

STANDARD OPERATING PROCEDURES (SOP)
FOR
THE COAST GUARD'S TRAINING SYSTEM

Volume 14

High-Risk Training (HRT)



Coast Guard Force Readiness Command
February 2013

This Page Intentionally Left Blank

U.S. Department of
Homeland Security

United States
Coast Guard



Commander
United States Coast Guard
Force Readiness Command

2100 Second Street SW Stop 7801
Washington, DC 20593-7801
Staff Symbol: FC-T
Phone: (202) 475-5464
Fax: (202) 475-5916

1552
24 Jan 2013

MEMORANDUM

From: G. L. Bruce, CAPT
FC-T

Reply to FC-Td
Attn of: (510) 437-2964

To: FC-C

Thru: (1) FC-Ccs
(2) FC-Cd

Subj: DECISION MEMO: APPROVAL OF FORCECOM TRAINING SYSTEM
STANDARD OPERATING PROCEDURES VOLUME 14 (HIGH-RISK TRAINING)

Ref: (a) FORCECOM High-Risk Training Workgroup briefing to FC-C of 16 Jan 2013
(b) Training System Standard Operating Procedure Promulgation Memo of 22 Oct 2009
(c) CG-5 memo of 28 Jul 2011
(d) VCG memo 5100 of 10 Sep 2011

1. Purpose: This approves Volume 14 (High-Risk Training) of the Coast Guard Training System Standard Operating Procedures (SOP). Internet release is authorized.

2. Discussion: Volume 14 is a final product of a FORCECOM High-Risk Training (HRT) workgroup established in January 2012, by direction of FC-T. This effort addressed CCG and VCG conclusions and tasking set forth in references (c) and (d). Led by CAPT Mark Wilbert, Commanding Officer of Coast Guard Special Missions Training Center (SMTC) and CAPT Jon Riffe, Director of the Coast Guard's Performance Technology Center (PTC), this workgroup researched and benchmarked Department of Defense (DOD) and SMTC HRT processes and also networked with CG-113 and CG-DOD-2 in Operational Risk Management (ORM) process/tool evaluation and HRT definition development, respectively. Following a full review process in late 2012, TRASYS Commanding Officers and Training Officers recommended final approval and implementation of Volume 14. Per reference (a), two final changes have been made:

a. FORCECOM's HRT Definition has been amended to read: "All FC-led training activities, courses, and evolutions that expose personnel (students, instructors, support staff) to a heightened level of risk that will likely result in death, serious bodily injury, or loss of an asset should a mishap occur during training or exercises."

b. Approval level for all HRT Course Pilots/Betas has been changed from FC-T to FC-Cd.

3. Recommendation/Decision: FC-T is authorized to implement SOP Volume 14 throughout the FORCECOM training system.

Approved _____ Disapproved _____

Subj: DECISION MEMO: APPROVAL OF FORCECOM TRAINING
SYSTEM STANDARD OPERATING PROCEDURES VOLUME
14 (HIGH-RISK TRAINING)

1552

#

Dist: FORCECOM
CG TRACEN Cape May
CG TRACEN Petaluma
CG TRACEN Yorktown
CG ATC Mobile
CG ATTC
CG SMTC
CG LDC
CGI
CG TQC
CG MLEA

USCG Training System SOP: High-Risk Training

Section I – Introduction to High-Risk Training	1
• Introduction & Applicability	1
• Purpose	2
• Background	2
• Target Audience	2
• Responsibility	2
• HRT Policy	3
Section II – High-Risk Training Definitions	5
• Introduction	5
• High-Risk Definitions	5
• Risk Assessment Code (RAC)	5
• Severe, Probability, and Exposure (SPE)	5
• Training Time Out (TTO) Policy	5
• Drop on Request (DOR) Policy	6
Section III – HRT Billets, Duties, and Responsibilities	7
• Introduction	7
• FORCECOM HRT Training Manager	7
• Commanding Officers (COs)	7
• Training Officer (TOs)	9
• Training Safety Officers (TSOs)	10
• Course Training Safety Officer	11
• Course Chiefs / Senior Instructor	11
• School Chiefs	12
• HRT Instructors	12
• Medical Personnel	12
• Performance Systems Branch/Curriculum Management Staffs	13
Section IV – Identification and Approval Process for HRT Courses	15
• Introduction	15
• HRT Course Identification	15
• HRT Alignment Meeting	15
• Using Risk Identification Tools to Classify HRT Courses	16
• HRT Course Curriculum Approval and Submission	18
• Approval for HRT Course Pilot/Beta Testing	18
• HRT Course Curriculum Review Process	18

Section V – HRT Curriculum Development and Risk Mitigation	19
• Introduction.....	19
• Hazard Identification, Evaluation, and Mitigation.....	19
• Course Development Considerations.....	20
• HRT Course Required Curriculum Objectives.....	21
• HRT Course Required Personnel.....	21
Section VI – HRT Instructor Qualification Process	23
• Introduction.....	23
• Applicability.....	23
• Qualification Process Overview.....	23
• Phase I: Orientation – Attends an Instructor Development Course (IDC).....	24
• Phase II: Complete Personnel Qualification Standards (PQS).....	24
• Phase III: Core Unique Instructor Training (CUIT).....	25
• Phase IV: Evaluations.....	25
• Phase V: Certification.....	26
• HRT Instructor Sustainment.....	26
Section VII – HRT Course Student Screening Process	27
• Introduction.....	27
• Command Screening and Interviews.....	27
• Course Pre-Requisites.....	27
• Student Statement of Understanding.....	27
• Medical Screening.....	27
Section VIII – Emergency Action Plans (EAPs) Policy	29
• Introduction.....	29
• Purpose.....	29
Appendix A – FC Training Risk Assessment Tools	A-1
• Risk Assessment Classification (RAC) Matrix.....	A-1
• Severity, Probability, Exposure (SPE) Risk Assessment Tool.....	A-3
Appendix B – Unit HRT Instruction Examples*	B-1
• Unit HRT Safety Policy Example (SMTC).....	B-1
• Unit HRT Instructor Certification Program Example (SMTC).....	B-3
Appendix C – Training Safety Officer (TSO) PQS/JQR Example*	C-1
Appendix D – HRT Course Curriculum Outline Signature Page Template	D-1
Appendix E – Mandatory HRT Curriculum Objectives Example*	E-1
• Instructor Guide Example (SMTC).....	E-1
• Student Guide Example (SMTC).....	E-14
Appendix F – Mandatory HRT Curriculum Objectives Template*	F-1
• Instructor Guide Template.....	F-1
• Student Guide Template.....	F-10

Appendix G –HRT Core Unique Instructor Training (CUIT) Example*	G-1
Appendix H –HRT Core Unique Instructor Training (CUIT) Template*	H-1
Appendix I – HRT Classroom Instructor Evaluation Example*	I-1
Appendix J – HRT Course Site Survey Checklist Example*	J-1
Appendix K –HRT Practical Demonstrations Evaluation Example*	K-1
Appendix L –HRT Training Time-Out (TTO) Procedures	L-1
Appendix M – Student Statement of Understanding	M-1
Appendix N – Student Drop on Request (DOR) Procedures	N-1
Appendix O – HRT Medical Questionnaire Example	O-1
Appendix P – Glossary	P-1

***NOTE:** Appendices B, C, and E thru K are examples/templates that individual training centers and FC-led training teams may tailor to their respective unit's HRT needs and capacities.

References

- a) Chief of Naval Air Training Occupational Safety and Health High-Risk Training Safety Policies and Procedures, CNATRAINST 5100.12
- b) High-Risk Training Survey Checklist, Naval Safety Center
- c) U.S. Coast Guard Operational Risk Management, COMDTINST 3500.3
- d) [Standard Operating Procedures \(SOP\) for the U.S. Coast Guard's Training System, Vol. 13](#)
- e) U.S. Coast Guard Team Coordination Training, COMDTINST 1541.1
- f) Training Policy and Guidance Instruction, Department of the Navy Center for Security Forces, CENSECFORINST 1540.1
- g) U.S. Coast Guard Crew Endurance Management, COMDTINST 3500.3 (series)
- h) U.S. Coast Guard Risk-Based Decision Making, COMDTINST 3500.2 (series)
- i) U.S. Coast Guard Safety and Environmental Health Manual, COMDTINST M5100.47
- j) U.S. Coast Guard Training and Education Manual, COMDTINST M1500.10
- k) U.S. Navy Operational Risk Management Policy, OPNAVINST 3500.39C
- l) U.S. Navy Policy and Procedures for Conducting High-Risk Training, OPNAVINST 1500.75B
- m) [Standard Operating Procedures \(SOP\) for the U.S. Coast Guard's Training System, Vol. 2](#)
- n) [Standard Operating Procedures \(SOP\) for the U.S. Coast Guard's Training System, Vol. 5](#)
- o) [Standard Operating Procedures \(SOP\) for the U.S. Coast Guard's Training System, Vol. 6](#)
- p) Deployable Specialized Forces (DSF) Tactical Operations and Operators Policy, COMDTINST 16600
- q) U.S. Coast Guard Tactics, Techniques, and Procedures (TTP) Library, <http://d11ms-zeswss01/sites/FORCECOM/TTP/SITES/Pages/TTPLibrary.aspx>
- r) USN NWDC Library <https://ndls.nwdc.navy.mil/Default.aspx>
- s) U.S. Coast Guard Organization Manual, COMDTINST 5400.7F

Section I – Introduction to High-Risk Training

Introduction and Applicability

This Standard Operating Procedure (SOP) governs all FORCECOM (FC)-led resident and non-resident training, to include Mobile Training Teams (MTTs), that is classified as high-risk in accordance with (IAW) the criteria found in this SOP. It is not the intent of this SOP to direct that every FC course or training objective that may have risk associated with it be evaluated to determine if it meets the HRT criteria within this SOP. Instead, such evaluation will be rare, and only conducted when triggered by performance/training analyses, curriculum development processes, triennial course reviews, mishaps, program manager requests, or TRACEN CO/TO requests or concerns. It is recognized that risk may be present in any training course or activity, however, only a small percentage of FC led courses will meet the criteria for High-Risk Training (HRT). Therefore, those courses identified as high-risk must meet the protocols outlined within this SOP, to include additional resources, such as time, instructors, safety personnel (i.e. EMT/HS), safety equipment, and funding to comply with the additional safety protocols outlined in this SOP. Courses that are not classified as high-risk IAW this SOP will continue to follow ORM policies and protocols as identified in reference (c).

Risk cannot be eliminated, but it can be mitigated using the procedures found in this SOP volume. While the goal is to ensure members are ready for operations, FC recognizes the need to conduct physically challenging, mentally demanding, stressful, and at times, high-risk training. Events containing the greatest risks are then classified as HRT. Once a training evolution is determined to be high-risk, safety controls are then implemented to mitigate and minimize the risk of death or permanent disability. The provisions of this SOP volume do not seek to eliminate all exposure to risk when such exposure is necessary to meet valid training objectives. Due to the dangers inherent in HRT, additional safeguards are required. These actions help produce a culture of risk management in both training and operations for all members. The success of the United States Coast Guard (USCG) HRT program is dependent upon the efforts of all FC personnel who manage, design, develop, and conduct HRT.

This SOP provides processes to abate or minimize mishaps during HRT. Due to the inherent dangers associated with HRT, this SOP should be read thoroughly and in its entirety.

Section I – Introduction to High-Risk Training (continued)

- Purpose** The purpose of this SOP is to:
- Define High-Risk Training
 - Formalize a process to classify, develop, and revise current and future FC-led courses as high-risk when criteria prescribed in this SOP are met.
 - Assign/define roles and responsibilities of those overseeing and participating in HRT.
 - Identify structure, process, and support mechanisms required for a HRT course.
 - Standardize processes for qualifying HRT Instructors.
 - Establish training procedures to mitigate the potential for mishaps, including Training Time Out (TTO), safety procedures, Drop On Request (DOR), and student medical screening.
- Background** The establishment of a FC High-Risk Training Program is a result of the mishap investigation of the MSST New York personnel casualty that occurred on the James River near Portsmouth, VA on 13 October 2010, and the Commandant’s DSF Stem-to-Stern Review. The Commandant directed that a High-Risk Training Program be established that “will serve to differentiate and designate all high-risk training programs and provide standardized procedures, structural controls, and instructor competencies to ensure systematic management and reduction of risk through the application of Operational Risk Management for all high-risk DSF training activities.”
- Both reports direct the formal adoption of a definition of “high-risk training,” and establishment of a “Coast Guard wide high-risk training doctrine and TTP that ensure adequate controls are in place to systematically mitigate risk associated with high-risk training evolutions.”
- Target Audience** The target audience for this SOP are those in FC who identify, design, develop, plan, instruct and/or participate in formal training courses classified as “High-Risk” according to the definition and criteria prescribed in this SOP.
- Responsibility** The following is the responsibility hierarchy:
- FC-C - Owner of the FC HRT Program.
 - FC HRT Training Manager (TM) - Active oversight and FC point of contact for the HRT Program and all FC HRT courses.
 - FC Training Center Commanding Officer - Responsible for implementing the HRT processes.
 - Commanding Officer of the Special Missions Training Center (SMTTC) - Responsible for update and review of this SOP.
 - Commanding Officer, Maritime Law Enforcement Academy (MLEA) - Reviewer of this SOP.

Section I – Introduction to High-Risk Training (continued)

HRT Guidelines

USCG missions often require aggressive training programs to prepare personnel to perform mission essential high-risk tasks in a variety of environments. All leaders must recognize that risk cannot be mitigated merely through written procedures. Therefore, planning and execution of high-risk training shall incorporate the program elements and principles of Operational Risk Management (ORM) per references (c) and (e). The expectation is to maximize the benefits of ORM where essential skills are practiced, honed, and tested. While the goal is zero mishaps in training, this guidance does not establish a requirement to eliminate all exposure to risk where validated training objectives are established and risk mitigation plans are followed. The following are clarifications:

- Participation in high-risk training does not necessarily imply that hazardous duty or incentive pay is justified or that the training itself is voluntary.
- All HRT instructors will be qualified in accordance with Section VI of this SOP and reference (d) to determine suitability prior to assuming instructional duties.
- The High-Risk Training Manager is the FC point of contact for high-risk training policy, tactics, techniques, and procedures (TTP), safety surveys, and assist visits.
- SMTC is designated as the technical authority for HRT.

This Page Intentionally Left Blank

Section II – High-Risk Training Definitions

Introduction This section defines HRT and several other features of the FC HRT Program.

High-Risk Definitions The terms “high-risk” and “high-risk training” are used throughout this instruction and are defined as:

- High-Risk. A term used to describe: a known or unknown condition or state where an elevated probability of loss of life or property or an increased level of injury is likely or imminent; situations that require special attention and/or intervention to prevent a potential mishap; or an implication of a dangerous situation.
- High-Risk Training (HRT). All FC-led training activities, courses, and evolutions that expose personnel (students, instructors, support staff) to a heightened level of risk that will likely result in death, serious bodily injury, or loss of an asset should a mishap occur during training or exercises.

