institutions, other GoA departments, industry) and make recommendations to the AHJ regarding accreditation for qualification and certification processes of these training providers. Successful candidates, considered as accredited IM training providers, will immediately be given the appropriate qualifications and certifications. A list of these accredited IM training providers will be maintained on the AEMA website.

## Historical Recognition

Historical recognition is a process that enables AHJs to recognize an individual's prior experience as a way of meeting some or all the criteria to qualify for a particular IM position. Individuals who have documentation of previous significant on-the-job IM experience may receive credit towards qualification for a given position through this process.

The AHJ may establish processes for approving and documenting equivalent experience that clearly demonstrates the competencies, behaviors, and tasks for a position. The concept of historical recognition does not apply to the physical / medical fitness or currency qualification criteria. Pertinent laws or regulations may also limit an AHJ's use of historical recognition for certificate or licensure requirements. An AHJ typically applies historical recognition when first implementing a PQB process, when new IM-related positions are added to the AHJ's portfolio, and when a new individual is hired who served in the same or similar position elsewhere.

While each AHJ determines how long to use historical recognition, the most common interval for accepting historical recognition applications for a new PQB process is one year from the date the AHJ implements the process. After this initial period, AHJs may continue to accept historical recognition applications from newly assigned individuals.

## Historical Recognition Process

An individual seeking historical recognition submits documentation of prior experience for the relevant position they are seeking recognition for. The PQB assesses the documentation. Documentation may include, but is not limited to, multi-operational IAPs, ICS Form 225s, technical competencies, previous employment history, ICS Type 3 functional and full scale exercises, after action reports, recommendations, formal letters of assessment, awards, recognition/commendations (domestic/international) and PTBs.

The applicant must specify what sections of PTB apply for Recognition of Prior Learning (RPL) assessment as part of the request.

The PQB will determine which qualification criteria are applicable and relevant regarding the requested position. The PQB may invite the applicant to an assessment interview to answer questions about the documentation, prior education, training, and experience. The applicant may be asked to demonstrate their knowledge with a practical application of their experience via a scenario-based interview question.

Based on their assessment, the PQB may find that the individual's historical experience:

- does not enable the individual to meet any of qualification criteria for the position;
- enables the individual to meet some but not all qualification criteria; or
- enables the individual to meet all qualification criteria for the position.

When the PQB determines that the individual's prior education, training, and experience meets all criteria for a given position, the PQB recommends that the AHJ certify the individual as qualified for the position. When the PQB determines that the individual's prior education, training, and experience do not meet all the qualification criteria for the position, the PQB notifies the individual of their findings and may make recommendations regarding training and development opportunities that will enable the individual to meet the full criteria.

## Qualifying Incident Complexity (Type 3)

The following criteria must be met for an incident to be found sufficiently complex and be applicable for the qualification, certification, and credentialing process:

- usually, cannot be mitigated during the initial operational period;
- may not be mitigated with the local resources that are initially dispatched;

- usually, cannot release committed resources in the event of a second incident within the same jurisdiction;
- may require resources from outside the jurisdiction, and will require facilities for rest and rehabilitation of personnel and equipment;
- would often need a written Delegation of Authority from the local authority if the Incident Commander is from outside that jurisdiction;
- requires a written IAP for each Operational Period. This IAP, as a minimum, must include the following ICS forms:
  - ICS 202 – Incident Objectives
  - ICS 203 – Incident Assignment List
  - ICS 204(s) – Assignment List for each Branch/Division/Group
  - ICS 205 – Radio Communications Plan
  - ICS 205A – Telephone Communications Plan
  - ICS 206 – Medical Plan
  - ICS 208 – Safety Message / Plan
  - Weather Forecast
  - Maps and Charts
  - Key Messages

Incidents of lesser complexity may be used for instructional purposes but will not be considered in completion of a PTB. Should there be disagreement between local personnel and the AHJ as to the official Typing of the incident, the AHJ's Typing shall be the official type for qualification and certification purposes.

### **Qualifying Exercise Complexity (Type 3)**

The following criteria must be met for an exercise to be included in the qualification, certification, and credentialing process:

- The exercise must be either a full-scale exercise or a functional exercise. Tabletop exercises are not sufficient for qualification, certification, and credentialing.
- The exercise must encompass multiple operational periods, or at least a single complete iteration of the Planning “P” cycle to include “Execute Plan and Assess Progress.”
- All Command and General Staff positions must be filled to at least the Section Chief level.
- When subordinate positions are not filled, the supervisor of that position must fulfill the duties and responsibilities of the unfilled subordinate position. Unfilled subordinate positions may NOT be ignored.
- The exercise must require a significant level of coordination between functional areas, local authorities, and assisting or cooperating organizations.
- Specific scenario injects that prompt participants to implement plans, policies, and procedures must include:
  - Simulated events on the incident that require action.
  - Simulated external influences from:
    - o Agency Administrators or Elected Officials
    - o Media
    - o Stakeholders
    - o General Public
- There must be sufficient injects by number and type to engage all members of the Incident Management Team.
- An ordering process that uses or simulates the local jurisdiction's actual ordering process must be established.
- Simulated incident costs must be tracked.
- Written IAPs including all the forms identified for Type 3 Incidents must be completed for each exercise operational period. All intermediate forms such as the ICS 215 – Operational Planning Worksheet and ICS 215A – Safety Analysis must be completed.

Exercises of lesser complexity may be used for instructional purposes but will not be considered in completion of a PTB.

### **Certification**

Once the PQB has completed their final quality assurance review of all relevant documentation they will forward a recommendation to the AHJ. If, after review, the PQB determines that the trainee does not meet the standard for certification they will return the PTB and supporting documentation to the trainee, along with detailed written reasons

for the decision and indication of unmet requirements.

