

ICTQual AB



Qualification Specification

ICTQual AB Level 3 Certificate in Emergency Rescue from Confined Space



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ICTQual AB's

Level 3 Certificate in Emergency Rescue from Confined Space

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Qualification Specification about

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About ICTQual AB's

ICTQual AB's Ltd. is a distinguished awarding body based in the United Kingdom, dedicated to fostering excellence in education, training, and skills development. Committed to global standards, ICTQual AB's provides internationally recognized qualifications that empower individuals and organizations to thrive in an increasingly competitive world. Their offerings span diverse industries, including technical fields, health and safety, management, and more, ensuring relevance and adaptability to modern workforce needs.

ICTQual AB's delivers high-quality educational solutions through a network of Approved Training Centres worldwide. Their robust standards and innovative teaching methodologies equip learners with practical knowledge and skills for personal and professional growth. With a mission to inspire lifelong learning and drive positive change, ICTQual AB's continuously evolves its programs to stay ahead of industry trends and technological advancements.

Course Overview

This qualification is designed to meet the professional standards and operational objectives required for personnel involved in emergency rescue operations within confined spaces. The focus is on equipping learners with the practical skills, theoretical understanding, and decision-making capabilities necessary to safely and efficiently respond to emergency incidents in hazardous and restricted environments. The course reflects current industry best practices and aligns with recognized health and safety protocols for confined space entry, risk control, rescue preparedness, and incident management. Through a blend of knowledge-based learning outcomes and hands-on application, participants will be assessed on their ability to operate under pressure, perform technical rescues, and apply effective communication and safety procedures within a high-risk setting. The training is structured to reflect real-world confined space conditions, ensuring that learners acquire both individual and team-based competencies necessary for safe and effective rescue operations. Emphasis is placed on hazard identification, respiratory protection, atmospheric monitoring, rescue equipment operation, casualty extraction techniques, and post-incident procedures.

Course Aim

The aim of this qualification is to develop competent individuals capable of conducting emergency rescues from confined spaces in accordance with established safety standards and organizational response procedures. The qualification enables learners to understand the risks involved, take preventive measures, and perform effective rescues while minimizing danger to themselves and others.

Learners will be empowered to:

- Recognize various types of confined spaces and associated hazards.
- Prepare adequately for entry and rescue operations.
- Apply appropriate control measures to reduce risks during rescue.
- Operate equipment safely and perform casualty handling and extrication.
- Communicate effectively under emergency conditions.
- Evaluate and report incidents post-rescue for continuous improvement.

For Whom This Course Is For

This qualification is intended for individuals who are either currently employed in, or preparing to work in, roles where emergency rescue from confined spaces may be required. It is especially relevant for:

- Emergency response teams within industrial, utility, or municipal sectors.
- Maintenance and engineering personnel working in hazardous or restricted environments.
- Health, safety, and environmental officers overseeing confined space operations.
- Supervisors and team leaders responsible for coordinating confined space entry and rescue.

The qualification is also suitable for those who need to demonstrate competence in line with organizational safety management systems and legislative obligations.

Certification Framework

Qualification title	ICTQual Level 3 Certificate in Emergency Rescue from Confined Space
Course ID	HSE0126
Grading Type	Pass / Fail
Competency Evaluation	Coursework / Assignments / Verifiable Experience
Assessment	The assessment and verification process for ICTQual AB's qualifications involves two key stages: Internal Assessment and Verification: ✓ Conducted by the staff at the Approved Training Centre (ATC) to ensure learners meet the required standards through continuous assessments. ✓ Internal Quality Assurance (IQA) is carried out by the centre's IQA staff to validate the assessment process. External Quality Assurance: ✓ Managed by ICTQual AB's verifiers, who periodically review the centre's assessment and IQA processes. Verifies that assessments are conducted to the required standards and ensures consistency across centres

Entry Requirements

To enroll in the ICTQual AB Level 3 Certificate in Emergency Rescue from Confined Space, learners must meet the following requirements:

- ✓ **Minimum Age:** Learners must be at least 18 years of age at the time of enrolment.
- ✓ **Educational Background:** There are no formal academic requirements; however, learners should have a sound level of literacy and numeracy to interpret technical materials, complete written assessments, and engage effectively with the course content.
- ✓ **Experience:** Learners are expected to have prior experience in confined space operations or hold a relevant qualification such as the ICTQual AB Level 2 Award in Emergency Rescue from Confined Space. Practical knowledge of rescue procedures, equipment handling, and confined space protocols is essential.