Risk Assessment Code (RAC) and Severity, Probability, and Exposure (SPE) Model The Risk Assessment and Management Matrix, accessible in Appendix A, is a tool used by the Naval Safety Center to quantify risk during training evolutions. The result of using the matrix is obtaining a Risk Assessment Code (RAC) number. This number (1-5, 1 being the most severe) quantifies the risk associated with a particular task or objective. Coast Guard training tasks/objectives with a RAC of 1-2 will trigger a Severity, Probability, and Exposure (SPE) risk analysis, per reference (c) and included in Appendix A, to determine if the tasks/objectives is to ultimately be classified as high risk. The full details for identifying and classifying HRT courses are included in Section IV of this SOP.

Training Time Out (TTO) Policy The purpose of the Training Time Out (TTO) is to correct the situation of concern, provide clarifying information or remove the student from the potential hazardous environment. The TTO may be called by any student or instructor in any training situation where they are concerned for their own or another’s safety, or they request clarification of procedures or requirements. TTO is also an appropriate means for one to obtain relief if he or she is experiencing pain, heat stress, or other serious physical discomfort.

Instructors will ensure all students are briefed on TTO policy and procedures prior to each high or moderate risk performance or practical application event in training. For multi-day or all-day evolutions, TTO shall be briefed prior to the start of training following major breaks in training, such as mealtimes. Evolution-specific TTO procedures should be added where needed.

Refer to Appendix L for TTO briefing requirements and instructor action in the event of a TTO being called by a student.

Section II – High-Risk Training Definitions (continued)

Drop on Request (DOR) Policy

A Drop On Request (DOR) is defined as an administrative procedure available to students in a HRT program that provides a process for disenrollment at the student's request.

The DOR policy is primarily used for courses identified as moderate to high-risk levels of training; however, all courses at the unit considered HRT will utilize DOR procedures. This policy must be explained upon each HRT course convening to advise students of the process, per the mandatory HRT curriculum objectives listed in Appendix E. This process affords students the opportunity to DOR in the event they do not believe they can continue safely with training. Depending on the circumstances, a student could face problems executing their required duties at their permanent command if unable to complete the HRT; situations vary from case-to-case and shall be addressed by the student's permanent command or CG-PSC following a DOR from FC-led HRT.

Refer to Appendix N for required actions and procedures in the event of a DOR from a student. Refer to reference (j) for disenrollment policy.

Section III – HRT Billets, Duties, and Responsibilities

Introduction

The following section outlines the duties and responsibilities for FC-T staff that manage HRT, command personnel at TRACENs that analyze, conduct, and evaluate HRT, and operational units that conduct HRT under the direction of a FC/TRACEN Training Detachment Team.

FORCECOM HRT Training Manager

The FC HRT Training Manager (TM) shall:

- Review HRT curriculums to ensure they properly document courses and specific training objectives as HRT.
- Ensure the correct HRT curriculum outline format is utilized and that HRT curriculum development and risk mitigation requirements are reflected.
- Notify the TRACEN TO and Program Manager when a course is designated a HRT course, or when the designation is removed.
- Facilitate RAC and SPE assessments during HRT Determination Meetings and curriculum reviews when necessary.
- Assist the TRACEN in development and implementation of a unit HRT Instruction to include applicable safety oversight criteria, amplifying procedural directives for contractors, procedural directives for high-risk events, and student medical screening and records review.

Commanding Officer (CO)

The CO is responsible for the safety of all staff and students at the training command. The CO will provide the level of personal involvement necessary to ensure that the appropriate safety standards are established and implemented. The CO shall ensure that the following occurs:

- Perform risk assessments of training IAW references (c) and (e).
- Promulgate a unit HRT Instruction which identifies applicable safety requirements, HRT instructor JQR, personnel qualification standards (PQS), TTPs, per reference (q), physical fitness standards, procedural directives specific to the scheduling and the conduct of the HRT, and other curricula source documentation for all high-risk courses conducted by the TRACEN. Example HRT unit policies are included in Appendix B, but FC units conducting HRT may tailor policies to their respective needs.
- Establish qualification requirements for military, civilian or contracted Training Safety Officers (TSOs), and Assistant Training Safety Officers (ATSOs) as applicable.
- Analyze and forward all training-related reportable mishaps to FORCECOM via the appropriate reporting system.

Section III – HRT Billets, Duties, and Responsibilities (continued)

**Commanding
Officer (CO)
(continued)**

- Convene safety reviews subsequent to a training mishap, near miss/hit, major curriculum changes, and major course revisions. Active senior leadership involvement is imperative to the success of these reviews.
- Establish an HRT Instructor certification process for all high-risk instructors.
- Observe the annual Ensure Emergency Action Plans (EAP) exercise for all HRT courses.
- Ensure that HRT Instructor candidates (military, officer and enlisted, civilian, and contractor) have completed all training requirements, including safety awareness, cardiopulmonary resuscitation, automated external defibrillator, and first aid training, as applicable, before assuming instructor responsibilities.
- Enforce the responsibility of the contract company for its employees' safety, requiring contractor to, but not limited to:
 - Comply with directives applicable to military personnel and civilian employees instructing similar training;
 - Provide Personal Protective Equipment (PPE) and medical support/surveillance to employees;
 - Supply a safety plan for employees; and
 - Pre-screen individuals proposed by the contractor for HRT Instructor duties IAW the USCG contractual agreement.

Section III – HRT Billets, Duties, and Responsibilities (continued)

Training Officer (TO)

The TO shall:

- Be responsible to the Commanding Officer for implementing training safety processes per this SOP.
- Ensure that the staffing of qualified personnel and resources required for HRT are maintained at an approved level. Notify the CO and XO if staffing levels are near the minimum level established for safe training.
- Ensure that each HRT course has an approved curriculum which is reviewed as required by reference (o) or as directed.
- Be familiar with applicable TTP, per reference (q), used in HRT courses, especially noting the safety items highlighted in TTP by the “caution” and “warning” labels.
- Review contracts to ensure contractor personnel are complying with all directives for high-risk training applicable to military personnel or civilian employees who also conduct the training
- Standardize curricula, including safety precautions, when the same course of instruction is taught at more than one site. If standardized training is not feasible because of training site variations, designate an approval authority for curricula waivers. Develop and ensure TRACEN wide adherence to HRT curricula safety requirements.
- Designate a qualified safety officer as the high-risk TSO for safety oversight on all courses assessed as high-risk. For activities without a safety officer billet, a trained and qualified collateral duty safety officer or independent TSO may be designated in writing to perform those duties. An example TSO PQS/JQR is included in Appendix C and can be tailored to a training unit’s own HRT needs/requirements.
- Ensure a mishap analysis program exists to examine near miss/hit and mishap data, as well as student critique feedback on unsafe conditions and practices identified in high-risk courses. Mishap analysis should be closely aligned with the training staff to enable lessons learned or best practices to be expeditiously incorporated into the conduct of high-risk training.

Section III – HRT Billets, Duties, and Responsibilities (continued)

**Training
Safety Officer
(TSO)**

The TSO shall be E-6 or above. The TSO shall:

- Read all applicable subject matter doctrine, curricula for the training courses, and Core Unique Instructor Training (CUIT) guides.
- Be familiar with applicable TTP, per reference (q), used in HRT courses, especially noting the safety items highlighted in TTP by the “caution” and “warning” labels.
- Ensure Emergency Action Plans (EAP) are developed, that they comply with range regulations and procedures if applicable, are updated monthly, walked-through quarterly, and exercised at least annually for all HRT courses. Include all emergency response agencies (local and governmental), where practicable.
- In coordination with Course TSOs, inspect HRT equipment and facilities at least annually, and following all mishaps, near misses, or equipment modifications.
- Observe HRT evolutions periodically and assess compliance with approved training procedures, safety precautions, and emergency procedures. Document results and report to the TO with observations and recommendations. Observation shall be conducted once every twelve months at a minimum.
- In coordination with the unit Safety Officer, ensure all training mishaps are logged and reported appropriately.
- Maintain a record of all training mishaps for additional analysis from the TSOs perspective in addition to records maintained by the training command Safety Officer.
- Conduct an annual HRT course safety review for each training course.
 - Provide a detailed out-brief and report of the evaluation to the TO and cognizant Branch Chief. A copy of each report will be provided to the CO/XO by the TO.
 - Track and monitor the correction of deficiencies identified in each review.
- Be familiar with HRT curricula objectives, including approved training procedures, safety precautions, emergency procedures, and training facilities and equipment.
- Complete a qualification process that includes familiarization with all applicable references instructions, and subject matter doctrine.
- Evaluate instructor to student interaction and compliance with all safety and emergency procedures.
- Ensure all training mishaps, near misses/hits, and injuries are investigated.
- Keep the CO or OIC advised of all training mishap/injury investigation results and recommended corrective action.
- Ensure Assistant Training Safety Officers (ATSOs) are properly trained, certified, and completely familiar with assigned responsibilities for training safety.

Section III – HRT Billets, Duties, and Responsibilities (continued)

Course Training Safety Officer

Course TSO shall be E-5 or above. Course TSOs will have graduated the HRT course to which they are assigned. The Course TSO shall:

- Direct safety factors associated with the conduct of HRT as deemed appropriate for the situation which may include the environment, available equipment, and student/staff capabilities. Such safety measures may include stopping training until needs are met.
- Read all applicable references, instructions, and subject matter doctrine. Be familiar with applicable TTP, per reference (q), used in HRT courses, especially noting the safety items highlighted in TTP by the “caution” and “warning” labels.
- Institute a preventive maintenance program applicable to all training equipment utilized in the conduct of high-risk training and ensure the program is evaluated during reviews, evaluations or inspections.
- Monitor established Drop On Request (DOR) and Training Time Out (TTO) procedures for HRT.
- Ensure secondary means of communication is available at all HRT sites in the event primary communications fails.
- Coordinate with the TSO to develop HRT EAPs for their course. Ensure EAPs are updated monthly, walked-through quarterly, and exercised at least annually. Maintain documentation for all high-risk training exercise evolutions.
- Have demonstrated proficiency of the HRT objectives and evolutions including approved training procedures, safety precautions, emergency procedures, training facilities and equipment, and DOR and TTO procedures.
- Assist (as necessary) the appropriate investigators in conducting assessment of HRT mishaps.
- Assist the TSO with required annual course safety reviews.

Section III – HRT Billets, Duties, and Responsibilities (continued)

**Course
Chiefs/Senior
Instructor**

Course Chiefs or Senior Instructors shall:

- Provide direct supervision of their courses and implement training under approved curriculum.
- Ensure adherence to Team Coordination Training (TCT) and Crew Endurance Management (CEM) policies, per references (e) and (g).
- Assume responsibility for implementing TTO and DOR policies for their course.
- Schedule EAP exercises and conduct safety stand downs as required.
- Ensure all students are screened for prerequisite training and physical fitness requirements, as appropriate, prior to training.
- Monitor training to identify students who are not psychologically or physically fit for HRT activities.
- Ensure the chain-of-command is notified of all incidents involving equipment, students, or staff personnel in which an illness, injury, or near injury occurs.

Section III – HRT Billets, Duties, and Responsibilities (continued)

Branch/School Chiefs

Branch/School Chiefs shall:

- Designate a qualified Course TSO for each HRT course and ensure each Course TSO is actively engaged in their assigned high-risk training course.
- Ensure all training is conducted in compliance with unit and service instructions while maintaining a safe and effective training environment.
- Ensure all instructors assigned to a HRT course have completed all CUIT and Job Qualification Requirements (JQR) in accordance with TRACEN instructor qualification program.
- Incorporate ORM and safety awareness training into HRT instructor training. Training shall include: all three levels of ORM per references (c) and (h); safety policies; precautions in HRT guidance, policy, TTPs, and handbooks; and lessons learned from training related mishaps and injuries or best practices provided by Department of Defense and Homeland Security agencies; and other appropriate data sources.
- Ensure proper documentation of all periodic training safety requirements (i.e., safety stand downs, EAP walk-through/exercises, and safety reviews).
- Ensure that a Planned Maintenance System (PMS) and spot-check program is in place for all training equipment, devices, and Personal Protective Equipment (PPE).
- Direct other safety factors associated with the conduct of HRT as deemed appropriate for the situation which may include the environment, available equipment, and student/staff capabilities.

HRT Instructors

High-risk training instructors shall:

- Complete the unit's high-risk training instructor program or JQR and be designated in writing as a HRT instructor for that course by the unit CO or OIC.
- Ensure all HRT safety procedures are in place prior to the commencement of any HRT.
- Ensure all students are thoroughly briefed on DOR and TTO procedures at the commencement of each course and review TTO procedures each day prior to the commencement of each HRT evolution.
- Immediately report any violation of HRT safety procedures, mishaps or near mishaps to the Course TSO.

Section III – HRT Billets, Duties, and Responsibilities (continued)

Medical Personnel

Medical personnel shall:

- Ensure students meet fitness standards and any other medical screening or qualifications prescribed specifically for HRT before training. When high-risk training is to be conducted and formal requirements are not yet specified, the risk factor screening required for participation in HRT will be utilized as per Appendix (O). Ensure students who answer "yes" to a risk factor screening question receive medical evaluations and counseling before beginning training.

Performance System Branches & Curriculum Management Staffs

Training Command/Training Center (TRACEN) instructional systems staffs (often locally known as Performance Systems Branch (PSB), ISS divisions, etc.) or designated curriculum design/development staffs shall:

- When a HRT Determination Meeting will be held for a particular course or training objective, work with the HRT Training Manager and requisite Program Manager to identify designated Accomplished Performers (APs) and Subject Matter Experts (SMEs)/Subject Matter Specialists (SMSs).
- When directed by the TRACEN CO/TO, or requested by the HRT Training Manager or Program Manager, utilize the Risk Assessment Code (RAC) matrix and SPE risk assessment model during task detailing to identify formal training course tasks as high-risk or non-high-risk.
- Complete HRT draft and final curriculum outlines incorporating HRT task designation in accordance with Section V of this SOP.
- Ensure all curriculum and standard procedures for all local HRT courses are clearly annotated with identified risks.
- Work with the requisite Program Manager, FC HRT Training Manager, and host schoolhouse to identify needed HRT course prerequisites and funding.
- Ensure Drop on Request (DOR) and Training Time Out (TTO) procedures are included in the curriculum of HRT courses.
- Ensure courses with designated HRT tasks in accordance with this SOP do not undergo pilot/beta/formative implementation without written approval from the FC HRT Training Manager and/or FC-T.
- Track and maintain a current catalogue of all HRT courses hosted by their local training command and forward to FC HRT Training Manager upon request.
- Assist local school house staffs/training divisions with triennial HRT course curriculum review processes and/or unscheduled curriculum change requests in accordance with this SOP.
- Liaison with local schoolhouses/training divisions to report any issues with HRT courses to the FC HRT Training Manager.

SECTION IV – Identification & Approval Process for HRT Courses

Introduction Whether a course is being developed for the first time following a Front-End Analysis (FEA), brought into service as a commercial-off-the-shelf (COTS) or government-off-the-shelf (GOTS) course **delivered by a FC training unit**, or undergoing a regular curriculum review/validation process, it is essential to specifically delineate tasks/objectives that are high-risk to ensure proper planning and risk mitigation mechanisms are in place. As such, the policies and procedures outlined in this section are **supplemental** to the curriculum design and development requirements set forth in references (n) and (o). Should any differences arise, this SOP's policies/procedures shall take precedence and the HRT Training Manager shall be consulted for guidance to ensure student and instructor safety.