The AHJ will review the recommendation from the PQB and make the final determination. If the determination is positive, the AHJ will notify the trainee of the certification status and ensure that information is entered into the AHJ database. The successful trainee will then be deemed fully certified to perform the duties of that specific role with normal to no supervision and will be eligible for credentialing.

Should the AHJ determine the trainee did not successfully meet the requirements for certification, the PTB and supporting documentation will be returned to the trainee along with detailed written reasons for the decision and indication of unmet requirements. The AHJ will also communicate to the PQB the reason for refusal, and indication of unmet requirements.

## Grandfathering

As Alberta transitions into a formalized credentialing process, there are many IM practitioners who may be eligible to have their practical qualifications (ICS positions, coaching, evaluating) recognized without the requirement for further formal training. This Grandfathering process only applies to those who have been actively involved in IM within Alberta since January 1, 2022. No individual may apply for more than three Grandfathered ICS positions. Grandfathering applications will not be accepted after January 1, 2026.

The individual requesting Grandfathering must be prepared to provide the following to AEMA Standards for review and consideration:

- The detailed specifics of exactly what cross-jurisdictional recognition/equivalency they are seeking.
  - ICS position, instructional level, coaching level
- Why they are requesting the recognition
- Any ICS 225s created from exercises and/or activations
- PTBs
- Any other formal documentation relating to their performance during exercises, activations, or other IM involvement
- If position related, IAPs documenting their participation
- Documentation from within the previous five years indicating activity within the positions requested for Grandfathering
- References

Grandfathering will only be considered for Alberta-based IM personnel, as legal, regulatory, and organizational differences from outside jurisdictions precludes commonality of experience.

The request and justification documentation must be submitted to AEMA Standards. AEMA Standards will review the request, request further justification (if required) and possibly an interview to provide clarity. AEMA Standards will then make a recommendation to the PQB. The PQB will then review the recommendation for completeness and objective procedural fairness and make a recommendation to the AHJ for final approval/denial. At any point in time, the Requestor may be contacted for further confirmation/justification.

If approved, the Grandfathered individual will be audited by AEMA Standards within 24 months from the approval date to ensure practical competencies in a Type 3 exercise or incident. If the Grandfathered individual is not able to exercise the granted qualification(s) during that period, the qualification will be de-certified. Grandfathered qualifications may be contingent upon attendance at specific training/instructional events, and non-attendance will be grounds for de-certification.

## Credentialing

Credentialing is the final step in the overall process of qualifying, certifying, and credentialing personnel for incident-related positions. An AHJ-issued credential demonstrates the AHJ's determination that the individual is competent to fully execute the duties and responsibilities of the position with normal to no supervision.

Being able to quickly recognize and be confident in the capabilities of personnel from outside jurisdictions is essential

to promptly establishing effective IM structures in complex events.

Credentials will be issued by the AHJ and may be revoked upon decertification due to significant poor performance of duties or excessive lapsed time between employment on incidents or exercises. Credentials issued by the AHJ will be recognized in all jurisdictions in Alberta and may be recognized by outside jurisdictions.

## Instructor Standardization

IM training consists of several components and courses, including Basic Emergency Management, Emergency Social Services, Hazard-Risk Assessment, and ICS. The success of an IM training program is dependent upon the competencies of professional instructors who properly deliver the curriculum established by the AHJ. To ensure a baseline is in place for IM instructors who seek AHJ endorsement for AEMA proprietary courses, individual training, collective training, and exercise facilitation. AEMA has developed Instructor Standardization Training (IST) requirement to ensure instructors are aware of the expectations on instructor prerequisites, course preparation, content, and delivery standards to comply with the quality assurance program as defined by the AHJ.

As the AHJ in Alberta, AEMA has mandated the IST as a requirement for all those instructors seeking formal endorsement for both IM and ICS instruction in Alberta. ICS Canada already mandates all instructor applicants successfully complete the Train the Trainer (TtT) courses for each of the ICS numbered series courses and position-specific courses as minimum requirements for instructors to become recognized ICS Canada Instructors. All prospective ICS instructors within Alberta are required to successfully complete IST combined with TtT prior to applying to ICS Canada in becoming an instructor and AHJ issuing its endorsement on behalf of the Province. To ensure all instructors are conversant with AHJ standards and administrative procedures.

### Objectives of IST

The objectives of IST are to:

- establish a baseline level of instruction for IM training;
- ensure IM instructors understand the AHJ quality assurance program; and
- provide clarity on the administrative responsibilities of endorsed instructors.

### Components of IST

The IST is comprised of:

- **Methods of instruction:** Formal instruction on principles and methods used to enable student learning.
- **Class instruction demonstrations:** Students will be required to conduct assessed teaching demonstrations of both theory lessons and practical in-class exercises.
- **Course Administration:** Course reporting and documentation requirements
- **Exercise Facilitation:** How to provide briefings, use of exercise inputs, monitoring exercise progression, and completing expected exercise actions.
- **Instructor Assessment Criteria:** Introduction to the AHJ Instructor Assessment Program as part of the quality assurance program.
- **Debrief Procedures:** How to receive and issue an instructor debrief.
- **Written Follow-up procedures:** Explanation of the AHJ quality assurance program, and the AHJ-instituted complaints and appeals processes.

### Instructor Application

As part of the AHJ endorsement process, an instructor must apply to become an instructor and attend an IST course. Instructor applications shall include the following information as a minimum:

- training background and instructional experience;
- identification of background and experience in an IM context (specific incident experience, incident command position(s) filled, and when);
- a list of IM-related and ICS courses already successfully completed;
- a minimum of three instruction-related references from agencies or companies for whom the applicant has worked or trained

- within the past 5 years (provide agency/company representative name, contact number(s), and list the course(s) instructed); and
- any other information or combination of training and experience that the applicant feels would make them qualified to instruct within Alberta.