In addition, learners must be physically and medically fit to participate in demanding rescue activities, including the use of breathing apparatus and performing practical exercises in confined environments.

Qualification Structure

This qualification comprises 6 mandatory units. Candidates must successfully complete all mandatory units to achieve the qualification.

Mandatory Units	
Unit Ref#	Unit Title
HSE0126-01	Confined Space Hazard Identification and Control Measures
HSE0126-02	Strategic Planning for Confined Space Rescue Operations
HSE0126-03	Leadership and Command in Rescue Situations
HSE0126-04	Specialist Equipment Selection and Advanced PPE Application
HSE0126-05	Incident Management, Reporting, and Post-Rescue Debriefing
HSE0126-06	Scenario-Based Practical Assessments and Competency Evaluation

Centre Requirements

To ensure quality training delivery, centres must adhere to the following standards:

1. Centre Approval

- ✓ Centres must be formally approved by ICTQual AB's before delivering this qualification.
- ✓ Approval involves a review of facilities, policies, and staff qualifications.

2. Qualified Staff

- ✓ **Tutors:** must possess a recognised qualification in Health and Safety or a related field at Level 4 or above (e.g. Occupational Health and Safety, Risk Management, Environmental Health, or Engineering Safety).
- ✓ **Assessors:** Must hold a recognized assessor qualification (e.g., CAVA, AVRA) or equivalent)
- ✓ **Internal Quality Assurers (IQAs):** Must be appropriately qualified and experienced to oversee assessment standards.

3. Learning Facilities

Centre must offer:

- ✓ Private study areas and internet-enabled workspaces (for blended or physical delivery)
- ✓ Academic and pastoral support for learners
- ✓ Administrative support must be available to manage enrolment, tracking, and learner queries efficiently

4. Health and Safety Compliance

- ✓ All training facilities must comply with health and safety regulations.
- ✓ Centres must conduct regular risk assessments for practical activities.

5. Learning Resources

- ✓ **Course Materials:** Approved textbooks, study guides, and digital content must align with the qualification standards.
- ✓ **Assessment Tools:** Templates and guidelines must be provided to ensure standardized evaluation processes.
- ✓ **E-Learning Support:** Centres offering online or blended learning must implement an effective Learning Management System (LMS).

6. Assessment and Quality Assurance

- ✓ Centres must ensure assessments meet ICTQual AB's competency standards.
- ✓ Internal quality assurance (IQA) must be conducted to maintain consistency.
- ✓ External verifiers from ICTQual AB's will review assessment and training practices.

7. Learning Resources and Infrastructure

The centre must provide learners with access to adequate academic resources, including:

- ✓ Virtual Learning Environment (VLE) or Learning Management System (LMS)
- ✓ Engineering and safety case studies, simulation tools, and software.
- ✓ Access to digital libraries, e-books, and relevant professional standards (ISO, OSHA, HSE, etc.)

8. Policies and Compliance

Centres must uphold the following policies in accordance with ICTQual AB's standards:

- ✓ Equality, Diversity, and Inclusion Policy.
- ✓ Health and Safety Policy.
- ✓ Safeguarding and Learner Protection Policy.
- ✓ Complaints and Appeals Procedure.
- ✓ Data Protection and Confidentiality Policy.

9. Reporting Requirements

- Centres must provide ICTQual AB's with regular reports on learner registrations, progress, and certification outcomes.
- Assessment records must be maintained for external auditing and quality assurance purposes.

Support for Candidates

Centres should ensure that materials developed to support candidates:

- ✓ Facilitate tracking of achievements as candidate's progress through the learning outcomes and assessment criteria.
- ✓ Include information on how and where ICTQual AB's policies and procedures can be accessed.
- ✓ Provide mechanisms for Internal and External Quality Assurance staff to verify and authenticate evidence effectively.

This approach ensures transparency, supports candidates' learning journeys, and upholds quality assurance standards.