HRT Course Identification As with all standard Coast Guard formal training courses, an analysis should initiate the instructional systems design (ISD) process; during this early stage, analysts, in accordance with reference (m) shall identify potential safety risks/hazards relative to the ultimate job and major accomplishments and, eventually, specific tasks required, including the consequences of error. Analysts for all approved Coast Guard analysis projects, in accordance with reference (m) and (n), shall make note of task outputs that may meet the definition of HRT provided in Section II of this SOP. Analysts shall specifically note these potential high-risk tasks in the analysis final report and specifically alert and brief FC's HRT Training Manager and the assigned, local course designers/developers during the analysis out brief/hand-off.

HRT Determination Meeting When a performance/training analysis, curriculum development project, triennial course review, mishap, program manager, or TRACEN CO/TO raises a concern that training objectives or a course may be high-risk, FORCECOM's High-Risk Training Manager shall be notified and shall expeditiously initiate and host an **HRT Determination Meeting** with the following personnel required to be present:

- Requisite Program Manager(s)
- Local TRACEN/training command level Training Officer (TO) or designated representative
- Local TRACEN/training command Training Safety Officer (TSO), if billet exists. **NOTE:** Training Safety Officers (TSOs) may not currently exist at all FC TRACENS. Should a TRACEN identify that it possesses an HRT course, a TSO shall then be designated by the Command and shall hold responsibilities designated in Section III of this SOP.
- Local TRACEN/training command subject-matter experts (SMEs) or accomplished performers (APs), as designated by the local command
- Instructional Systems Branch/Performance Systems Branch Instructional Designer(s)

SECTION IV – Identification & Approval Process for HRT Courses (continued)

Using Risk Identification Tools to Classify HRT Courses

Risk assessments shall identify and focus on all steps of an operation, hazards, personnel and equipment risks, mitigating controls, and requisite RAC determinations. The two risk assessment models used to determine HRT courses are the Risk Assessment Code (RAC) and Severity, Probability, and Exposure (SPE) models.

During the HRT Determination Meeting, aforementioned parties shall execute the Risk Assessment Code (RAC) process described in Appendix A to gauge, at a high level, if any task(s)/objectives(s) within the proposed curriculum meet the criteria for designation as HRT. As noted in Appendix A, if any performance task is classified within the 1-2 RAC score range, the HRT Determination Meeting attendees shall then automatically initiate the full SPE process, described in reference (c) and included in Appendix A to this volume. As depicted in Figure 1 on the following page, a course shall be classified as HRT if it has one or more task(s)/objective(s) that:

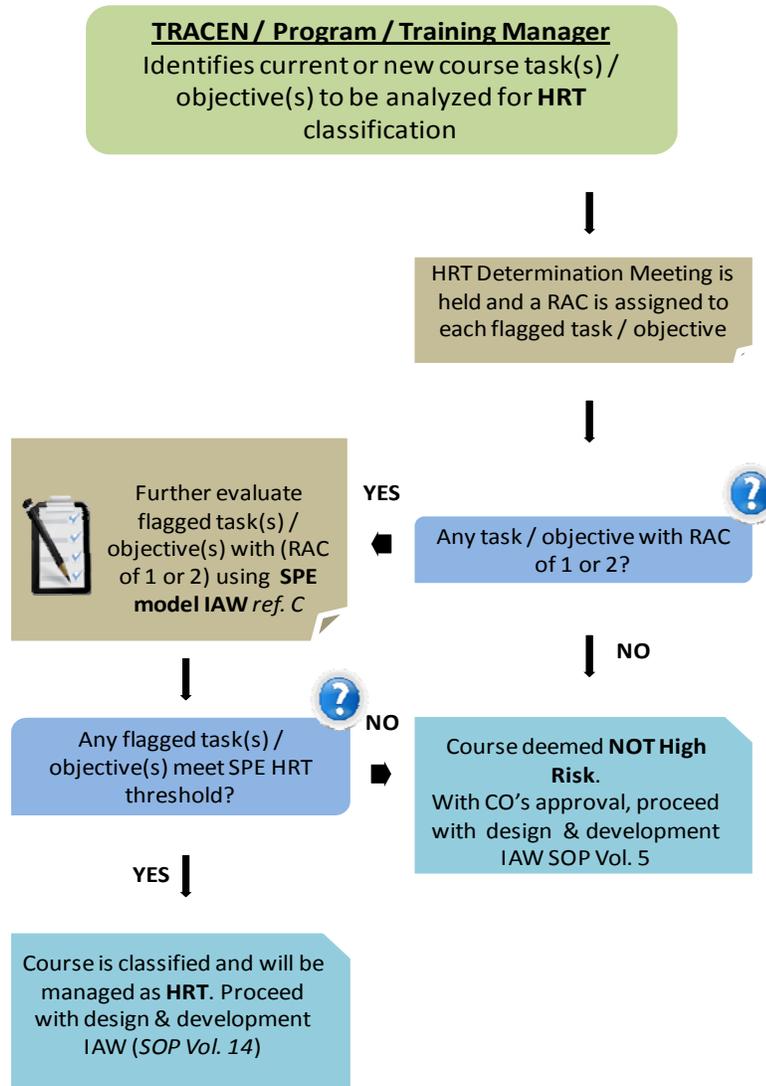
- Receives a RAC score of 1 or 2

and

- Receives a SPE score of “Substantial, High, or Very High” (40-100)

SECTION IV – Identification & Approval Process for HRT Courses (continued)

Figure 1: HRT Course Determination Process



SECTION IV – Identification & Approval Process for HRT Courses (continued)

Using Risk Identification Tools to Classify HRT Courses (cont)

Upon completion of a HRT Determination Meeting (jointly conducted with the HRT Training Manager, the local TRACEN Training Safety Officer (TSO) and all identified accomplished performers (APs) and/or subject matter experts (SMEs) for the project), courses that meet HRT criteria will be assigned to an instructional designer who shall proceed with the course development in accordance with this SOP.

HRT Determination Meeting Results Memo

Upon conclusion of the HRT Determination Meeting, the HRT Training Manager shall document the proceedings via memo to FC-T, through the TRACEN CO to include the following:

- Course description
- Participants
- Course designation results (HRT/non-HRT)
- Summary of HRT TPOs, to include RAC/SPE results

The memo will be routed through any participants that do not concur with course designation results for endorsements.

HRT Course Curriculum Approval and Submission

The Mission and Scope sections of all FC curriculum outlines shall note whether or not a course is HRT. **In addition to curriculum outline routing procedures found in reference (o), courses that meet HRT criteria must have a Curriculum Outline signed by the training center CO and FC-T. An example of such an HRT Curriculum Outline cover page is included as Appendix D.** Courses that do not meet the above HRT criteria shall proceed with traditional design, development, implementation, and evaluation in accordance with the other requisite FC SOP Volumes.

Approval for HRT Course Pilot/Beta

Prior to instructors or students beta testing or piloting any HRT training objectives, FC-Cd and the local TRACEN command **must** concurrently approve.

HRT Course Curriculum Review Process

Following implementation, revisions, and final curriculum approval via FC, the high-risk course remains high-risk until the next triennial review process, unless a standard curriculum change request is forwarded and approved prior to the next triennial review date. All concerns or recommended changes to any aspect of the specific HRT course shall immediately be brought to the attention of the FC HRT Training Manager.

SECTION V – HRT Curriculum Development and Risk Mitigation

Introduction This chapter covers the actions and considerations that must be taken during the curriculum development phase of training that has been identified as High Risk Training. These actions supplement the overall course development process detailed in reference (n) and follow and build on the design phase processes from Section IV of this SOP. While every effort will be made to develop course curriculum that identify, evaluate, and mitigate the risks of HRT, the responsibility of HRT instructors to continually practice and adhere to the ORM principals while conducting HRT is of utmost importance.

Hazard Identification, Evaluation and Mitigation The success and safety of any HRT program or course hinges on the ability of curriculum development teams to identify, evaluate, and mitigate the hazards associated with each step of the training. Hazards are found in all operational and training environments and are defined as actual or potential conditions where the following can occur due to exposure to the condition:

- Injury, illness, or death of personnel
- Damage to or loss of equipment and property
- Mission degradation

All performance objectives previously identified as HRT by the RAC and SPE process will require the following additional steps during course development.

- A thorough analysis of prior mishap data for the actual performance involved and performances similar in nature, including the performance of Coast Guard members and members of other organizations if possible shall be conducted to identify additional actual and potential training hazards.
- The course developers shall verify the previously collected SPE and mishap data with a cross section of SMEs and, if available, APs from the field to validate hazards discovered, identify and describe additional hazards, and evaluate the probability and severity of the hazards. The hazard must be credible in that it must have a reasonable expectation of happening and the consequences must have a measurable impact. Gathering input from a wide array of SMEs/APs will ensure that one opinion or experience does not overly influence the hazard identification process.
- After assessing each hazard, curriculum development teams must devise one or more potential controls that either eliminate or mitigate the hazard or reduce risk (severity/probability/exposure) of a hazardous incident. When developing controls, teams must consider the reason for the hazard not just the hazard itself.

SECTION V – HRT Curriculum Development and Risk Mitigation (continued)

Hazard Identification, Evaluation and Mitigation (cont.)

Per reference (c), controls can take many forms, but fall into three basic categories:

- Engineering Controls: eliminate or reduce exposure to the hazard entirely
 - Automobile airbags
 - Fire resistant construction of classroom
 - Berms behind firing ranges
- Administrative Controls: eliminate or reduce exposure to hazards by rules, policy, or training
 - 15 MPH speed limit in areas of high pedestrian traffic
 - Fire drills
 - Recurring training requirements
 - Instructor-to-student ratio
 - EMT/HS on scene for training evolution
 - Safety boat on scene
- Personal Protective Equipment (PPE): eliminate or reduce exposure to hazards by equipment worn or carried by the member
 - Eye and hearing protection
 - Life vests
 - Ballistic helmet
 - Level IV body armor

Course Development Considerations

Once risks factors have been identified, evaluated, and mitigation strategies designed, course development teams must incorporate these considerations into HRT course curriculum and supplementary materials (student guide, instructor guide, presentations, practical application guides, etc.)

It is imperative that sufficient course preparation and delivery time is devoted to identifying and describing the nature and severity of risks to both instructors and students. To ensure instructors are informed through course preparation materials and those instructions are relayed to students in accordance with applicable TTP and/or policy, developers must ensure time is allotted within the course for the following:

- Mitigation strategies.
- Engineering controls.
- Required Personal Protective Equipment (PPE), including instruction on how to use, inspect, and maintain PPE.

SECTION V – HRT Curriculum Development and Risk Mitigation (continued)

Course Development Considerations (continued)

- Administrative controls (might be as straightforward as “Range Safety Rules” for a live fire exercise or performance may be broken down using the “crawl, walk, run” approach into a series of simple exercises, repeated, reinforced and progressively building toward a highly complex action)
- Student screening standards. (i.e. ensuring prerequisites are met). Medical screening. An authorized HS staff member will ensure all physical fitness requirements have been met and that no current medical conditions exist with the student that will prevent safe performance of the required tasks.

HRT Course Required Curriculum Objectives

Risk identification and management objectives shall be addressed and included in all HRT course curriculum and properly delivered during course convening. A complete list of these objectives is included in Appendix E.

The following items are required and must be included when developing HRT courses:

- Emergency Action Plans or EAPs (See SOP Section VIII)
- Training Time Out (TTO) Procedures (Appendix L)
- ORM Principles (to include GAR Assessment)
- Drop on Request (DOR) Policy (Appendix N)

HRT Course Required Personnel

At least one of the following personnel are required to be on scene when conducting performance objectives classified as HRT:

- Training Safety Officer
- Course Training Safety Officer

Section III of this SOP further explains the responsibilities of each of these billets.

This Page Intentionally Left Blank

SECTION VI – HRT Instructor Qualification Process

Introduction Without question, the most critical aspect of any high-risk training course is doing all possible risk assessments and executing all possible risk mitigation tactics to prevent injury to students or instructors. As such, all courses approved as HRT by FORCECOM shall include instructor qualification standards more specific and robust than those used for traditional training courses detailed in FC SOP Volume 13.

Applicability The HRT instructor qualification process designated in this chapter applies equally to active duty, reserve, and civilian U.S. Coast Guard employees. Contractors delivering services as “Instructor Only” shall be briefed by their assigned Branch and School/Course Chief on the qualification processes described in this chapter. It is the responsibility of the Branch Chief and contractor to comply with the provisions of attaining and maintaining their instructor qualifications, including the components noted in FC SOP Volume 13. Any additional evaluation or qualification and competency requirements expected in the requisite contract shall be coordinated and resolved with the local Contracting Officer Representative (COR) **prior to any contract instructor proceeding with HRT instructor duties.**

Qualification Process Overview Personnel designated for assignment to HRT instructor billets shall complete all standard instructor qualification requirements in FC SOP Volume 13 and additional suitability screening required by the receiving TRACEN command to ensure prospective instructors possess the judgment, professionalism, and maturity required for preparedness and timely decision-making as an HRT instructor in demanding training situations and environments. However, because of the nature of HRT, several additional requirements exist for qualification and designation as an HRT Instructor.

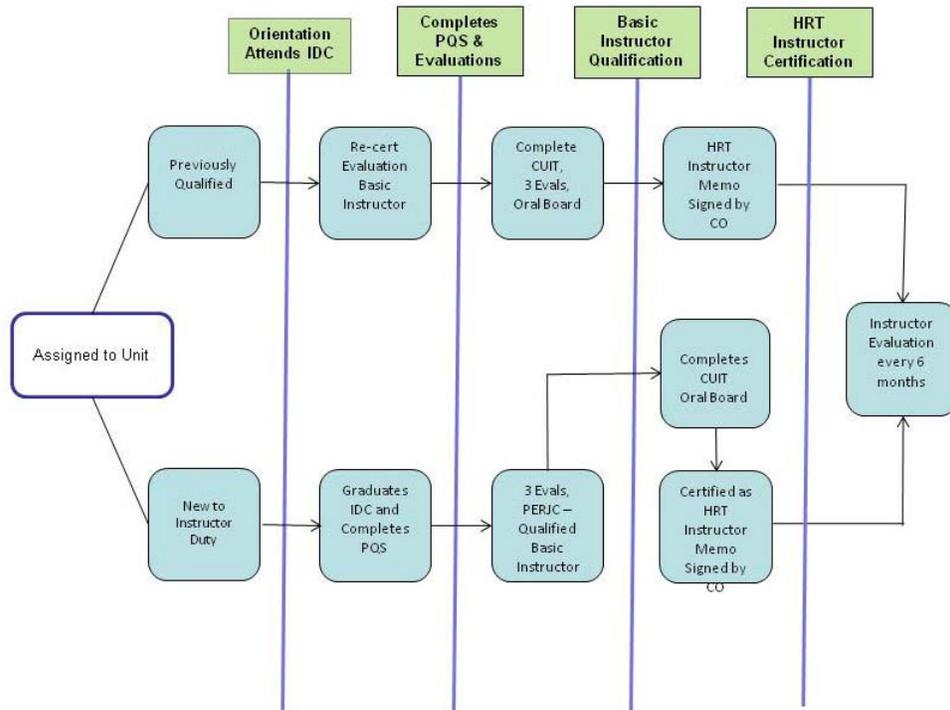
The HRT instructor qualification process starts upon check-in as the prospective instructor reports to his/her assigned training branch. The process includes an instructor syllabus that outlines the requirements that all instructors must complete at the TRACEN. The newly assigned instructor follows the process leading to the basic instructor and, if applicable, to HRT Instructor designation. In addition to regular instructor qualification procedures in SOP Volume 13, **approval for HRT Instructor certification will be routed to the Commanding Officer for signature.**

SECTION VI – HRT Instructor Qualification Process (continued)

HRT Instructor Qualification Process

Per Figure 2 below, the HRT Instructor qualification process is a five-phase plan.