## **ICS Specific Courses**

ICS Canada requires in addition to those IST components listed above include specific criteria that fall under ICS Train-the-Trainer Course for both basic and advanced numbered courses. These include:

- ICS Canada Curriculum Standards;
- ICS Canada Administrative Standards; and
- ICS Standards Waivers.

## **AHJ Endorsement**

Once an applicant for EM instructor status has successfully completed the IST, written AHJ endorsement from AEMA will be provided in the form of a letter stating that the applicant meets the established and required AHJ standards for quality of instruction. The letter will identify any caveats or limitations regarding the endorsement, including any currency or audit requirements.

Should an instructor not be granted AHJ endorsement once IST has been successfully completed, the applicant may appeal to the AHJ within 30 days of receiving non-endorsement notification. AEMA will maintain a record of all instructors completing IST.

## **ICS Instructor Oversight**

As the AHJ, AEMA is responsible for the quality assurance of ICS training provided in Alberta by any ICS instructor, including contractors.

Local authorities may employ non AHJ-certified instructors but they must be aware that non AHJ- certified instructor granted qualifications may not be recognized for certification and credentialing processes.

## **Instructors and Contractors**

In order to be recognized as an AHJ-certified ICS Instructor within the Province of Alberta, instructors/contractors must complete the AEMA IST course; and complete ICS Canada mandated requirements as specified in ICS Canada course materials.

An AEMA Standards Officer will audit each AHJ-certified instructors/contractors a minimum of once every three years. AEMA Standards Officers will verify course administrative requirements, assess quality of instruction, method of instruction and provide written feedback to the instructor based upon the same criteria employed on the IST.

If an instructor does not meet the audit standard, a different AEMA Standards Officer will audit that instructor's next course delivery. Should the instructor not meet the standard for a second consecutive time, the PQB will investigate revoking the certification of the instructor. After a period of re-training, the instructor may seek re-certification.

AEMA may mandate instructor refresher training on as required basis. This refresher training will be communicated to all AHJ-certified instructors via e-mail.

## **Exercise Conduct and Evaluation**

In accordance with EM plans under the LEMR, communities are required to include exercise programming to be compliant with the legislation. AEMA encourages all organizations to be proactive in their exercise planning and promote participation by other agencies operating within their jurisdiction. As part of the quality assurance program, AEMA reserves the right to audit contractor delivered exercises to ensure the legislated criteria for compliance are met. Should the exercise or workshop not conform ICS Canada / AHJ endorsed principles and materials, the contractor will receive a notification from the AHJ and will be required to formally review the exercise or workshop and update the exercise and or materials.

Should a contractor deliver a functional / full scale Type 3 functional exercise or higher, an AEMA Standards Officer will attend and audit the exercise to ensure that it complies with the necessary complexity requirements.

## Maintenance of Instructor Status

Instructors recognized by the AHJ, must deliver a minimum of one AHJ recognized IM course every three years. For all ICS Canada instructors, as mandated by ICS Canada Curriculum and Training Standards, they are required to instructor a minimum of two ICS awareness level courses or one advanced per year.

## Decertification/Recertification

As the AHJ, AEMA reserves the right to certify, decertify, and recertify IM practitioners for provincial employment.

Local authorities may employ individuals within their jurisdiction irrespective of their provincial certification status.

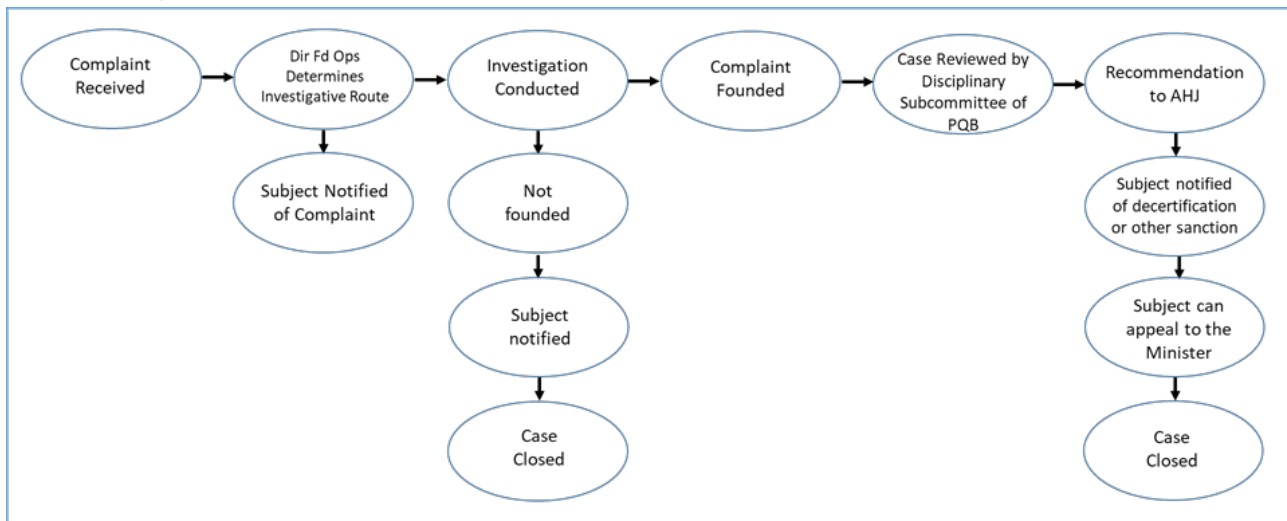
Decertification is the process by which the AHJ removes an individual's position(s) qualifications. The AHJ may decertify personnel when it has been determined that the individual performed in a fraudulent, unsatisfactory manner, or has not remained active in their qualified role either through Type-3 incident response employment or through participation in a Type-3 functional exercise for a period of three years.