Assessment

This qualification is competence-based, requiring candidates to demonstrate proficiency as defined in the qualification units. The assessment evaluates the candidate's skills, knowledge, and understanding against the set standards. Key details include:

1. Assessment Process:

- ✓ Must be conducted by an experienced and qualified assessor.
- ✓ Candidates compile a portfolio of evidence that satisfies all learning outcomes and assessment criteria for each unit.

2. Types of Evidence:

- ✓ Observation reports by the assessor.
- ✓ Assignments, projects, or reports.
- ✓ Professional discussions.
- ✓ Witness testimonies.
- ✓ Candidate-produced work.
- ✓ Worksheets.
- ✓ Records of oral and written questioning.
- ✓ Recognition of Prior Learning (RPL).

3. Learning Outcomes and Assessment Criteria:

- ✓ **Learning Outcomes:** Define what candidates should know, understand, or accomplish upon completing the unit.
- ✓ **Assessment Criteria:** Detail the standards candidates must meet to demonstrate that the learning outcomes have been achieved.

This framework ensures rigorous and consistent evaluation of candidates' competence in line with the qualification's objectives.

Unit Descriptors

HSE0126-01- Confined Space Hazard Identification and Control Measures

This unit helps learners understand how to spot dangers in confined spaces and take action to stay safe. Learners will explore the different types of hazards that can exist, such as harmful gases, lack of oxygen, flooding, fire risk, or tight working areas. The unit explains how to assess these risks before entering a space and teaches ways to control or reduce them using methods like ventilation, gas monitoring, isolation of services, and safe access points. Learners will gain the skills to carry out a full risk assessment and follow control procedures to protect themselves and others.

Learning Outcome:	Assessment Criteria:
1. Identify complex hazards associated with confined space environments	1.1 Analyse environmental, physical, and atmospheric hazards in multi-dimensional confined space scenarios. 1.2 Differentiate between primary, secondary, and evolving hazards and assess potential synergistic effects. 1.3 Evaluate historical incident data and apply predictive hazard identification techniques. 1.4 Use advanced detection instruments and interpret data outputs to identify non-obvious risks. 1.5 Conduct dynamic risk assessments during simulated high-risk entries.
2. Apply advanced hazard control strategies to minimise risk	2.1 Justify the selection of layered control strategies using the hierarchy of controls. 2.2 Design integrated hazard control plans that accommodate both anticipated and emergent threats. 2.3 Implement engineering controls in simulated real-time conditions and evaluate their impact. 2.4 Modify control measures mid-operation based on feedback from gas monitoring and team inputs.
3. Evaluate the effectiveness of control measures in dynamic situations	3.1 Monitor control systems during live drills and assess performance against expected outcomes. 3.2 Identify indicators of control failure and initiate corrective measures under simulated emergency conditions. 3.3 Compare actual versus theoretical effectiveness using scenario-based analysis. 3.4 Report findings with evidence-based recommendations for control enhancement.

- 4. **Ensure compliance with current safety legislation and standards.**
 - 4.1 Interpret key legislative provisions and apply them to complex confined space scenarios.
 - 4.2 Evaluate documentation, permits, and safety procedures for legal adequacy.
 - 4.3 Conduct gap analysis of existing systems against updated regulatory frameworks.
 - 4.4 Present a compliance audit report using formal legislative referencing.

HSE0126-02- Strategic Planning for Confined Space Rescue Operations

In this unit, learners will discover how to plan for confined space rescues in a careful and organised way. They will learn the importance of having a rescue plan ready before any work begins. The unit covers how to develop clear objectives, allocate team roles, select entry and exit routes, and prepare for emergencies. Learners will also be introduced to planning tools like rescue flow charts and safety checklists. The aim is to make sure all rescue activities are properly thought through, safe, and follow legal and workplace rules.