Figure 2: HRT Instructor Qualification Process



Phase I - Attends Instructor Development Course (IDC)

Instructor personnel must be scheduled to attend an Instructor Development Course (IDC) within three months after check-in, unless they are previously certified and have successfully completed an instructor duty tour. The training branch provides detailed information on the processes needed to become an instructor, and the member's instructor qualification jacket is assembled.

Phase II – Complete Personnel Qualification Standards (PQS)

Once the member is actively working in their assigned branch, they may begin completing the required readings and getting their professional and protective equipment issued based on the requirements of the training branch. A mentor instructor shall be assigned to the new instructor during this period. Once the member has graduated IDC, the prospective instructor must complete their instructor Personnel Qualification Standards (PQS) in accordance with reference (d). In order to complete the PQS, instructors should be gaining insight and conducting teach-backs based on their assigned courses while working with their mentor instructor.

SECTION VI – HRT Instructor Qualification Process (continued)

Phase III – Core Unique Instructor Training (CUIT)

All Instructors Under Training (IUT) in HRT must complete the Core Unique Instructor Training (CUIT) requirements. An example of a CUIT is included in Appendix G while a template for developing a CUIT is included in Appendix H. **Each TRACEN that instructs HRT shall develop a similar CUIT program for each high-risk course of instruction.** Required reading sign-offs should be accomplished within this phase. IUT Civilian GS and Contractors shall also complete the CUIT competency requirements. This is the course-specific portion where the IUT starts getting checked out for the applicable course of instruction. Instructors that are graduates of the course they will be teaching only need to pass all exams, performance evaluations, etc. and their scores recorded and held in the instructor training jacket. Uniformed instructors that have not graduated the course must attend and graduate the course as a student. Once the exams are completed, the instructor shadows the course to gain corporate knowledge and starts conducting teach-backs to the satisfaction of the Course/School Chief. Teach-backs are an informal way for the IUT to conduct periods of instruction in front of a group of instructor peers, or an actual class with a qualified instructor in the class setting. The IUT must successfully complete at least one classroom/practical evaluation for each lesson taught. The IUT can have as many informal or practice evaluations as required, but there must be a minimum of three formal evaluations: two by an Instructor Evaluator, and final from the Instructional Systems Chief, or a designated Master Training Specialist.

Phase IV - Evaluations

Ongoing evaluations are the primary means used to plot instructor progress during the certification phase. Evaluations are used to ensure standardized content exists, practices and policies are adhered to, and signs of instructor fatigue are identified. Evaluations are conducted using three types of Instructor Feedback Forms. Per reference (d), regular Coast Guard instructors with the PERJC competency code will be evaluated every six months to evaluate standard proficiency. HRT instructors will be evaluated using the TRACEN High-Risk Instructor Evaluation form in either classroom or field environments. Examples of such HRT Evaluation Forms are included in Appendixes I and K, with a version for both classroom and practical application formats; TRACENS shall tailor these evaluation forms to their respective HRT needs as they deem necessary. The forms address HRT specific needs to ensure HRT standardization. HRT instructors must be evaluated every six months from the date of their certification. The Commanding Officer may waive this requirement based on limitations caused by course convening schedule. All evaluations will be conducted by designated Instructor Evaluators or unit Master Training Specialists.

SECTION VI – HRT Instructor Qualification Process (continued)

Phase V – Certification

All formal evaluations should be complete at this point. Other specific requirements not covered in previous sections are covered here. The instructor package is assembled and recommendations are signed before being routed to schedule the oral board. The oral board for HRT instructors is the final validation task before a certification letter is drafted and submitted for signature. Depending on the needs of the training command, the board may consist of the Training Officer, and/or the Assistant Training Officer, Instructional Systems/Performance Systems Chief, the Branch Chief, School/Course Chief and any designated APs/SMEs for the HRT course. The board questions should be based on basic instructor knowledge, safety, high risk considerations, and course specific information. In the event of failure, a training plan will be made to correct the shortcomings and schedule another board. Once the member passes the oral board, an HRT Instructor Certification letter shall be drafted and submitted to the Commanding Officer. This letter identifies the member and officially acknowledges the instructor is authorized to conduct high-risk training. Once the letter is signed, a copy is given to the Administrative Division to place into the member's record book and the letter is put into the instructor jacket. The member is now a certified HRT Instructor.

HRT Instructor Sustainment

Because of the nature of HRT, all instructors must be evaluated every six months or lapse into delinquency. The Commanding Officer may waive this requirement based on limitations caused by course convening schedule. Should the instructor lapse in this evaluation requirement, they are NOT authorized to teach any HRT portion of the course, but may provide supporting roles in the course until the member gets current again. Period evaluations may be taught in actual classroom/practical or mock class format. Instructors who fail an evaluation will take a re-evaluation but must use a different evaluator.

If the instructor fails the re-evaluation attempt they will be subject to an Instructor Improvement Plan (IIP) drafted by the evaluators. If the instructor fails the third IIP then this is grounds for revocation of the Commanding Officers HRT Certification Letter and further action may result. All Instructors must participate in at least one training Emergency Action Plan (EAP) per calendar year (annually).

It is the responsibility of the Branch Chief and/or School Chief to monitor and ensure adherence to the standards in the certification of their course instructors and re-currency efforts to include instructor evaluations. Each instructor shares in responsibility of maintaining the standards set forth.

SECTION VII – HRT Course Student Screening Process

- Introduction** This section addresses student screening procedures and requirements for students reporting to a TRACEN HRT course. A necessary requirement is ensuring student awareness of course Training Time Out and Drop On Request policies. These policies will be addressed and acknowledged by the student in a Student Statement of Understanding. An example of a student statement of understanding appears in Appendix M.
- Command Screening and Interviews** Each course identified as high-risk will commence with a student briefing prior to any high-risk training. Included in the briefing to all students will be a review of the high-risk training to be conducted over the course, review of the Student Statement of Understanding, and the completion of a medical risk factor screening.
- The Commanding Officer may establish a student interview procedure, as necessary, to ensure the student has the physical ability, knowledge, and maturity to complete the high-risk training.
- Course Pre-requisites** The Commanding Officer, in coordination with FORCECOM Training Division, shall review the course pre-requisites for all courses with HRT. Course pre-requisites shall specifically address the physical demands and necessary experience and qualifications specific to the HRT to be conducted.
- Student Statement of Understanding** The Student Statement of Understanding, contained in Appendix M, will be included in each student guide, or provided to each student in the absence of a trainee guide. Once the students are provided their initial brief upon arrival at the training center or unit, they will print their names, sign and date the document. All signed statements are collected by the staff. This document will be maintained in the student counseling folder. In the event of a DOR, the DOR Form (Appendix N) will be kept in the student counseling folder and routed for review as part of the DOR process. The Student Statement of Understanding and DOR, Appendices L and M, will be maintained on file at the TRACEN for two years before being destroyed.
- Medical Screening** All students shall be fit for full duty. Any medical requirements, such as color blindness or an injury prohibiting a student from swimming or carrying gear shall be addressed in the course pre-requisites. Medical injuries incurred during training shall be evaluated by a medical review board and waivers to continue training must be approved by the Commanding Officer. Any risks identified in screening require a medical evaluation and counseling before beginning training. A medical questionnaire example can be found in Appendix O.

This Page Intentionally Left Blank

SECTION VIII –HRT Emergency Action Plans (EAPs)

- Introduction** When designated at TRACENs with HRT courses, the Training Safety Officer (TSO) will ensure that an EAP is developed for any HRT course objectives prior to commencement of HRT.
- Purpose**
- The appropriate EAP shall be activated in the event of any injury, mishap or emergency. All classrooms and practical application sites shall have an EAP posted, or present with the Course Instructor. The EAP covers initial emergency actions for instructors and students to follow in the event of any mishap.
 - EAPs shall be reviewed **quarterly** by the appropriate Course TSO and Course Chief for accuracy of information. Course Chiefs and instructors shall walk through HRT EAPs **quarterly** to validate procedures and verify operability, availability, and applicability of emergency equipment. The Course TSO will monitor the walk-through and document its completion
 - HRT EAPs shall be exercised fully at least **annually** by all instructors, and with participation by appropriate local emergency personnel, if available (base emergency services or emergency management office) to ensure that they are aware of training locations and types of potential support required. Exercises will be fully documented by the TSO. All shortfalls will be identified and recommended corrective actions tracked to completion by the TSO. The TSO will report completions to the TO. Steps necessary for coordinating an EAP exercise:
 - Course Chiefs and Course TSO will write a drill guide, using an anticipated mishap from an EAP.
 - Select a date to run the EAP exercise. Submit an EAP exercise authorization request to the TO for approval, via the Branch Chief. The Course TSO will coordinate this information with the TSO. A quarterly walk-through which does not involve outside assistance (i.e. local EMS, fire department, etc.), does not require an authorization request.
 - The TSO will notify and coordinate with the first responders for the EAP exercise prior to commencement and ask if they would like to participate for training purposes.
 - The Course Chief and Course TSO will hold a pre-brief with all designated evaluators, participants, and observers to outline the objectives of the EAP exercise. TSO must attend the pre-brief.
 - The TSO will monitor the EAP exercise, but the exercise is conducted by the Course Chief and Course TSO.
 - Upon completion of the exercise, the Course Chief and Course TSO will conduct a debriefing. The TSO will collect all observations and recommendations and submit the report and lessons learned to the TO and Branch/School Chief.
 - The TSO will document completion of the EAP exercise and file. The TSO will modify the EAP as necessary.

This Page Intentionally Left Blank

Appendix A: FC Training Risk Assessment Tools

Risk Assessment and Management Matrix					
Risk Management Matrix		Probability			
		Frequency of Occurrence Over Time			
Effects of Mishap		A Likely	B Probable	C May	D Unlikely
		Severity	I Death, Loss of Asset	1	1
II Severe Injury, Damage	1		2	3	4
III Minor Injury, Damage	2		3	4	5
IV Minimal Threat, Injury, or Damage	3		4	5	5
Risk Assessment Codes: 1 – Critical 2 – Serious 3 – Moderate 4 – Minor 5 - Negligible					

Appendix A: FC Training Risk Assessment Tools (continued)

Hazard Severity: The expected consequences of an event in terms of degrees of injury, property damage, or other mission-impairing factors.

- I. May Cause DEATH, LOSS of asset, or MISSION FAILURE.
- II. May Cause SEVERE injury, illness, property DAMAGE, or SIGNIFICANT MISSION DEGRADATION.
- III. May cause minor injury, illness, property damage, or SOME MISSION DEGRADATION.
- IV. Minimal threat or little to NO IMPACT on MISSION ACCOMPLISHMENT.

Hazard Probability: The likelihood an event will occur.

- A. **Likely:** Likely to occur immediately or within a short period of time.
- B. **Probable:** Probably will occur in time.
- C. **May:** May occur in time.
- D. **Unlikely:** Unlikely to occur.

Risk Assessment Code (RAC)

1. = **Critical**
2. = **Serious**
3. = **Moderate**
4. = **Minor**
5. = **Negligible**

NOTE: Bold borders in the risk assessment matrix indicate a RAC meeting the threshold for consideration as high-risk training and warrants further analysis as described in this SOP. (RACs 1, and 2)

Appendix A: FC Training Risk Assessment Tools (continued)

Severity, Probability, Exposure (SPE) RISK ASSESSMENT MODEL (from Enclosure 1 to COMDTINST 3500.3)

The SPE model assesses risks for specific hazards, such as those involved in launching or recovering a small boat or aircraft, by determining risk as a function of severity, probability, and exposure; i.e., Risk = f(S,P,E).

This model uses this formula:

$$\text{Risk} = \text{Severity} \times \text{Probability} \times \text{Exposure}$$

Severity: Severity is an event's potential consequences measured in terms of degree of damage, injury, or impact on a mission. Should something go wrong, the results are likely to occur in one of these areas:

- Injury or Death
- Equipment Damage
- Mission Degradation
- Reduced Morale
- Adverse Publicity
- Administrative and/or Disciplinary Actions.

Severity can vary from 1 to 5:

- 1 = None or slight
- 2 = Minimal
- 3 = Significant
- 4 = Major
- 5 = Catastrophic

Probability: Probability is the likelihood that the potential consequences will occur.

Probability can vary from 1 to 5:

- 1 = Impossible or remote under any conditions
- 2 = Unlikely under normal conditions
- 3 = About 50-50
- 4 = Greater than 50%
- 5 = Very likely to happen

Appendix A: FC Training Risk Assessment Tools (continued)

SPE RISK ASSESSMENT MODEL - continued

Exposure: Exposure is the amount of time, number of occurrences, number of people, and/or amount of equipment involved in an event, expressed in time, proximity, volume, or repetition.

Exposure can vary from 1 to 4:

1 = None or below average

2 = Average

3 = Above average

4 = Great

By computing the level of risk, we can evaluate its potential impact on mission effectiveness and execution. After computing the risk values using the formula $Risk = S \times P \times E$, we need to control substantial to very high values:

Values	Degree of Risk	Guidance
80-100	Very High	Discontinue, Stop
60-79	High	Correct Immediately
40-59	Substantial	Correction Required
20-39	Possible	Attention Needed
1-19	Slight	Possibly Acceptable

After computing the risk levels for each hazard identified, we can order hazards from the highest to the lowest risk to focus first on the areas of most concern in conditions of limited resources.