Examples include:

- Taking insubordinate actions that lead to unsafe conditions on the incident
- Intentionally misrepresenting incident qualifications
- Deliberately disregarding identified safe practices
- Misrepresenting attendance or participation in the PTB process
- Fails to follow delegation of authority (if applicable)
- Demonstrates inappropriate conduct or behaviour
- Receives two or more “unacceptable” or equivalent performance ratings from two or more different evaluators / local authorities

## Decertification Process

The process by which an individual will be decertified is as follows:



## Recertification

An individual that does not meet the active instructor status criteria, fails to maintain qualified status, or has certification revoked, returns to the trainee level for the position to commence recertification.

For the purposes of recertification, academic qualifications are not impacted by the decertification process. Only



experiential learning must be reassessed by an AEMA evaluator.

## Complaints and Appeals

To ensure objective procedural fairness, the AHJ will establish documented complaints and appeals processes. Specific details of these processes are articulated in Annex A and B respectively.

No individual at AEMA will be involved in more than one level of the complaints or appeals processes.

### Complaint Types

The following types of complaints may be made to the AHJ for action:

- Student versus instructor
- Instructor versus student
- Employing community versus incompetent credentialed or Provincial Stream personnel
  - Incompetent behaviour for complaint purposes is limited to:
    - Life safety caused by decision against ICS doctrine
    - Significant property or environmental damage caused by decision against ICS doctrine
- Incorrect/outdated course material

The AHJ will not investigate complaints against incompetent non-credentialed personnel, as non-credentialed or non-Provincial Stream personnel have not been under provincial observation or development.

The AHJ will not investigate complaints for which there already exists a legal or formally recognized process such as harassment or discrimination.

Complaints and Appeal processes are further explained in Annexes A and B.

## Misconduct, False Representation, and Cheating

AEMA as the AHJ for Alberta employs a standards-based system which requires completion of training courses and experiential learning and development as qualification criteria for certification. Competent performance on exercises or incidents is the ultimate objective of AHJ Training Standards. These standards cannot be met in the presence of misconduct, false representation, or cheating.

**Cheating** is the act or attempt to give, receive, share, or utilize unauthorized information of assistance before or during a test, examination, or evaluation.

**False representation** is the presentation or submission of inflated, false and or fictional certification, credentials, or experience to meet criteria for further advancement.

**Misconduct** is wrongful, improper, or unlawful conduct motivated by premeditated or intentional purpose or by obstinate indifference to the consequences of one's acts. Misconduct will be considered an unacceptable or improper behavior, especially for anyone applying for AHJ approval for qualification or certification. Misconduct of any type will be grounds for decertification as decided by the AHJ for a professional person.

None of these behaviors will be tolerated by the AHJ. The following courses of action outline response to any of these definitions.

### Cheating

Should an instructor observe a trainee cheating on an exam the instructor will offer the trainee a choice of the following options:

- be issued a new test and start over;
- leave the test area and arrange to take the test at a later time and place under the supervision of an AEMA

- Standards Field Officer; or
- withdraw from the course.

No matter which option is chosen, the instructor will notify AEMA Standards as soon as possible. This notification will be in writing and will include the circumstances surrounding the incident and the instructor's observations. AEMA Standards will notify the Director of Emergency Management of the trainee's community as to the transgression, the circumstances, and the option chosen by the trainee.

Should the trainee be in the Provincial Stream, AEMA Standards will investigate the incident and make recommendations to the PQB as to the trainee's suitability for continuing in the Provincial Stream.

## **False Representation**

Part of the certification process is verification of academic qualifications and experiential learning and development. This verification is normally done through documentary means.

The following process will be employed if, during the verification process, AEMA Standards or the PQB determines a document may be a false representation:

- Upon suspicion of false representation, AEMA Standards will email the individual and confirm the suspected false, inflated, or fictional certificate(s) was not submitted in error. The applicant will be required to confirm in writing that the documents as presented, are true.
- Upon receipt of the trainee's confirmation email, the AEMA Standards Manager will contact the institution or individual who has issued the suspect document(s) to validate the document(s). If the AEMA Standards Manager is unable to validate the document(s) with the issuing body or institution, the benefit of the doubt will go to the trainee.
- If the document(s) are found to be false, the Disciplinary Subcommittee of the PQB will convene to determine what sanctions will be recommended to be imposed upon the trainee. These recommendations will be forwarded to the AHJ for final decision.
- The Disciplinary Subcommittee must meet within 90 days of the false representation being confirmed. The trainee will be permitted to attend the Disciplinary Subcommittee to make any representations and answer any questions that may affect the Subcommittee's deliberations. The trainee will not be permitted to be present during the Subcommittee's deliberations.
- Once the AHJ has made the final decision on the disposition of the trainee, this decision will be communicated to the trainee in writing. This will be done within 30 days of the receipt by the AHJ of the recommendation by the PQB.
- If the trainee does not agree with the disposition, the trainee may appeal to the Deputy Minister of Public Safety and Emergency Preparedness.

## **Misconduct**

No form of misconduct will be tolerated anywhere, or at any time. It is everyone's responsibility to act should misconduct be observed.

All IM practitioners must always strive to be respectful, compassionate, mindful, professional, and tolerant of others. Any allegations of misconduct will be investigated fully by the AHJ. The following procedures shall be executed for misconduct observed during a training event:

- Should the misconduct be by a Government of Alberta (GoA) employee, the senior instructor or monitor will immediately intervene and attempt to de-escalate the situation. Should de-escalation not be possible, the transgressor will be removed from the training event, and the transgressor's supervisor will be notified, and the GoA Respectful Workplace policies will apply. Should de-escalation be successful, the training event may continue with close observation of the transgressor.
- Should the misconduct be by anyone other than a GoA employee, the above procedure will be followed with the exception that the transgressor's supervisor will be held responsible to execute their applicable anti-misconduct policy.
- Should the misconduct be by the instructor or monitor, the offended party will contact the AEMA Standards Manager to lodge a complaint.
- Should the misconduct be of such a nature that criminal charges could apply, the misconduct shall be reported to

the applicable law enforcement official for disposition.