Learning Outcome:	Assessment Criteria:
1. Develop comprehensive rescue plans tailored to specific confined space scenarios.	1.1 Produce site-specific rescue plans incorporating hazard types, access restrictions, and casualty conditions. 1.2 Use CAD or mapping tools to model spatial layouts for entry and extraction routes. 1.3 Integrate roles, responsibilities, and communication structures into planning documents. 1.4 Validate rescue plans through peer-review simulations.
2. Allocate resources and personnel effectively for emergency response.	2.1 Conduct resource audits and scenario-based gap analyses. 2.2 Justify resource allocation decisions using operational and budgetary constraints. 2.3 Simulate personnel deployment during timed drills. 2.4 Evaluate team capability alignment with scenario complexity.
3. Coordinate pre-entry safety checks and contingency planning.	3.1 Develop pre-entry checklists covering equipment, atmospheric conditions, communication, and medical readiness. 3.2 Simulate double-failure contingencies (e.g., equipment and personnel) and document response strategies. 3.3 Facilitate tabletop exercises to test and revise contingency plans. 3.4 Identify system vulnerabilities using FMEA (Failure Modes and Effects Analysis). 3.5 Coordinate multidisciplinary stakeholder involvement during plan development.
4. Integrate site-specific factors into rescue operation planning.	4.1 Assess geographical, architectural, and environmental constraints on rescue execution. 4.2 Model rescue operations considering confined geometry, verticality, or unstable atmospheres. 4.3 Incorporate historical site data, third-party contractor input, and seasonal risks. 4.4 Prioritise adaptability and redundancy in site-specific protocols.

HSE0126-03- Leadership and Command in Rescue Situations

This unit focuses on developing strong leadership and decision-making skills during rescue operations. Learners will study how to lead a rescue team, give clear instructions, and make quick but safe decisions in high-pressure situations. Topics include managing team roles, building trust, staying calm, and keeping everyone focused during a rescue. Learners will also practise how to communicate with team members, emergency services, and control rooms. This unit builds confidence in taking command and ensuring rescues are carried out safely and successfully.

Learning Outcome:	Assessment Criteria:
1. Demonstrate effective leadership during high-risk rescue operations.	1.1 Execute command presence through clear communication and decisive action in simulations. 1.2 Lead multi-role teams through unpredictable rescue phases with professionalism and control. 1.3 Manage interpersonal conflicts and maintain morale under stress. 1.4 Provide situational briefings and real-time instructions with precision.
2. Make critical decisions under pressure with situational awareness.	2.1 Prioritise conflicting objectives under constrained conditions using risk-benefit analysis. 2.2 Use decision-making models (e.g., OODA loop) during critical incidents. 2.3 Apply real-time information from monitoring systems to shift strategy. 2.4 Reflect on decisions post-operation to assess logic, timing, and consequences.
3. Assign and manage roles within a rescue team structure.	3.1 Conduct team capability assessments before role assignments. 3.2 Justify role allocation based on individual competencies, psychological resilience, and task complexity. 3.3 Monitor role performance and reassign duties as needed during simulations. 3.4 Resolve redundancy conflicts and gaps in responsibility coverage.
4. Maintain operational control throughout the rescue process.	4.1 Monitor multiple communication channels and safety systems simultaneously. 4.2 Enforce SOP adherence during tactical fluctuations. 4.3 Implement accountability protocols using check-in/out and tagging systems. 4.4 Record live decisions and deviations for operational traceability.

HSE0126-04- Specialist Equipment Selection and Advanced PPE Application

Learners in this unit will explore the wide range of equipment used in confined space rescues, including tripods, winches, stretchers, gas detectors, and breathing devices. The unit also covers the correct choice and use of advanced Personal Protective Equipment (PPE) such as full-body harnesses, escape sets, and protective suits. Learners will be taught how to inspect, wear, and maintain this equipment safely and correctly. Practical demonstrations and hands-on tasks will ensure learners can confidently prepare and use all necessary tools and PPE in real-life rescue operations.

Learning Outcome:	Assessment Criteria:
1. Select appropriate rescue and safety equipment based on site requirements.	1.1 Match equipment specifications to unique environmental and task-specific conditions. 1.2 Evaluate equipment options for chemical compatibility, ingress clearance, and load limits. 1.3 Justify equipment selection through comparative performance testing. 1.4 Create an equipment matrix for use in complex rescue scenarios.
2. Ensure correct fitting, use, and maintenance of advanced PPE.	2.1 Demonstrate correct donning and doffing techniques for full-body and respiratory PPE. 2.2 Identify and resolve PPE compatibility issues across multiple systems. 2.3 Document and perform advanced maintenance and inspection procedures. 2.4 Troubleshoot PPE failures during practical exercises.
3. Conduct pre-use inspections and equipment functionality checks.	3.1 Apply structured inspection protocols to verify safety integrity. 3.2 Use manufacturer manuals and test reports to inform inspection practices. 3.3 Identify minor and critical faults using case-based assessments. 3.4 Simulate failure responses for faulty equipment under rescue conditions. 3.5 Develop tracking logs for inspection frequencies and defect reporting.
4. Implement equipment safety protocols in confined space settings.	4.1 Train teams on site-specific equipment risk mitigation procedures. 4.2 Validate the use of fall-arrest, ventilation, and retrieval systems in narrow or vertical confined spaces. 4.3 Monitor real-time data from digital equipment (e.g.,