Appendix B: Unit HRT Instruction Examples

U.S. Department of
Homeland Security

United States
Coast Guard



Commanding Officer
United States Coast Guard
Special Missions Training Center

PSC Box 20068
Camp Lejeune, NC 28542
Phone: (910) 440-7591
Fax: (910) 440-7040

SMTCINST 1500.75

JAN 07 2013

SPECIAL MISSIONS TRAINING CENTER INSTRUCTION 1500.75

Subj: SMTC HIGH-RISK TRAINING (HRT) SAFETY PROCEDURES

Ref: (a) Coast Guard Operational Risk Management, COMDTINST 3500.3 (series)
(b) Coast Guard Safety and Environmental Health Manual, COMDTINST M5100.47 (series)
(c) Coast Guard Training & Education Manual, COMDTINST M1500.10 (series)
(d) Coast Guard Team Coordination Training, COMDTINST 1541.1 (series)
(e) Crew Endurance Management, COMDTINST 3500.2 (series)
(f) SMTC Instructor Certification Instruction, SMTCINST 1553.1 (series)
(g) SMTC Safety and Environmental Health, SMTCINST 5100.47 (series)

1. Purpose. The purpose of this instruction is to provide policies that will reduce the risk of death and serious injury to the lowest possible level during training at Special Missions Training Center (SMTC).
2. Action. This instruction is applicable to Special Missions Training Center. Utilizing references (a) through (g) and this instruction, SMTC will ensure appropriate margins of safety and effective supervisory procedures are established and maintained for all training courses. This instruction provides specific guidelines for conducting High-Risk Training (HRT). The success of our HRT safety program depends on the efforts of all SMTC personnel. To ensure members are ready for operations, SMTC must conduct physically challenging, mentally demanding, stressful, and at times, dangerous training. Events containing the greatest risks are then classified as HRT. Once a training event is determined to be high-risk, safety controls are then implemented to mitigate and minimize the risk of death or permanent disability. The provisions of this instruction do not seek to eliminate all exposure to risk when such exposure is necessary to meet valid training objectives. Due to the dangers inherent in HRT, additional safeguards are required. These actions will help produce a culture of risk management in both training and operations for all members. The Training Safety Officer (TSO), under the direction of the Training Officer, will review this instruction annually and recommend changes as necessary.
3. Directives Affected. JMTINST 1500.75B is canceled.
4. Background. Coast Guard Deployable Specialized Forces and various cutters and Boat Forces units' operations require HRT programs to prepare personnel to perform professionally in high-risk activities. HRT is inherently dangerous. This SMTC instruction was developed specifically for Coast Guard HRT oversight at SMTC after reviewing current Coast Guard training and safety instructions, Marine Corps Base Camp Lejeune Range and Training Regulations, and existing FORCECOM policies for HRT.

Appendix B: Unit HRT Instruction Examples (continued)

SMTCINST 1500.75

5. Environmental Aspects and Impact Considerations. Environmental considerations were examined in the development of this instruction and have been determined to be not applicable.
6. Forms. All required forms may be found throughout this instruction.



M. J. Wilbert
Commanding Officer

Enclosures: (1) SMTC High-Risk Training GAR Procedures
(2) Training Area Emergency Action Plans (EAP) / Mishap Checklists

***NOTE:** This appendix is an example/template that individual training centers and FC-led training teams may tailor to their respective unit's HRT needs and capacities.

Appendix B: Unit HRT Instruction Examples (continued)



Commanding Officer
United States Coast Guard
Special Missions Training Center (SMTC)

PSC Box 20068
Camp Lejeune, NC 28542-0068
Phone: (910) 440-7591
Fax: (910) 440-7040

SMTCINST 1553.1A

SMTC INSTRUCTOR DEVELOPMENT INSTRUCTION 1553.1A

Subj: SPECIAL MISSIONS TRAINING CENTER HIGH-RISK TRAINING INSTRUCTOR CERTIFICATION PROGRAM

Ref: (a) Standard Operating Procedures (SOP) for the U.S. Coast Guard's Training System, Vol. 13
(b) Special Missions Training Center's High Risk Safety Training Program, SMTCINST 1500.75 (series)
(c) U.S. Navy, Safety Policy and Procedures for Conducting High Risk Training, OPNAVINST 1500.75 (series)

1. **PURPOSE.** To establish a Coast Guard instructor certification program for the Special Missions Training Center (SMTC) instructor staff, located aboard Camp Lejeune, NC.
2. **ACTION.** The Special Missions Training Center (SMTC) Instructor Program provides a standardized process to qualify and certify instructors. The program covers the basic instructor requirements in accordance with reference (a), identifies High-Risk Training (HRT) and the requirements to train in a high-risk environment.
3. **PROCESS.** The process starts upon check-in as the prospective instructor reports to his/her assigned training branch. The process includes an instructor syllabus that outlines the requirements that all instructors must complete at SMTC. The newly assigned instructor follows the process leading to the basic instructor and if applicable to HRT Instructor designation. Once the instructor completes all required tasks for qualification, the basic instructor qualification memo will be routed to the Training Officer for signature. Approval for HRT Instructor certification will be routed to the Commanding Officer for signature. The process outlined below is put into a five phase plan:
 - a. **Orientation-Attends IDC.** Instructor personnel assigned to SMTC must be scheduled to attend an Instructor Development Course (IDC) within three months after check-in, unless they are previously certified and have successfully completed an instructor duty tour per reference (a). The training branch provides detailed information on the processes needed to become an instructor, and the member's instructor qualification jacket is assembled.
 - b. **Completes PQS.** Once the member is actively working in their assigned branch, they may begin completing the required readings and getting their professional/protective equipment issued based on the requirements of the training branch. A mentor instructor shall be assigned to the new instructor during this period. Once the member has graduated IDC, the uniformed member must complete their instructor Personnel Qualification Standards (PQS) in accordance with

Appendix B: Unit HRT Instruction Examples (continued)

SMTCINST 1553.1A

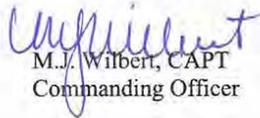
- reference (a). In order to complete the PQS, instructors should be gaining insight and conducting teach-backs based on their assigned courses while working with their mentor instructor.
- c. Core Unique Instructor Training. All Instructor Under Training (IUT) in HRT must complete the Core Unique Instructor Training (CUIT) requirements. Required reading sign-offs should be accomplished within this phase. IUT Civilian GS and Contractors shall complete the CUIT competency requirements. This is the course specific portion where the IUT starts getting checked out for the applicable course of instruction. Instructors that are graduates of the course they will be teaching only need to pass all exams, performance evaluations, etc. and their scores recorded and held in the instructor training jacket. Uniform instructors that have not graduated the course must attend and graduate the course as a student. Once the exams are completed, the instructor shadows the course to gain corporate knowledge and starts conducting teach-backs to the satisfaction of the course chief. Teach-backs are an informal way for the IUT to conduct periods of instruction in front of a group of instructor peers, or an actual class with a qualified instructor in the class setting. The IUT must successfully complete at least one classroom/practical evaluation for each lesson taught. The IUT can have as many informal or practice evaluations as required, but there must be a minimum of three formal evaluations: two by an Instructor Evaluator, and final from the Instructional Systems Chief, or a designated Master Training Specialist.
- d. Evaluations. Ongoing evaluations are the primary means used to plot instructor progress during the certification phase. Evaluations are used to ensure standardized content, practices and policies are adhered to and identify signs of instructor fatigue. Evaluations are conducted using three types of Instructor Feedback Forms. Regular PERJC instructors will be evaluated using reference (a) every six months to evaluate standard proficiency. HRT instructors will be evaluated using the SMTC High-Risk Instructor Evaluation form in either classroom, or field environments. The SMTC HRT Evaluation Form provides classroom and practical application formats and addresses HRT specific needs to ensure HRT standardization. HRT instructors must be evaluated every six months from the date of their certification. All evaluations will be conducted by designated Instructor Evaluators or unit Master Training Specialists.
- e. Certification. All formal evaluations, and oral board, should be complete at this point. Other specific requirements not covered in previous sections are covered here. The instructor package is assembled and recommendations are signed before being routed to schedule the oral board. The oral board for High-Risk Instructors is the final validation task before a certification letter is drafted and submitted for signature. The board will consist of the Training Officer, and/or the Assistant Training Officer, Instructional Systems Chief, the Branch Chief, Course Chief and designated subject matter experts. The board questions are based on basic instructor knowledge, safety, high risk considerations, and course specific information. In the event of failure, a training plan will be made to correct the shortcomings and schedule another board. Once the member passes the oral board, the HRT Instructor Certification letter is drafted and submitted to the Commanding Officer. This letter identifies the member and officially acknowledges the instructor is authorized to conduct high-risk training. Once the letter is signed, a copy is given to the Administrative Division to place the entry into the member's record book and the letter is put into the instructor jacket. The member is now a certified SMTC HRT Instructor.

Appendix B: Unit HRT Instruction Examples (continued)

SMTCINST 1553.1A

4. SUSTAINMENT. Because of the nature of HRT, all instructors must be evaluated every six months without lapsing into delinquency. Should the instructor lapse in this evaluation requirement, they are NOT authorized to teach any portion of the course, but may provide supporting roles in the course until the member gets current again. Period evaluations may be taught in actual classroom/practical or mock class format. Instructors who fail an evaluation will take a re-evaluation but must use a different evaluator.
 - a. If the instructor fails the re-evaluation attempt they will be subject to an Instructor Improvement Plan (IIP) drafted by the evaluators. If the instructor fails the third IIP then this is grounds for revocation of the Commanding Officers HRT Certification Letter and further action may result. All Instructors must participate in at least one training Emergency Action Plan (EAP) per calendar year (annually).
 - b. It is the responsibility of the Branch Chief to monitor and ensure adherence to the standards in the certification of their course instructors, re-currency efforts to include the instructor evaluations. Each instructor also shares in the responsibility of maintaining the standards set forth.
5. DIRECTIVES AFFECTED. None.
6. ENVIRONMENTAL ASPECTS AND IMPACT CONSIDERATIONS. Environmental considerations were examined in the development of this instruction and have been determined to be not applicable.
7. FORMS/REPORTS. Required forms and reports are found throughout this instruction.

Enclosures: (1) Instructor certification flowchart
(2) Sample Core Unique Instructor Training (CUIT)
(3) Sample USCG Instructor Feedback Form
(4) Sample SMTC HRT Instructor Evaluation-Classroom
(5) Sample SMTC HRT Instructor Evaluation-Performance
(6) Glossary of Terms


M.J. Wilbert, CAPT
Commanding Officer

***NOTE:** This appendix is an example/template that individual training centers and FC-led training teams may tailor to their respective unit's HRT needs and capacities.

This Page Intentionally Left Blank

Appendix C: Training Safety Officer (TSO) PQS/JQR Example

NAME _____ RATE/RANK: _____

This page is to be used as a record of satisfactory completion of designated sections of the JOB QUALIFICATION REQUIREMENTS (JQR). Only qualified supervisors/subject matter experts may signify completion of applicable sections either by written or oral examination, or by observation of performance. The examination or checkout need not cover every item; however, a sufficient number should be covered to demonstrate the examinee's knowledge.

This qualification section is to be maintained by the trainee and updated as necessary to ensure awareness of remaining tasks.

QUALIFICATION FOR: _____ (Course)

Having observed satisfactory performance, it is recommended the trainee be designated a qualified COURSE TRAINING SAFETY OFFICER for the indicated course.

RECOMMENDED _____ DATE _____
(Course Chief)

RECOMMENDED _____ DATE _____
(Unit Training Safety Officer)

QUALIFIED _____ DATE _____
(Branch Chief)

APPROVED _____ DATE _____
(Training Officer)

Appendix C: Training Safety Officer (TSO) PQS/JQR Example (continued)**PREREQUISITES**

1. Operational Risk Management 101.

Completed _____ DATE _____

2. Graduated satisfactorily as a student from the designated course.

Completed _____ DATE _____

3. Completed certification as Instructor for high-risk course assigned.

Completed _____ DATE _____

4. 100 SERIES FUNDAMENTALS:

Completed _____ DATE _____

5. Define the following:

- a. Drop on Request (DOR)
- b. Emergency Action Plan (EAP)
- c. Formal Training
- d. Hazard
- e. High-Risk Training
- f. High-Risk Training Safety Review
- g. Injury
- h. Training Mishap
- i. Near Miss
- j. Training Safety Officer (TSO)
- k. Training Time Out (TTO)
- l. Operational/Off-duty Risk Management (ORM)

Completed _____ DATE _____

6. Read references (a) through (n).

Completed _____ DATE _____

7. Discuss the duties and responsibilities of a Course Training Safety Officer.

Completed _____ DATE _____

Appendix C: Training Safety Officer (TSO) PQS/JQR Example (continued)

8. Discuss the purpose of safety stand-downs for High-risk courses

Completed _____ DATE _____

9. High-Risk Emergency Action Plans.

A. Explain required content per references.

B. Explain frequency of updates to include walk-thru and EAP drill procedures.

C. Review EAP development procedures.

Completed _____ Date _____

10. Review the following as they pertain to course curricula and CUIT guides you will be responsible for:

A. High-Risk Curricula Objectives.

Completed _____ Date _____

B. Training Procedures.

Completed _____ Date _____

C. Safety Precautions.

Completed _____ Date _____

D. Emergency Procedures.

Completed _____ Date _____

E. Training Facilities.

Completed _____ Date _____

F. Training Equipment.

Completed _____ Date _____

Appendix C: Training Safety Officer (TSO) PQS/JQR Example (continued)

11. Explain the significance of completing a Risk Assessment for each High-Risk evolution.

Completed _____ Date _____

12. Review record of previous mishaps, near misses and trends.

Completed _____ Date _____

13. Verify Service Record and Instructor Screening. Discuss the physical or psychological factors that might disqualify a prospective instructor for High-Risk Instructor duty.

Completed _____ Date _____

14. TASKS

A. Attend a Quarterly Training Safety Officer meeting.

Completed _____ Date _____

B. Review an Emergency Action Plan for accuracy. Conduct a Quarterly walk-through.

Completed _____ Date _____

C. Develop a risk assessment for a high-risk evolution utilizing step risk assessment process.

Completed _____ Date _____

D. Observe two High-Risk training evolutions. Verify instructors are following all safety precautions as identified in the risk assessment.

Completed _____ Date _____

***NOTE:** This appendix is an example/template that individual training centers and FC-led training teams may tailor to their respective unit's HRT needs and capacities.

Appendix D: HRT Course Curriculum Outline Signature Page Template

CURRICULUM OUTLINE

FOR

CLASS “__”

COURSE ID: _____ COURSE CODE: _____

___ TRAINING DAYS

HIGH RISK TRAINING COURSE

UNCLASSIFIED

DEVELOPED BY

BRANCH

U.S. COAST GUARD SPECIAL MISSIONS TRAINING CENTER
CAMP LEJEUNE, NC

FREQUENCY OF REVIEW: TRIENNIAL

REVIEWED AND APPROVED AT
U.S. COAST GUARD HEADQUARTERS
WASHINGTON, DC

SUBMITTED: _____
DATE CHIEF, COURSE BRANCH

REVIEWED: _____
DATE TRAINING OFFICER

REVIEWED: _____
DATE COMMANDING OFFICER, TRACEN XXXX

REVIEWED: _____
DATE FC-Tot TRAINING MANAGER

REVIEWED: _____
DATE CG-XXX PROGRAM MANAGER

REVIEWED: _____
DATE FC-Td DEPUTY CHIEF, TRAINING DIVISION

FORCE READINESS COMMAND

Appendix D: HRT Course Curriculum Outline Signature Page Template (continued)

REVIEWED: _____
DATE

FC-T CHIEF, TRAINING DIVISION
FORCE READINESS COMMAND

Next Review Date: _____

***NOTE:** This appendix is an example/template that individual training centers and FC-led training teams may tailor to their respective unit's HRT needs and capacities.

Appendix E: Mandatory HRT Curriculum Objectives Example

U.S. Department of
Homeland Security

United States
Coast Guard



Instructor Guide

Non-Compliant Vessel Pursuit Course



Special Missions Training Center

AUGUST 2012

Appendix E: Mandatory HRT Curriculum Objectives Example (continued)

Course Overview

Introduction

Overview

This course provides instruction and training to small boat coxswains and designated crew members engaged in pursuit of Non-Compliant Vessels at high.