- All allegations of misconduct shall be investigated by AEMA Standards, and further disciplinary action may be applied such as decertification.

## **Document Review**

This document shall be reviewed every two years for currency and applicability. Should no updates be required, this document shall be re-issued with a new effective date.

## Complaints Process

The purpose of the Complaint Process is to determine whether an Alberta Emergency Management Agency (AEMA) employee or Contractor has acted fairly and reasonably, and whether their actions were consistent with the applicable procedures, policies, and legislation.

The objectives of the Complaints Process are to:

- provide a complainant with access to an open, fair, and responsive complaints handling process;
- ensure that AEMA can resolve complaints in a consistent, systematic, and responsive manner;
- enable AEMA to identify and attempt to eliminate causes of complaints, improving AEMA's operations; and
- provide a basis for continual review and analysis of the complaints handling process and the resolution of complaints.

### Key Aspects

There are five key aspects to the Complaint Process. These key aspects are Responsiveness, Objectivity and Fairness, Equity, Privacy and Disclosure, and Communication

**Responsiveness:** AEMA will acknowledge each complaint received upon receipt. AEMA will assess the complaint and give priority in accordance with the urgency of the issues raised. AEMA will advise as soon as practicable as to whether they are the appropriate organization to deal with all or parts of the complaint. AEMA will actively manage the expectations of the complainant, including advising about the complaint process, the expected timeframe for actions, the likely involvement of the complainant in the process, and the possible or likely outcome of the complaint, where practicable.

**Objectivity and Fairness:** The complaint will be managed in an objective and unbiased manner. If a conflict of interest is identified the complaint will be reassigned so that there will be no interference with the management and resolution of complaint. AEMA will make fair resolutions and recommendations to improve practices.

**Equity:** All complaints will be addressed in an equitable manner and in accordance with the AEMA's complaints management policy.

**Privacy and Disclosure:** Personal identifiable information about any individual will only be disclosed or used in compliance with all relevant privacy laws and ethical obligations.

**Communication:** To minimize complaints and facilitate early resolution, AEMA will provide explanations for policies, procedures, and decisions in its communication with complainants and its staff.

### How to initiate a Complaint

All correspondence must be in writing and addressed to: "Alberta Emergency Management Agency; Attention: Director of Field Operations". The letter should include a detailed description of the concern or complaint, any documents that support the concern if applicable, complainant's name, be signed and dated, address, phone number and email address for contact. The body of the letter must include a detailed description of what transpired and what occurred or was omitted. It should also include what the complainant wishes to be done about the matter for redress. The complainant should explain if the complainant tried direct resolution, and if so, what transpired. AEMA will accept mailed or emailed complaints.

When a complaint is received, the Director of Field Operations (Director) will review it and determine if it is within AEMA's mandate to resolve. If it falls within AEMA's mandate, the Director will then decide how best to proceed based on the options explained in the Complaints Process.

### Nature of Complaints

Complaints can be raised about anything, but generally are about the content of course material, instructor and student interaction, and interaction between the local authority and an AEMA instructor or Certified Contractor. If a complaint goes to an investigation, it should be noted that an investigation is a formal process. Complaints requiring investigation include, but are not limited to, complaints involving serious allegations about competency issues, ethical

issues, boundary violations, or disruptive or criminal behavior.

## Review

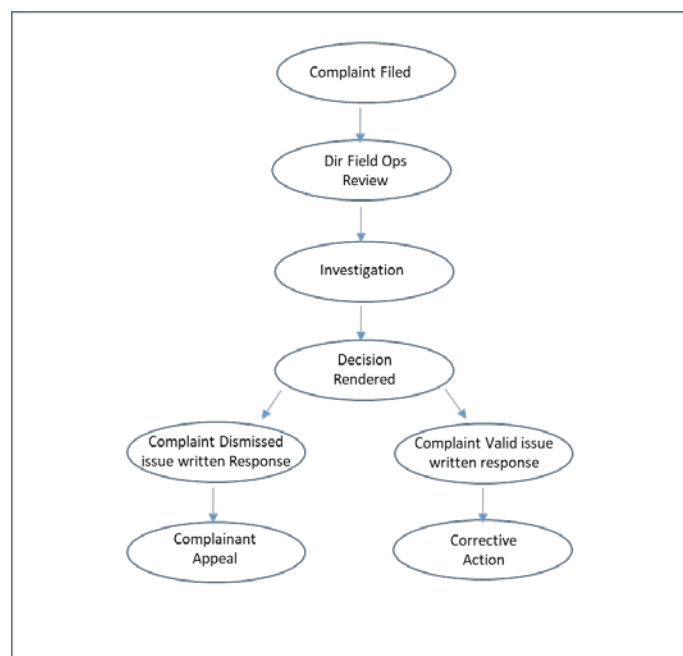
Upon receiving a complaint, the Director will review it and if it is decided it falls within AEMA's mandate, will direct it to the appropriate Manager (Field Operations, First Nations, or Standards) for follow-up or investigation with an initial response time of 30 days. The response will be in writing and include initial findings and recommendations. The file may indicate that the matter is settled if the concern was of an advisory matter. If more time is required due to an investigation, the initial response will include reason(s) and an estimated timeline for completion. The Director will advise the complainant of the status within 30 days of receipt of the complaint.