- gas detectors, communication systems).
- 4.4 Enforce lock-out/tag-out procedures during equipment servicing.

HSE0126-05- Incident Management, Reporting, and Post-Rescue Debriefing

This unit teaches learners how to manage a rescue scene effectively, deal with unexpected issues, and follow proper reporting procedures. It includes how to set up a safe zone, control access, and keep everyone informed during a rescue. Learners will practise writing incident reports that clearly explain what happened, how it was managed, and what could be improved. The unit also focuses on the importance of post-rescue debriefing, where team members talk about what went well and what didn't. This helps improve future performance and safety.

Learning Outcome:	Assessment Criteria:
1. Manage the full incident lifecycle from response to resolution.	1.1 Apply ICS (Incident Command System) principles to staged rescue scenarios. 1.2 Coordinate emergency response resources across multiple shifts. 1.3 Conduct structured handovers between response phases. 1.4 Archive incident documentation in accordance with legal protocols. 1.5 Lead closure activities including site restoration and hazard reassessment.
2. Complete accurate reports and documentation in line with regulatory standards.	2.1 Use standardised forms and digital reporting platforms. 2.2 Include photographic, instrumental, and witness data in incident records. 2.3 Prepare summary reports for stakeholders and legal entities. 2.4 Conduct report reviews to verify completeness and compliance.
3. Facilitate post-rescue debriefings and identify lessons learned.	3.1 Lead critical incident stress debriefings and peer discussions. 3.2 Apply root cause analysis to identify systemic weaknesses. 3.3 Prepare structured lessons-learned reports and share across operational units. 3.4 Encourage open dialogue to foster psychological recovery and resilience.
4. Promote continuous improvement in rescue procedures.	4.1 Integrate findings from drills and incidents into revised SOPs. 4.2 Benchmark organisational practices against national and international standards. 4.3 Create feedback loops from post-incident analysis to training content. 4.4 Design improvement action plans with performance indicators.

HSE0126-06- Scenario-Based Practical Assessments and Competency Evaluation

In this final unit, learners will take part in realistic rescue scenarios to test their knowledge and skills. These practical exercises will simulate emergency situations where learners must respond quickly, follow procedures, and work as a team. Each learner will be assessed on how well they plan, lead, communicate, and perform technical rescue tasks using proper equipment and PPE. The unit ensures that learners can demonstrate full competence and confidence in carrying out safe confined space rescues under real conditions.

Learning Outcome:	Assessment Criteria:
1. Apply theoretical knowledge in realistic confined space rescue scenarios	1.1 Demonstrate procedural accuracy in full-entry simulations. 1.2 Justify actions during debriefs with reference to theory and best practice. 1.3 Identify deviations from plan and adapt accordingly. 1.4 Record performance data during simulation for evaluation.
2. Demonstrate full rescue competencies under timed and pressured conditions	2.1 Execute full rescue cycle from assessment to casualty handover. 2.2 Prioritise casualty stabilisation while maintaining team safety. 2.3 Use time-tracking and stress markers to evaluate operational efficiency. 2.4 Perform under variable lighting, noise, and atmospheric stressors.
3. Receive structured feedback to refine practical skills	3.1 Engage in post-assessment feedback and respond with improvement plans. 3.2 Record skill gaps and create individual development targets. 3.3 Demonstrate learning integration in subsequent simulations. 3.4 Facilitate peer assessments to enhance reflective learning.
4. Achieve recognised performance standards for certification.	4.1 Meet benchmark criteria across all domains (technical, procedural, communication). 4.2 Compile evidence portfolios with video, assessor checklists, and reflective logs. 4.3 Undergo formal performance evaluation by certified assessors. 4.4 Pass integrated scenario-based examination and oral review board.

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