All practical exercises will be advanced through a progressive approach to high risk training. Students shall perform all practical terminal performance objects at a slow pace first. The performance will then be advanced to a medium pace and finally the student will be assessed at an optimal pace of instruction. The nature of close quarter boat operations at speed (during day and night) has been deemed as high risk training.

Units of Instruction

NCVP consists of the following units:

Unit 1.0 Notice of High Risk Training

Unit 2.0 Description and Authority

Unit 3.0 Pursuit Maneuvers

Unit 4.0 Man overboard / Dumping Contraband Procedures

Unit 5.0 Use of Force against Non-Compliant Vessels

Unit 6.0 Pre-boarding Maneuvers

Instructional Settings

This course will be delivered in various settings depending on the tools and equipment needed for each lesson.

Class Size and Location

Eighteen students is the maximum for this class. This course is conducted only at the Special Missions Training Center at Camp Lejeune, NC.

Course Length

This course requires five training days. The approximate time is listed at the beginning of each unit or lesson.

Appendix E: Mandatory HRT Curriculum Objectives Example (continued)

About The Curriculum Materials

About This Document

This Instructor Guide is designed to provide Non-Compliant Vessel Pursuit (NCVP) instructors with an overview of the course content. It is intended to be used in conjunction with the related documents described below, which provide additional training tools and more detailed information.

Related Documents

The curriculum package consists of the following additional components:

Name	Description
Multimedia	The accompanying PowerPoint files are designed to provide a visual aid for content delivery during classroom portions of the course.
Job Aids	This is designed for both students and instructors to learn and/or teach the performance of the required tasks in this course.
Practical Application Guides	These are designed to provide the instructor staff with a quick snapshot of the levels of simulation to be used during practice on the range, driving toward the highest level of simulation on the performance tests.

Appendix E: Mandatory HRT Curriculum Objectives Example (continued)

Unit 1.0 - Notice of High Risk Training

Security	This lesson is For Official Use Only (FOUO).
Safety Authority	This notice promulgates safety precautions to the staff and students of SMTC courses in accordance with responsibilities assigned by the Training Officer of SMTC.
Situational Awareness	<p>Instructors are responsible for maintaining situational awareness and shall remain alert to signs of student panic, fear, extreme fatigue, exhaustion, or lack of confidence that may impair safe completion of the training exercise, and shall immediately stop the training, identify the problem, and make a determination to continue or discontinue training.</p> <p>Note: Instructor must provide safety statement relating to topic and course.</p>
Applicability	<p>The safety precautions contained in this course are applicable to all personnel. They are basic and general in nature.</p> <p>Personnel who operate or maintain equipment in support of any of the courses at SMTC must be thoroughly familiar with all aspects of personnel safety and strictly adhere to all general as well as specific safety precautions contained in operating and emergency procedures and in applicable governing directives.</p>
Compliance	<p>Special emphasis must be placed on strict compliance with published safety precautions and on personal awareness of potentially hazardous conditions peculiar to courses taught at SMTC.</p> <p>Training Time Out (TTO) and Drop on Request (DOR) policies apply to this course.</p>
Importance / Purpose	The pursuit of Non-Compliant Vessels (NCVs) presents a challenging operational environment that requires equipment and personnel to perform above and beyond normal Coast Guard parameters for small boats. During this lesson, students will be introduced to the basic concepts and techniques for maneuvering a vessel while vectoring toward a target of interest at high speeds.

Appendix E: Mandatory HRT Curriculum Objectives Example (continued)

Unit 1.0 - Notice of High Risk Training, continued

References

The following references were used to develop this lesson:

- 23' Cutter Boat-Over the Horizon (CB-OTH) Operator's Handbook, COMDTINST M16114.31 (series)
 - Boat Crew Seamanship Manual, COMDTINST M16114.5 (series)
 - Defender Class Operator's Handbook, COMDTINST M16114.37
-

Materials Required

The following equipment and materials are required:

- Student Guide – 502064

References

- USCG Training System SOP Volume 14
 - SMTC Organization Manual (series)
 - CI 3500.3 Operational Risk Management (series)
-

Lesson Length

Class Period: 1.0 Hours

Practical Application Period: 30.0 Hours

Exam: None

Lesson Length

Lecture

Practical Application

Gaining Attention

The “attention gainer” should be designed to establish the learning environment as it pertains to the lesson. Methods used: video clips, graphics, mishap reports, personal experiences, student input, official changes to doctrine, humor, etc.

Note: Place the reason why (value or motivation) the students need to learn the material.

Appendix E: Mandatory HRT Curriculum Objectives Example (continued)

Unit 1.0 - Notice of High Risk Training, continued

**Terminal
Performance
Objective**

Given the applicable reference material; **DEMONSTRATE** understanding of the Coast Guard's High Risk Training Policy, in accordance with SMTC's Organization Manual and the Coast Guard's Training System SOP, Volume 14.

**Enabling
Objectives**

- **DESCRIBE** elements of high risk training in the NCVP course.
 - **DESCRIBE** seven steps of Operational Risk Management.
 - **DESCRIBE** training safety pro-words.
 - **DESCRIBE** "drop on request" and its process.
 - **DESCRIBE** SMTC's safety policy.
 - **DESCRIBE** the process of a performance review board.
-

**Recalling
Prerequisites**

Guide the students through a review of fundamental concepts for this lesson (PQS, manuals, certifications, etc). In addition, ensure that students can recall previously taught material that supports this lesson.

Note: Recall any previous material learned prior to this lesson.

Appendix E: Mandatory HRT Curriculum Objectives Example (continued)

Unit 1.0 - Notice of High Risk Training, continued

ORM

High Risk Training demands strict application and attention to Operational Risk Management (ORM). The seven steps to ORM are as follows:

- Identify the task/objective.
 - Identify the associated hazards and risk (P.E.A.C.E. Model).
 - Assess hazards and risk (SPE Model) and/or (GAR Model).
 - Identify options (S.T.A.A.R. Model).
 - Evaluate Risk vs. Gain.
 - Execute decision.
 - Monitor situation.
 - CI 3500.3 Operational Risk Management (series)
-

Appendix E: Mandatory HRT Curriculum Objectives Example (continued)

Unit 1.0 - Notice of High Risk Training, continued

Training Time Out/Drop on Request

High-Risk Training is voluntary. Accordingly, you have the option to individually request **Training Time Out (TTO)**, or to terminate training by **Dropping on Request (DOR)**. Any time you make a statement such as “I quit,” “DOR” or words of that effect; you shall be immediately removed from the training environment and referred to the appropriate branch or Training Officer for administrative processing.

Students will be asked to sign a Statement of Understanding, to be kept in the student record book, affirming that they have read and understood the TTO/DOR policy, including the following:

Basic TTO Student Briefing:

The purpose of the TTO is to correct the situation of concern, provide clarifying information or remove the student from the potential hazardous environment. A Training Time Out (TTO) may be called by any student or instructor in any training situation where they are concerned for their own or another’s safety, or they request clarification of procedures or requirements. TTO is also an appropriate means for one to obtain relief if he or she is experiencing pain, heat stress, or other serious physical discomfort. A TTO may be signaled, by uttering the words Training Time Out, crossed hands in a (T), a raised clenched fist, or other specific signals which will be briefed prior to a specific performance test, or practical application. If the TTO signal is not acknowledged, the signaler shall shout “Training Time Out” (or other action as required by the training class). The instructor shall attempt to relieve and remove the student from the training environment. If an adequate number of instructors are available to allow training to continue safely, the lead instructor may elect to do so. However, if this is not practical, training will be stopped until the situation is corrected.

Drop on Request (DOR) Briefing:

Policy. When a DOR is made the student will be counseled immediately by the instructor and Course Chief. If the issues that prevent the student from continuing with the training cannot be resolved then the student is removed from training immediately. All student training materials and equipment are removed from the student and accounted for and will not be returned without approval by the Training Officer. A request to DOR is a time sensitive issue, and the student must be able to decisively wish to return to training or continue the DOR process before the beginning of the next lesson of their course. In no case shall a student be coerced or threatened to induce him or her to return to training following a DOR.

Appendix E: Mandatory HRT Curriculum Objectives Example (continued)

Unit 1.0 - Notice of High Risk Training, continued

**Training Time
Out/Drop on
Request.
Continued**

Procedures. After a student is removed from training the Course Chief will initiate the DOR form SMTC 01/09. The instructor will complete the appropriate portion of the DOR form and sign. The student will be given the DOR form to submit a written request detailing the reasons for the DOR. The request should clearly indicate that the student wants to DOR (e.g., I (name), desire to be removed from training in XYZ course for the following reason(s): XXX). Once the counseling and form is complete, the request shall be submitted directly to the Branch Chief and shall become a part of the student's training record. In no case shall a student be coerced or threatened to induce him or her to return to training following a DOR.

Branch Chief's Interview.

The Branch Chief shall interview the student requesting the DOR. During this interview the Branch Chief must be able to reasonably determine several things:

- The real motivation for the request (for example, the decision to DOR may be the result of training factors which may lead other students to DOR).
 - Possibility of modifying training to alleviate causal factors without adversely affecting program objectives.
 - The student's desire to reenter the program.
 - If student retention is warranted, identifying any actions (counseling, change of instructor, or special assistance) that could prevent the DOR.
 - Whether or not such actions can be justified in view of the impact upon the overall training program and upon other students.
-

Appendix E: Mandatory HRT Curriculum Objectives Example (continued)

Unit 1.0 - Notice of High Risk Training, continued

Training Time Out/Drop on Request, continued

The interview need only be detailed enough to satisfy the Branch Chief and the student understands the process of the DOR. If after the interview is complete and the student still desires a DOR, then the student will be directed to the Training Officer for further interview and administrative processing.

The Post-Interview Procedure.

After approved action is signed off by the Training Officer, the administrative action will commence in accordance with that service members service branch. The proceedings of the DOR will be typically forwarded to the member's parent command unless exceptional circumstances exist/arise. This information will remain within the Instructional Systems staff files for a period of two years before being destroyed.

Additional Pro- Words

Band Aide:

The purpose of "Band Aide" is to notify a request for minor medical attention. "Band aide" is typically initiated after a TTO has been called. However, nothing prevents "Band Aide" from being a pro-word that can momentarily stop the process of training. "Band Aides" are reserved for minor injuries such as small scrapes or cuts. In the event of a major injury "Safe Guard" (which is described in the next bullet) will be called.

Safe Guard:

The purpose of "Safe Guard" is to initiate an emergency response. This pro-word is reserved for major incidents such as (but not limited to) boat collisions, ejections, persons in the water, and major injuries. In the event of a "Safe Guard," the boat calling out the pro-word shall keep their blue light on. All other boats shall extinguish their blue lights and clear a path for the safety boat to arrive.

Performance Review Boards

The Performance Review Board (PRB), is an internal SMTC process used to determine why a student is not successfully passing a course of instruction. The process is not punitive; no violations of the UCMJ, or conditions pointing to conduct and behavior, will be brought to a PRB. The PRB focuses on the student's ability to learn the course material, as well as those factors stemming from curriculum content, instructional delivery methods, and/or evaluations that may affect his/her ability to learn the material.

Appendix E: Mandatory HRT Curriculum Objectives Example (continued)

Unit 1.0 - Notice of High Risk Training, continued

Performance Review Board Overview, continued

The PRB is initiated at any time by the Course Chief, based on instructor input on student performance. If it is a high-risk course, the student is removed from training until the conclusion of the PRB, and is only returned to training if the Training Officer determines that the student will continue with the course.

Performance Review Boards shall be conducted as soon as practical. Timeliness of the board shall be determined by the Training Officer. The timeliness of the board impacts the feasibility of returning the student to training, and the cost of retaining a student that will ultimately be disenrolled.

The PRB Chairperson will be assigned by the TO in writing. The PRB Chairperson will then assign board members. Board composition will include the chairperson, at least one Subject Matter Expert (SME) member, and at least one Curriculum Member. No more than five members will be on a board. Any votes resulting in a tie, will be decided by the PRB Chairperson.

Performance Review Boards may be attended by additional personnel, if it is in the best interest of SMTC. Examples of additional attendees could include instructors that may be used for future boards, leadership staff, and/or Instructional Designers. These additional personnel shall not vote, or provide any input to the board. Additional personnel shall be kept to a minimum.

The board will muster at the specified time/location and will review all materials provided by the Course Chief and any other applicable reference materials. The PRB Chairperson will lead a pre-discussion on any of the materials and review prepared questions for appropriateness. The board will be kept short, remain objective, and be fair to the student.

The Chairperson will have the student brought in to the proceedings by the Course Chief. The recorder will record the proceedings using a digital audio/visual recording device. The Chairperson will introduce him/herself and the other board members, and will read the statement to the student from enclosure (3). The Chairperson's questions are personal in nature, and generally designed to put the student at ease. Following the Chairperson, the other members on the board will ask questions pertinent to their role on the board.

Appendix E: Mandatory HRT Curriculum Objectives Example (continued)

Unit 1.0 - Notice of High Risk Training, continued

Performance Review Board Overview, continued

After the PRB questioning is completed, the Chairperson will temporarily dismiss the student so the board can deliberate. The recorder will not record the board deliberations. The board discusses a recommended course of action. The possible courses of action include:

- Continue with training.
- Remediate, and continue with training.
- Drop from training (with, or without a recommendation to return at a later date).

Once the board has determined their recommendation, the student is called back into the room. The Recorder will commence recording the proceedings and the Chairperson will inform the student of the board's recommendation. The Chairperson must also inform the student that the recommendation will be presented to the Training Officer, who may approve or disapprove the recommendation, and that the student will have the opportunity to appeal the decision to the Commanding Officer.

Once the PRB is concluded, the Chairperson will compile the information and present a report to the Training Officer (deadline will be set by the TO). The Chairperson will ensure that all enclosures (1 thru 7) are completed in full; all voting members, and the student, must sign the report.

The Training Officer will make a final determination based on the board package. The decision will be conveyed to the student by the Course Chief, and the student will be given at least one hour to appeal the decision, in writing, to the Commanding Officer.

If the student is returned to training (with, or without, remediation), the Branch Chief is responsible for managing the integration process.

If the student is disenrolled, the Course Chief will ensure that enclosure (8) is completed, and that the student has all logistical needs met for them to return to their parent command. The Chairperson shall deliver the final board package to the ATO for file.

Appendix E: Mandatory HRT Curriculum Objectives Example (continued)

Unit 1.0 - Notice of High Risk Training, continued

Provide Learning Guidance

To help learners encode information for long-term storage, additional guidance should be provided. Guidance strategies include the use of examples, non-examples, case studies, graphical representations, mnemonics, and analogies.

Note: Associate the new information to information they already know using common examples.

Provide Opportunity to Practice

This section contains guidance for the instructor on how to conduct the practical application portion of this lesson. It includes checklists, length of instruction blocks, length of practical exercises and drills, and student organization.

Note: Give the participants an opportunity to practice the desired performance.

Give Feedback

Communicate with the student regarding the correctness of his/her performance including what he/she did correctly and what he/she needs to do to improve performance.

Note: Give feedback on the performance.

Assess performance

This section contains guidance for the instructor on how to conduct the evaluation portion of this lesson. It includes student performance checklists, list of scenarios and drills, and student grading criteria.

Enhance Retention and Transfer

Re-state the value of this lesson and how it will be used in the field or on the job. Review main discussion points. Emphasize the importance of safety and how it applies to this topic and course. Student should walk away with a feeling of accomplishment.