The process proceeds in the following manner:

- A complaint is received by AEMA and the Director decides on the validity of the complaint and can assign it to the respective Manager or if found to be vindictive or frivolous deal with the matter.
- If the complaint has merit the Director will assign the file to the respective Manager
- The Manager on receipt either will appoint an investigator or investigate him/herself.
- The Manager will contact the complainant to advise the matter is being investigated, to clarify the issues, and to determine the complainant's desired outcome.
- The investigator will notify in writing the person named in the complaint, provide them a copy of the complaint letter, and request them to respond in writing. The investigator will also contact others that have been identified as possibly having additional information relevant to the complaint.
- The investigator will review all the information and, if necessary, request other professional opinions before submitting the report to the Manager with recommendations.
- The Manager will review the report and, if felt necessary, request clarification before finalizing and forwarding to the Director for review and finalization.
- If there is no or insufficient evidence to support the complaint, no further actions are necessary, and the complaint file is closed.
- If the investigation supports an allegation of unprofessional conduct, the Director can resolve the complaint internally or if possible, have the complainant and the respondent meet to resolve the issue with a mediator present. In the case of possible criminal liability, the Director will refer the situation to AEMA Legal Services for follow up with an appropriate law enforcement agency.

The Director retains the right to dismiss trivial or vexatious complaints, with or without an investigation.

Should a complainant disagree with the disposition of his/her complaint, the complainant may appeal the decision using the Appeals process as articulated in the Alberta Incident Management Practitioner Training Standards.



## Appeals

The purpose of the Appeals Process is to determine whether decisions taken by Alberta Emergency Management Agency (AEMA) Standards, the Provincial Qualification Board (PQB), and the Authority Having Jurisdiction (AHJ) were taken in a fair, objective, consistent, and impartial manner.

### Appeals

At all times, the Appeals procedures listed must be seen as open, fair, and objective and consistent.

Where a complainant has been notified of an administrative decision, and is not satisfied with the decision, they may appeal the decision to the Managing Director (MD) of AEMA within 30 days after being notified of the decision. The appeal must be in writing outlining the reason(s) for the appeal.

The MD will, after reviewing the appeal and if finding it has merit direct the Director of Field Operations (Director) to have the matter re-investigated, request the PQB to investigate the matter if it falls under their jurisdiction, or decide as the AHJ. Should the complainant disagree with the decision of the AHJ, the complainant may make a final appeal to the Deputy Minister of Public Safety and Emergency Services (Deputy Minister).

### Reasons to request an Appeal

An appeal of the decision may be requested when the complainant feels that the decision was unreasonable because it is incoherent, arbitrary, unreasonable, or no reasonable person would come to that same conclusion given the evidence provided. A review may also be requested if the background and/or analysis supporting the decision is flawed, deficient or inaccurate.

Restating the initial complaint is not sufficient grounds for appeal.

### Levels of Review

There are four levels of review in the Appeals Process as follows:

1. **Manager, Training, Certification and Standard / Director:** This level reviews based upon the facts of the investigation.
2. **PQB:** This level reviews based on procedural fairness, objectivity, and consistency in the decision.
3. **MD:** As AHJ, the review is based on procedural fairness, objectivity, consistency, and the public interest in the decision.
4. **Deputy Minister:** This level reviews based on procedural fairness, objectivity, consistency, and the public interest in the decision. This is the final level of review.

### How to Appeal and Request a Review

The appeal must be within 30 days after receiving the decision letter.

The appeal must be written and sent via post or email to AEMA Training. The appeal letter must contain statements that include specific and valid reasons for requesting the review.

All reviews are conducted in writing. If the complainant feels their review should be handled differently (e.g., in person or by telephone), the request and reasoning must be included in their written request.

When the MD receives the request for a review, the MD will assess its eligibility based on the reasons provided. The MD will then notify the writer if the appeal has sufficient grounds to proceed, or if it does not have sufficient grounds to proceed. This notification will be in writing.

If the MD determines a review is required and depending on the reasoning, it will either be re-investigated by a different investigator, referred to the PQB, referred to the AHJ, or referred to the Deputy Minister for final decision.

# Instructor Assessment Form

Instructor Name/Initials: \_\_\_\_\_ Assessed Course: \_\_\_\_\_

Evaluator Name/Initials: \_\_\_\_\_ Assessment Date: \_\_\_\_\_

INSTRUCTION EVALUATION	O = OBSERVED		Observations
	O	NO	
<b>Did the instructor trainee: (min 10 points)</b>	<b>O</b>	<b>NO</b>	
1. Brief students on training materials	<input type="radio"/>	<input type="radio"/>	
2. Prepare instructional spaces. <ul style="list-style-type: none"> <li>a. Arrive 30 minutes early to properly set-up the classroom and any breakout rooms.</li> <li>b. AV equipment to be tested before course start</li> </ul>	<input type="radio"/>	<input type="radio"/>	
3. Prepare/check training devices/Wi-Fi and passwords. <ul style="list-style-type: none"> <li>a. Confirm Wi-Fi password before training session begins.</li> <li>b. Internet availability should be confirmed in advance.</li> </ul>	<input type="radio"/>	<input type="radio"/>	
4. Brief class on safety procedures <ul style="list-style-type: none"> <li>a. Provide clear instructions on evacuation routes and muster points</li> </ul>	<input type="radio"/>	<input type="radio"/>	
5. State <u>what</u> the student will learn in class. <ul style="list-style-type: none"> <li>a. Overview each unit</li> </ul>	<input type="radio"/>	<input type="radio"/>	
6. State <u>where</u> it fits into emergency management (EM) in Alberta <ul style="list-style-type: none"> <li>a. Brief any prerequisites</li> <li>b. Explain how this course relates to other AEMA courseware (e.g., ICS 200 is before 300)</li> <li>c. Discuss applicable legislation and policies (e.g., LEMR, AEP, etc.)</li> </ul>	<input type="radio"/>	<input type="radio"/>	
7. State <u>why</u> the course is important. <ul style="list-style-type: none"> <li>a. Stress the significance of EM</li> </ul>	<input type="radio"/>	<input type="radio"/>	
8. State <u>how</u> the student will be tested and passing grade. <ul style="list-style-type: none"> <li>a. Explain if any testing will occur and how long students will have to complete</li> <li>b. Offer a clear understanding of what a passing mark is</li> </ul>	<input type="radio"/>	<input type="radio"/>	
9. State duration of course <ul style="list-style-type: none"> <li>a. Discuss the break times, mealtimes, and the duration of the course (e.g., 0830-1630, lunch 1 hr, etc.)</li> </ul>	<input type="radio"/>	<input type="radio"/>	
10. Provides personal background and experience	<input type="radio"/>	<input type="radio"/>	
11. Allow students to introduce themselves with background and experience	<input type="radio"/>	<input type="radio"/>	
12. Breakdown the students into groups for future group activities <ul style="list-style-type: none"> <li>a. If group work will be required, split the class into groups</li> <li>b. Consider separating previously established social groupings and evenly spreading experience levels</li> </ul>	<input type="radio"/>	<input type="radio"/>	
13. Explain course admin (signin sheets, prior courses, certificates etc.) <ul style="list-style-type: none"> <li>a. Provide guidance on cell phone etiquette</li> <li>b. Stress the importance of legibility when writing emails and personal details</li> <li>c. Brief students on the feedback survey at the end</li> </ul>	<input type="radio"/>	<input type="radio"/>	
<b>Core (min 9 points)</b>			
14. Start and progress at student level <ul style="list-style-type: none"> <li>a. Do not use acronyms or concepts students will not be familiar with (e.g., Do not expect an ICS 100 student to understand the principle of unified command)</li> </ul>	<input type="radio"/>	<input type="radio"/>	
15. Identify main teaching points of course	<input type="radio"/>	<input type="radio"/>	
16. Emphasize teaching points	<input type="radio"/>	<input type="radio"/>	

17. Spend time relative to teaching points/steps/stages a. Balance time requirements and re-prioritize concepts if the class is off-schedule	<input type="radio"/>	<input type="radio"/>	
18. Give clear effective explanations and examples a. Employs the best examples b. Provides understandable explanations	<input type="radio"/>	<input type="radio"/>	
19. Use visual support effectively (PowerPoint/wall charts/videos/handouts) a. Visual aids should be accurate and up-to-date	<input type="radio"/>	<input type="radio"/>	
20. Use classroom response effectively a. Makes an effort to have participation from a wide array of students	<input type="radio"/>	<input type="radio"/>	
21. Use voice effectively a. Pitch and inflection points should vary b. Speaks at volume so everyone can hear	<input type="radio"/>	<input type="radio"/>	
22. Faces the audience and maintains eye contact	<input type="radio"/>	<input type="radio"/>	
23. Use professional body gestures and language a. Does not use profanity or off-colour remarks	<input type="radio"/>	<input type="radio"/>	
24. Verifies and clarifies when necessary a. Offers alternate examples or descriptions should students not understand an initial explanation	<input type="radio"/>	<input type="radio"/>	
25. Uses Instructor's Guide as a resource a. Does not read slides word for word b. Expands beyond what is displayed on-screen and in the speaking notes	<input type="radio"/>	<input type="radio"/>	
<b><u>Student Participation (min 4 points)</u></b>			
26. Provide meaningful participation early/often a. Maintains the course interest throughout by using participatory activities b. Uses varied participation techniques (e.g., offering other students an opportunity to address questions)	<input type="radio"/>	<input type="radio"/>	
27. Respectfully respond to questions a. Students should feel comfortable to ask questions b. Acknowledges participants' answers and responds positively	<input type="radio"/>	<input type="radio"/>	
28. Shows active listening strategies by repeating student questions before responding a. Does not interrupt or make judgments b. Handles off-topic questions respectfully c. Positively handles differences in opinion d. Questions handled thoughtfully	<input type="radio"/>	<input type="radio"/>	
29. Provides assistance to students as needed	<input type="radio"/>	<input type="radio"/>	
30. Correct errors as soon as possible a. Carefully explains any misunderstandings b. Acknowledges when they do not know the proper answer and finds the solution for the student as quickly as possible	<input type="radio"/>	<input type="radio"/>	
<b><u>Knowledge Confirmation (min 2 points)</u></b>			
31. Confirm learning by unit a. Summarizes and reviews course objectives at the end of each segment b. Asks what students have learned	<input type="radio"/>	<input type="radio"/>	
32. Confirm all main teaching points a. Reviews all key concepts	<input type="radio"/>	<input type="radio"/>	
33. Reviews areas of opportunity prior to testing (if applicable) a. Successfully uses discretion and observation to notice any concepts not fully grasped by students	<input type="radio"/>	<input type="radio"/>	
<b><u>Conclusion (min 2 points)</u></b>			
34. Summarize course highlights	<input type="radio"/>	<input type="radio"/>	
35. Explains what next courses are available	<input type="radio"/>	<input type="radio"/>	
36. If applicable, thanks host community for hospitality (e.g., facilities, parking, meals)	<input type="radio"/>	<input type="radio"/>	