Note: Briefly inform students of next lesson.

Note: A generic TPO 1.0 for all HRT courses is being developed. This TPO can be tailored by course designers to fit the specific HRT course they are working to produce. In general, it will cover: DOR, TTO, ORM, Risk Controls (Engineering, Administrative, PPE, etc) that are specific to the course.

Appendix E: Mandatory HRT Curriculum Objectives Example (continued)**STUDENT GUIDE****FOR*****NON-COMPLIANT VESSEL (NCV) PURSUIT COURSE*****502064**



Prepared by
Instructional Systems
US Coast Guard Special Missions Training Center
Marine Corps Base Camp Lejeune

For
Boat Tactics Branch
US Coast Guard Special Missions Training Center
Non-Compliant Vessel Pursuit Course

Appendix E: Mandatory HRT Curriculum Objectives Example (continued)

Unit 1.0 - Notice of High Risk Training

High Risk Training

This course provides instruction and training to small boat coxswains and designated crew members engaged in pursuit of Non-Compliant Vessels at high speeds (greater than 30 knots).

All practical exercises will be advanced through a “crawl, walk, run” approach to high risk training. Students shall perform all practical terminal performance objects at a slow pace (crawl) first. The performance will then be advanced to a medium pace (walk), and finally the student will be assessed at a fast (run) pace of instruction. The nature of close quarter boat operations at speed (during day and night) has been deemed as high risk training.

References

- USCG Training System SOP Volume 14
 - SMTC Organization Manual (series)
 - CI 3500.3 Operational Risk Management (series)
-

Terminal Performance Objective

Given the applicable reference material; **DEMONSTRATE** understanding of the Coast Guard’s High Risk Training Policy, in accordance with SMTC’s Organization Manual and the Coast Guard’s Training System SOP, Volume 14.

Enabling Objectives

- **DESCRIBE** elements of high risk training in the NCVP course
 - **DESCRIBE** seven steps of Operational Risk Management
 - **DESCRIBE** training safety pro-words
 - **DESCRIBE** “drop on request” and its process
 - **DESCRIBE** SMTC’s safety policy
 - **DESCRIBE** the process of a performance review board
-

Operational Risk Management

High Risk Training demands strict application and attention to Operational Risk Management. The seven steps to ORM are as follows:

- Identify the task/objective
 - Identify the associated hazards and risk (P.E.A.C.E. Model)
 - Assess hazards and risk (SPE Model) and/or (GAR Model)
 - Identify Options (S.T.A.A.R. Model)
 - Evaluate Risk vs. Gain
 - Execute Decision
 - Monitor Situation
-

Appendix E: Mandatory HRT Curriculum Objectives Example (continued)

Unit 1.0 - Notice of High Risk Training, continued

Training Safety Pro Words

Training Time Out (TTO):

The purpose of the TTO is to correct the situation of concern, provide clarifying information or remove the student from the potential hazardous environment. A Training Time Out (TTO) may be called by any student or instructor in any training situation where they are concerned for their own or another's safety, or they request clarification of procedures or requirements. TTO is also an appropriate means for one to obtain relief if he or she is experiencing pain, heat stress, or other serious physical discomfort. A TTO may be signaled, by uttering the words Training Time Out, crossed hands in a (T), a raised clenched fist, or other specific signals which will be briefed prior to a specific performance test, or practical application. If the TTO signal is not acknowledged, the signaler shall shout "Training Time Out" (or other action as required by the training class). The Instructor shall attempt to relieve and remove the student from the training environment. If an adequate number of instructors are available to allow training to continue safely, the lead instructor may elect to do so. However, if this is not practical, training will be stopped until the situation is corrected.

Band Aide:

The purpose of "Band Aide" is to notify a request for minor medical attention. "Band aide" is typically initiated after a TTO has been called. However, nothing prevents "Band Aide" from being a pro-word that can momentarily stop the process of training. "Band Aides" are reserved for minor injuries such as small scrapes or cuts. In the event of a major injury "Safe Guard" (which is described in the next bullet) will be called.

Safe Guard:

The purpose of "Safe Guard" is to initiate an emergency response. This pro word is reserved for major incidents such as (but not limited to) boat collisions, ejections, persons in the water, and major injuries. In the event of a "Safe Guard," the boat calling out the pro word shall keep their blue light on. All other boats shall extinguish their blue lights and clear a path for the safety boat to arrive.

Drop on Request

High-Risk Training is voluntary. Accordingly, you have the option to individually request **Training Time Out (TTO)**, or to terminate training by **Dropping on Request (DOR)**. Any time you make a statement such as "I quit," "DOR" or words of that effect; you shall be immediately removed from the training environment and referred to the appropriate branch or Training Officer for administrative action.

Students will be asked to sign a Statement of Understanding, to be kept in the student record book, affirming that they have read and understood the TTO/DOR policy, including the following:

Appendix E: Mandatory HRT Curriculum Objectives Example (continued)

Unit 1.0 - Notice of High Risk Training, continued

Drop on Request, continued

Policy. When a DOR is made the student will be counseled immediately by the instructor and Course Chief. If the issues that prevent the student from continuing with the training cannot be resolved then the student is removed from training immediately. All student training materials and equipment are removed from the student and accounted for and will not be returned without approval by the Training Officer. A request to DOR is a time sensitive issue, and the student must be able to decisively wish to return to training or continue the DOR process before the beginning of the next lesson of their course. In no case shall a student be coerced or threatened to induce him or her to return to training following a DOR.

Procedures. After a student is removed from training the Course Chief will initiate the DOR form SMTC 01/09. The instructor will complete the appropriate portion of the DOR form and sign. The student will be given the DOR form to submit a written request detailing the reasons for the DOR. The request should clearly indicate that the student wants to DOR (e.g., I (name), desire to be removed from training in XYZ course for the following reason(s): XXX). Once the counseling and form is complete, the request shall be submitted directly to the Branch Chief and shall become a part of the student's training record. In no case shall a student be coerced or threatened to induce him or her to return to training following a DOR.

Branch Chief's Interview.

The Branch Chief shall interview the student requesting the DOR. During this interview the Branch Chief must be able to reasonably determine several things:

- The real motivation for the request (for example, the decision to DOR may be the result of training factors which may lead other students to DOR).
- Possibility of modifying training to alleviate causal factors without adversely affecting program objectives.
- The student's desire to reenter the program.
- If student retention is warranted, identifying any actions (counseling, change of instructor, or special assistance) that could prevent the DOR.
- Whether or not such actions can be justified in view of the impact upon the overall training program and upon other students.

The interview need only be detailed enough to satisfy the Branch Chief and that the student understands the process of the DOR. If after the interview is complete and the student still desires a DOR, then the student will be directed to the Training Officer for further interview and administrative processing.

Appendix E: Mandatory HRT Curriculum Objectives Example (continued)

Unit 1.0 - Notice of High Risk Training, continued

Drop on Request, continued

The Post-Interview Procedure.

After approved action is signed off by the Training Officer, the administrative action will commence in accordance with that service members service branch. The proceedings of the DOR will be typically forwarded to the member's parent command unless exceptional circumstances exist/arise. This information will remain within the Instructional Systems staff files for a period of two years before being destroyed.

SMTC Safety Policy

Safety violations require the immediate removal of student from training, followed by a notification to Branch Chief, whereby a determination whether to take the member to a formal performance review board shall be made.

Students will be asked to sign a Statement of Understanding, to be kept in the student record book, affirming that they have read and understood the Safety Policy, including the following:

1. Violation of any part of the range safety briefs, general safety rules, or a violation of a nature of seriousness as determined by the Lead instructor.
-

Performance Review Boards

The Performance Review Board (PRB), is an internal SMTC process used to determine why a student is not successfully passing a course of instruction. The process is not punitive; no violations of the UCMJ, or conditions pointing to conduct and behavior, will be brought to a PRB. The PRB focuses on the student's ability to learn the course material, as well as those factors stemming from curriculum content, instructional delivery methods, and/or evaluations that may affect his/her ability to learn the material.

PRB Overview

The PRB is initiated at any time by the Course Chief, based on instructor input on student performance. If it is a high-risk course, the student is removed from training until the conclusion of the PRB, and is only returned to training if the Training Officer determines that the student will continue with the course.

Performance Review Boards shall be conducted as soon as practical. Timeliness of the board shall be determined by the Training Officer. The timeliness of the board impacts the feasibility of returning the student to training, and the cost of retaining a student that will ultimately be disenrolled

Appendix E: Mandatory HRT Curriculum Objectives Example (continued)

Unit 1.0 - Notice of High Risk Training, continued

Performance Review Board, continued

Performance Review Board process:

The board will muster at the specified time/location and will review all materials provided by the Course Chief and any other applicable reference materials. The PRB Chairperson will lead a pre-discussion on any of the materials and review prepared questions for appropriateness. The board will be kept short, remain objective, and be fair to the student.

The Chairperson will have the student brought in to the proceedings by the Course Chief. The recorder will record the proceedings using a digital audio/visual recording device.

After the PRB questioning is completed, the Chairperson will temporarily dismiss the student so the board can deliberate. The recorder will not record the board deliberations. The board discusses a recommended course of action. The possible courses of action include:

- a) Continue with training
- b) Remediate, and continue with training
- c) Drop from training (with, or without a recommendation to return at a later date)

Once the board has determined their recommendation, the student is called back into the room. The Recorder will commence recording the proceedings and the Chairperson will inform the student of the board's recommendation. The Chairperson must also inform the student that the recommendation will be presented to the Training Officer, who may approve or disapprove the recommendation, and that the student will have the opportunity to appeal the decision to the Commanding Officer.

The Training Officer will make a final determination based on the board package. The decision will be conveyed to the student by the Course Chief, and the student will be given at least one hour to appeal the decision, in writing, to the Commanding Officer.

If the student is returned to training (with, or without, remediation), the Branch Chief is responsible for managing the integration process

Units of Instruction

NCVP consists of the following units:

Unit 1. Notice of High Risk Training

Unit 2. Description and Authority

Unit 3. Pursuit Maneuvers

Unit 4. Man overboard/ Dumping Contraband Procedures

Unit 5. Use of Force against Non Compliant Vessels

Unit 6. Pre-boarding Maneuvers

Appendix E: Mandatory HRT Curriculum Objectives Example (continued)

Note: A generic TPO 1.0 for all HRT courses is being developed. This TPO can be tailored by course designers to fit the specific HRT course they are working to produce. In general, it will cover: DOR, TTO, ORM, Risk Controls (Engineering, Administrative, PPE, etc) that are specific to the course.

Appendix F: Mandatory HRT Curriculum Objectives Template

Unit 1.0 - Notice of High Risk Training

Security	This lesson is For Official Use Only (FOUO).
Safety Authority	This notice promulgates safety precautions to the staff and students of [TRACEN] courses in accordance with responsibilities assigned by the Training Officer of [TRACEN].
Situational Awareness	<p>Instructors are responsible for maintaining situational awareness and shall remain alert to signs of student panic, fear, extreme fatigue, exhaustion, or lack of confidence that may impair safe completion of the training exercise, and shall immediately stop the training, identify the problem, and make a determination to continue or discontinue training.</p> <p>Note: Instructor must provide safety statement relating to topic and course.</p>
Applicability	<p>The safety precautions contained in this course are applicable to all personnel. They are basic and general in nature.</p> <p>Personnel who operate or maintain equipment in support of any of the courses at [TRACEN] must be thoroughly familiar with all aspects of personnel safety and strictly adhere to all general as well as specific safety precautions contained in operating and emergency procedures and in applicable governing directives.</p>
Compliance	<p>Special emphasis must be placed on strict compliance with published safety precautions and on personal awareness of potentially hazardous conditions associated with courses taught at [TRACEN].</p> <p>Training Time Out (TTO) and Drop on Request (DOR) policies apply to this course.</p>
Importance / Purpose	[Insert TRACEN/Course Importance/Purpose]

Appendix F: Mandatory HRT Curriculum Objectives Template (continued)

Unit 1.0 - Notice of High Risk Training, continued

References

The following references were used to develop this lesson:

- [Enter Training Reference]
 - [Enter Training Reference]
 - [Enter Training Reference]
-

Materials Required

The following equipment and materials are required:

- Student Guide – [Course Number/Title]
 - USCG Training System SOP Volume 14
 - [TRACEN] Organization Manual (series)
 - CI 3500.3 Operational Risk Management (series)
-

Lesson Length

Class Period: [XX.XX] Hours

Practical Application Period: [XX.XX] Hours

Exam: [XXXXXXX]

Lesson Method

Lecture

Practical Application

[Other]

Gaining Attention

The “attention gainer” should be designed to establish the learning environment as it pertains to the lesson. Methods used: video clips, graphics, mishap reports, personal experiences, student input, official changes to doctrine, humor, etc.

Note: Place the reason why (value or motivation) the students need to learn the material.

Appendix F: Mandatory HRT Curriculum Objectives Template (continued)

Unit 1.0 - Notice of High Risk Training, continued

**Terminal
Performance
Objective**

[Enter Course Unit TPO]

**Enabling
Objectives**

- [Enter Course Unit EO]
 - [Enter Course Unit EO]
 - [Enter Course Unit EO]
-

**Recalling
Prerequisites**

Guide the students through a review of fundamental concepts for this lesson (PQS, manuals, certifications, etc). In addition, ensure that students can recall previously taught material that supports this lesson.

Note: Recall any previous material learned prior to this lesson.

ORM

High Risk Training demands strict application and attention to Operational Risk Management (ORM). The seven steps to ORM are as follows:

- Identify the task/objective.
 - Identify the associated hazards and risk (P.E.A.C.E. Model).
 - Assess hazards and risk (SPE Model) and/or (GAR Model).
 - Identify options (S.T.A.A.R. Model).
 - Evaluate Risk vs. Gain.
 - Execute decision.
 - Monitor situation.
 - Reference CI 3500.3 Operational Risk Management (series)
-

Appendix F: Mandatory HRT Curriculum Objectives Template (continued)

Unit 1.0 - Notice of High Risk Training, continued

Training Time Out/Drop on Request

High-Risk Training is voluntary. Accordingly, you have the option to individually initiate a **Training Time Out (TTO)**, or to terminate training by **Dropping on Request (DOR)**. Any time you make a statement such as “I quit,” “DOR” or words of that effect; you shall be immediately removed from the training environment and referred to the appropriate branch or Training Officer for administrative processing.

Students will be asked to sign a Statement of Understanding, to be kept in the student record book, affirming that they have read and understood the TTO/DOR policy, including the following:

Basic TTO Student Briefing:

The purpose of the TTO is to correct the situation of concern, provide clarifying information or remove the student from the potential hazardous environment. A TTO may be called by any student or instructor in any training situation where they are concerned for their own or another’s safety, or they request clarification of procedures or requirements. TTO is also an appropriate means for one to obtain relief if he or she is experiencing pain, heat stress, or other serious physical discomfort. A TTO may be signaled, by uttering the words Training Time Out, crossed hands in a (T), a raised clenched fist, or other specific signals which will be briefed prior to a specific performance test, or practical application. If the TTO signal is not acknowledged, the signaler shall shout “Training Time Out” (or other action as required by the training class). The instructor shall attempt to address the situation and remove the student from training if applicable. If an adequate number of instructors are available to allow training to continue safely, the lead instructor may elect to do so. However, if this is not practical, training will be stopped until the situation is corrected.