<p><b>Observed Competencies</b> (check competencies observed)</p> <p>37. <input type="radio"/> Enthusiasm towards course material  <input type="radio"/> Encourages participation  <input type="radio"/> Motivates students  <input type="radio"/> Demonstrates interest towards students  <input type="radio"/> Appropriately paces information  <input type="radio"/> Displays professionalism</p>	<p><b>(Min 8 points)</b></p> <p><input type="radio"/> Remains on-topic  <input type="radio"/> Treats mistakes as learning opportunities  <input type="radio"/> Confidently delivers course material  <input type="radio"/> Creatively incorporates learning objectives into lessons  <input type="radio"/> Skilfully facilitates group activities or exercises  <input type="radio"/> Positive classroom management</p>
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<b>Testing (If Applicable) (min 3 points)</b>	D	AO
38. Notes the time allotted for test	<input type="radio"/>	<input type="radio"/>
39. Explains what the passing mark is	<input type="radio"/>	<input type="radio"/>
40. Uses current approved test for course	<input type="radio"/>	<input type="radio"/>
41. Administer testing as per guidelines (explain if open book or not; where to put completed tests and documents, etc.)	<input type="radio"/>	<input type="radio"/>
42. Mark tests and provide students with marks, and debrief if required or requested	<input type="radio"/>	<input type="radio"/>

Principle of Instruction	D	AO	Applicable Points	Principle of Instruction	D	AO	Applicable Points
1. Preparation for Instruction	<input type="radio"/>	<input type="radio"/>	Points 1-13	5. Conclusion	<input type="radio"/>	<input type="radio"/>	Points 34-36
2. Introduction	<input type="radio"/>	<input type="radio"/>	Points 14-25	6. Observed Competencies	<input type="radio"/>	<input type="radio"/>	Point 37
3. Core	<input type="radio"/>	<input type="radio"/>	Points 26-30	7. Testing (If Applicable)	<input type="radio"/>	<input type="radio"/>	Points 38-42
4. Knowledge Confirmation	<input type="radio"/>	<input type="radio"/>	Points 31-33	<b>Note: Instructor Trainee must meet the expectations of all 6 principles of instruction</b>			

**STRENGTHS**

list min 3

1.

2.

3.

4.

5.

**AREAS OF OPPORTUNITY**

list min 3

1.

2.

3.

4.

5.

Meets observable training standard

Did not meet observable training standard

**By signing this assessment, you as the instructor trainee are acknowledging the result of your assessment by the evaluator.**

X

Instructor Signature

X

Evaluator Signature

**EVALUATOR INSTRUCTIONS**

1. This tool aims to provide the instructor trainee with the ability to see what they did well and identify areas of opportunities. This is an objective, assessment checklist so that the evaluator can observe if the instructor trainee can effectively deliver training material.
2. After all students have left the course area, the evaluator will ensure that the instructor trainee is fully debriefed on the assessment checklist.
3. Marking Principles of Instruction
  - a. The evaluator must use the scoring scale in the assessment blocks. As the evaluator sees the prospective instructor demonstrate criteria, the point should be checked. If the instructor trainee demonstrates the points per assessment block, they are assessed as an “O” in the column.
  - b. If an instructor trainee receives an “NO” in any of the assessment blocks, the evaluator is to provide a debrief. Every available chance by the evaluator should be taken to allow the instructor trainee to provide context to the area of opportunity.
4. Strengths and Areas of Opportunity.
  - a. The points are to be constructive in giving praise for the instructor trainee's strengths and what they should always continue to do when teaching. Ensure to add any feedback on how they can become an even better instructor. All notes should have direct examples from the course being taught.
5. Instructor Trainee Standard
  - a. Should the instructor trainee register more than three ‘not observed’ for the overall principles of instruction, they must run the entire training course again. If less than three areas of opportunity are identified, the instructor trainee may re-attempt only those specific areas again at another course.
  - b. Ensure as the evaluator that the instructor trainee signs the form after the evaluator's debrief. The instructor trainee is signing the form as an acknowledgment of the debrief and evaluation. The instructor trainee is not signing the form declaring that they agree with the assessment. If the prospective instructor does not meet the standard to instructor, this will be addressed in the *standards of course* document and the appeal process. This must be briefed to them before they leave the facility.

# Exercise Facilitation Assessment Form

Instructor Name/initials: \_\_\_\_\_ Course #: \_\_\_\_\_

Course being assessed: \_\_\_\_\_ Exercise Name: \_\_\_\_\_

Evaluator Name/Initials: \_\_\_\_\_ Date of assessment: \_\_\_\_\_

<p><b><u>PREPARATION FOR EXERCISE</u></b></p> <ol style="list-style-type: none"> <li>1. Ensure the space was set up appropriately?</li> <li>2. Ensure training aids were available?</li> <li>3. Ensure working materials were available?</li> <li>4. Clearly articulate exercise objectives?</li> <li>5. Answer all questions before commencing?</li> </ol>	<p style="text-align: center;"><b><u>Comments</u></b></p>
<p><b><u>CONDUCT OF EXERCISE</u></b></p> <ol style="list-style-type: none"> <li>1. Answer questions and clarify?</li> <li>2. Spend appropriate time with each candidate?</li> <li>3. Ensure all activities were doctrinally sound?</li> <li>4. Invisibly "guide" towards a successful outcome?</li> <li>5. Ensure all candidates were participating?</li> </ol>	<p style="text-align: center;"><b><u>Comments</u></b></p>

<u>EXERCISE CONCLUSION</u>	<u>Comments</u>
<ol style="list-style-type: none"><li>1. End the exercise at the appropriate time?</li><li>2. Return the room to original state?</li><li>3. Conduct a hotwash?</li><li>4. Tie outcome of exercise to original objectives?</li><li>5. Finalize any post-exercise administration?</li><li>6. Tie exercise to larger EM outcomes?</li><li>7. Re-motivate participants?</li></ol>	

Meets observable training standard

Did not meet observable training standard

**By signing this assessment, you as the instructor are acknowledging the result of your assessment by the monitor.**

X

Instructor Signature

X

Evaluator Signature