Appendix F: Mandatory HRT Curriculum Objectives Template (continued)

Unit 1.0 - Notice of High Risk Training, continued

Drop on Request

Drop on Request (DOR) Briefing:

Policy. When a DOR is made, the student will be counseled immediately by the instructor and course chief. If the issues that prevent the student from continuing with the training cannot be resolved then the student is removed from training immediately. All student training materials and equipment are removed from the student and accounted for and will not be returned without approval by the Training Officer. A request to DOR is a time sensitive issue, and the student must be able to decisively wish to return to training or continue the DOR process before the beginning of the next lesson of their course. In no case shall a student be coerced or threatened to stress him or her to return to training following a DOR.

Procedures. After a student is removed from training, the course chief will initiate the DOR form. The instructor will complete the appropriate portion of the DOR form and sign. The student will be given the DOR form to submit a written request detailing the reasons for the DOR. The request should clearly indicate that the student wants to DOR (e.g., I (name), desire to be removed from training in XYZ course for the following reason(s): XXX). Once the counseling and form is complete, the request shall be submitted directly to the Branch Chief and shall become a part of the student's training record. In no case shall a student be coerced or threatened to stress him or her to return to training following a DOR.

Branch Chief's Interview.

The Branch Chief shall interview the student requesting the DOR. During this interview the Branch Chief must be able to reasonably determine several things:

- The real motivation for the request (for example, the decision to DOR may be the result of training factors which may lead other students to DOR).
 - Possibility of modifying training to alleviate causal factors without adversely affecting program objectives.
 - The student's desire to reenter the program.
 - If student retention is warranted, identifying any actions (counseling, change of instructor, or special assistance) that could prevent the DOR.
 - Whether or not such actions can be justified in view of the impact upon the overall training program and upon other students.
-

Appendix F: Mandatory HRT Curriculum Objectives Template (continued)

Unit 1.0 - Notice of High Risk Training, continued

Drop on Request, continued

The interview need only be detailed enough to satisfy the Branch Chief and the student understands the process of the DOR. If after the interview is complete and the student still desires a DOR, then the student will be directed to the Training Officer for further interview and administrative processing.

The Post-Interview Procedure.

After approved action is signed off by the Training Officer, the administrative action will commence in accordance with that service members service branch. The proceedings of the DOR will be typically forwarded to the member's parent command unless exceptional circumstances exist/arise. This information will remain within the Instructional Systems staff files for a period of two years before being destroyed.

Additional Pro-Words

Band Aide:

The purpose of "Band Aide" is to notify a request for minor medical attention. "Band aide" is typically initiated after a TTO has been called. However, nothing prevents "Band Aide" from being a proword that can momentarily stop the process of training. "Band Aides" are reserved for minor injuries such as small scrapes or cuts. In the event of a major injury "Safe Guard" (which is described in the next bullet) will be called.

Safe Guard:

The purpose of "Safe Guard" is to initiate an emergency response. This proword is reserved for major incidents such as (but not limited to) boat collisions, ejections, persons in the water, and major injuries. In the event of a "Safe Guard," the boat calling out the proword shall keep their blue light on. All other boats shall extinguish their blue lights and clear a path for the safety boat to arrive on scene with distressed boat calling "Safe Guard."

Performance Review Boards

The Performance Review Board (PRB), is an internal **TRACEN** process used to determine why a student is not successfully passing a course of instruction. The process is not punitive; no violations of the UCMJ, or conditions pointing to conduct and behavior, will be brought to a PRB. The PRB focuses on the student's ability to learn the course material, as well as those factors stemming from curriculum content, instructional delivery methods, and/or evaluations that may affect his/her ability to learn the material.

Appendix F: Mandatory HRT Curriculum Objectives Template (continued)

Unit 1.0 - Notice of High Risk Training, continued

Performance Review Board Overview, continued

The PRB is initiated at any time by the Course Chief, based on instructor input on student performance. If it is a high-risk course, the student is removed from training until the conclusion of the PRB, and is only returned to training if the Training Officer determines that the student will continue with the course.

Performance Review Boards shall be conducted as soon as practical. Timeliness of the board shall be determined by the Training Officer. The timeliness of the board impacts the feasibility of returning the student to training, and the cost of retaining a student that will ultimately be disenrolled.

The PRB Chairperson will be assigned by the TO in writing. The PRB Chairperson will then assign board members. Board composition will include the chairperson, at least one Subject Matter Expert (SME) member, and at least one Curriculum Member. No more than five members will be on a board. Any votes resulting in a tie, will be decided by the PRB Chairperson.

Performance Review Boards may be attended by additional personnel, if it is in the best interest of [TRACEN]. Examples of additional attendees could include instructors that may be used for future boards, leadership staff, and/or Instructional Designers. These additional personnel shall not vote, or provide any input to the board. Additional personnel shall be kept to a minimum.

The board will muster at the specified time/location and will review all materials provided by the Course Chief and any other applicable reference materials. The PRB Chairperson will lead a pre-discussion on any of the materials and review prepared questions for appropriateness. The board will be kept short, remain objective, and be fair to the student.

The Chairperson will have the student brought in to the proceedings by the Course Chief. The recorder will record the proceedings using a digital audio/visual recording device. The Chairperson will introduce him/herself and the other board members, and will read the statement to the student from enclosure (3). The Chairperson's questions are personal in nature, and generally designed to put the student at ease. Following the Chairperson, the other members on the board will ask questions pertinent to their role on the board.

Appendix F: Mandatory HRT Curriculum Objectives Template (continued)

Unit 1.0 - Notice of High Risk Training, continued

Performance Review Board Overview, continued

After the PRB questioning is completed, the Chairperson will temporarily dismiss the student so the board can deliberate. The recorder will not record the board deliberations. The board discusses a recommended course of action. The possible courses of action include:

- Continue with training.
- Remediate, and continue with training.
- Drop from training (with, or without a recommendation to return at a later date).

Once the board has determined their recommendation, the student is called back into the room. The Recorder will commence recording the proceedings and the Chairperson will inform the student of the board's recommendation. The Chairperson must also inform the student that the recommendation will be presented to the Training Officer, who may approve or disapprove the recommendation, and that the student will have the opportunity to appeal the decision to the Commanding Officer.

Once the PRB is concluded, the Chairperson will compile the information and present a report to the Training Officer (deadline will be set by the TO). The Chairperson will ensure that all enclosures (1 thru 7) are completed in full; all voting members, and the student, must sign the report.

The Training Officer will make a final determination based on the board package. The decision will be conveyed to the student by the Course Chief, and the student will be given at least one hour to appeal the decision, in writing, to the Commanding Officer.

If the student is returned to training (with, or without, remediation), the Branch Chief is responsible for managing the integration process.

If the student is disenrolled, the Course Chief will ensure that enclosure (8) is completed, and that the student has all logistical needs met for them to return to their parent command. The Chairperson shall deliver the final board package to the ATO for file.

Appendix F: Mandatory HRT Curriculum Objectives Template (continued)

Unit 1.0 - Notice of High Risk Training, continued

Provide Learning Guidance

To help learners encode information for long-term storage, additional guidance should be provided. Guidance strategies include the use of examples, non-examples, case studies, graphical representations, mnemonics, and analogies.

Note: Associate the new information to information they already know using common examples.

Provide Opportunity to Practice

This section contains guidance for the instructor on how to conduct the practical application portion of this lesson. It includes checklists, length of instruction blocks, length of practical exercises and drills, and student organization.

Note: Give the participants an opportunity to practice the desired performance.

Give Feedback

Communicate with the student regarding the correctness of his/her performance including what he/she did correctly and what he/she needs to do to improve performance.

Note: Give feedback on the performance.

Assess performance

This section contains guidance for the instructor on how to conduct the evaluation portion of this lesson. It includes student performance checklists, list of scenarios and drills, and student grading criteria.

Enhance Retention and Transfer

Re-state the value of this lesson and how it will be used in the field or on the job. Review main discussion points. Emphasize the importance of safety and how it applies to this topic and course. Student should walk away with a feeling of accomplishment.

Note: Briefly inform students of next lesson.

Note: A generic TPO 1.0 for all HRT courses is being developed. This TPO can be tailored by course designers to fit the specific HRT course they are working to produce. In general, it will cover: DOR, TTO, ORM, Risk Controls (Engineering, Administrative, PPE, etc) that are specific to the course.

Appendix F: Mandatory HRT Curriculum Objectives Template (continued)

Unit 1.0 - Notice of High Risk Training

High Risk Training

NOTE: This template is for Student Guide

[Insert brief course description]

All practical exercises will be advanced through using a progressive approach to high risk training. Students shall perform all practical terminal performance objects at a slow pace first. The performance will then be advanced to a medium pace, and finally the student will be assessed at the optimal pace of instruction. The nature of close quarter boat operations at speed (during day and night) has been deemed as high risk training.

References

- USCG Training System SOP Volume 14
 - [TRACEN] Organization Manual (series)
 - CI 3500.3 Operational Risk Management (series)
-

Terminal Performance Objective

Given the applicable reference material; **DEMONSTRATE** understanding of the Coast Guard's High Risk Training Policy, in accordance with [TRACEN] Organization Manual and the Coast Guard's Training System SOP, Volume 14.

Enabling Objectives

- **DESCRIBE** elements of high risk training in the NCVP course
 - **DESCRIBE** seven steps of Operational Risk Management
 - **DESCRIBE** training safety prowords
 - **DESCRIBE** "drop on request" and its process
 - **DESCRIBE** [TRACEN] safety policy
 - **DESCRIBE** the process of a performance review board
-

Operational Risk Management

High Risk Training demands strict application and attention to Operational Risk Management (ORM). The seven steps to ORM are as follows:

- Identify the task/objective
 - Identify the associated hazards and risk (P.E.A.C.E. Model)
 - Assess hazards and risk (SPE Model) and/or (GAR Model)
 - Identify Options (S.T.A.A.R. Model)
 - Evaluate Risk vs. Gain
 - Execute Decision
 - Monitor Situation
-

Appendix F: Mandatory HRT Curriculum Objectives Template (continued)

Unit 1.0 - Notice of High Risk Training, continued

Training Safety Pro-words

Training Time Out (TTO):

The purpose of the TTO is to correct the situation of concern, provide clarifying information or remove the student from the potential hazardous environment. A TTO may be called by any student or instructor in any training situation where they are concerned for their own or another's safety, or they request clarification of procedures or requirements. TTO is also an appropriate means for one to obtain relief if he or she is experiencing pain, heat stress, or other serious physical discomfort. A TTO may be signaled, by uttering the words Training Time Out, crossed hands in a (T), a raised clenched fist, or other specific signals which will be briefed prior to a specific performance test, or practical application. If the TTO signal is not acknowledged, the signaler shall shout "Training Time Out" (or other action as required by the training class). The Instructor shall attempt to relieve and remove the student from the training environment. If an adequate number of instructors are available to allow training to continue safely, the lead instructor may elect to do so. However, if this is not practical, training will be stopped until the situation is corrected.

Band Aide:

The purpose of "Band Aide" is to notify a request for minor medical attention. "Band aide" is typically initiated after a TTO has been called. However, nothing prevents "Band Aide" from being a proword that can momentarily stop the process of training. "Band Aides" are reserved for minor injuries such as small scrapes or cuts. In the event of a major injury "Safe Guard" (which is described in the next bullet) will be called.

Safe Guard:

The purpose of "Safe Guard" is to initiate an emergency response. This proword is reserved for major incidents such as (but not limited to) boat collisions, ejections, persons in the water, and major injuries. In the event of a "Safe Guard," the boat calling out the proword shall keep their blue light on. All other boats shall extinguish their blue lights and clear a path for the safety boat to arrive.

Drop on Request

High-Risk Training is voluntary. Accordingly, you have the option to individually request **Training Time Out (TTO)**, or to terminate training by **Dropping on Request (DOR)**. Any time you make a statement such as "I quit," "DOR" or words of that effect; you shall be immediately removed from the training environment and referred to the appropriate branch or Training Officer for administrative processing.

Students will be asked to sign a Statement of Understanding, to be kept in the student record book, affirming that they have read and understood the TTO/DOR policy, including the following:

Appendix F: Mandatory HRT Curriculum Objectives Template (continued)

Unit 1.0 - Notice of High Risk Training, continued

Drop on Request, continued

Policy. When a DOR is made, the student will be counseled immediately by the instructor and Course Chief. If the issues that prevent the student from continuing with the training cannot be resolved then the student is removed from training immediately. All student training materials and equipment are removed from the student and accounted for and will not be returned without approval by the Training Officer. A request to DOR is a time sensitive issue, and the student must be able to decisively wish to return to training or continue the DOR process before the beginning of the next lesson of their course. In no case shall a student be coerced or threatened to stress him or her to return to training following a DOR.

Procedures. After a student is removed from training, the Course Chief will initiate the DOR form. The instructor will complete the appropriate portion of the DOR form and sign. The student will be given the DOR form to submit a written request detailing the reasons for the DOR. The request should clearly indicate the student wants to DOR (e.g., I (name), desire to be removed from training in XYZ course for the following reason(s): XXX). Once the counseling and form is complete, the request shall be submitted directly to the Branch Chief and shall become a part of the student's training record. In no case shall a student be coerced or threatened to induce him or her to return to training following a DOR.

Branch Chief's Interview.

The Branch Chief shall interview the student requesting the DOR. During this interview the Branch Chief must be able to reasonably determine several things:

- The real motivation for the request (for example, the decision to DOR may be the result of training factors which may lead other students to DOR).
- Possibility of modifying training to alleviate causal factors without adversely affecting program objectives.
- The student's desire to reenter the program.
- If student retention is warranted, identifying any actions (counseling, change of instructor, or special assistance) that could prevent the DOR.
- Whether or not such actions can be justified in view of the impact upon the overall training program and upon other students.

The interview need only be detailed enough to satisfy the Branch Chief and that the student understands the process of the DOR. If after the interview is complete and the student still desires a DOR, then the student will be directed to the Training Officer for further interview and administrative processing.

Appendix F: Mandatory HRT Curriculum Objectives Template (continued)

Unit 1.0 -Notice of High Risk Training, continued

Drop on Request, continued

The Post-Interview Procedure.

After approved action is signed off by the Training Officer, the administrative action will commence in accordance with that service members service branch. The proceedings of the DOR will be typically forwarded to the member's parent command unless exceptional circumstances exist/arise. This information will remain within the Instructional Systems staff files for a period of two years before being destroyed.

SMTC Safety Policy

Safety violations require the immediate removal of student from training, followed by a notification to Branch Chief, whereby a determination whether to take the member to a formal performance review board shall be made.

Students will be asked to sign a Statement of Understanding, to be kept in the student record book, affirming that they have read and understood the Safety Policy, including the following:

- Violation of any part of the range safety briefs, general safety rules, or a violation of a nature of seriousness as determined by the lead instructor.

Performance Review Boards

The Performance Review Board (PRB), is an internal SMTC process used to determine why a student is not successfully passing a course of instruction. The process is not punitive; no violations of the UCMJ, or conditions pointing to conduct and behavior, will be brought to a PRB. The PRB focuses on the student's ability to learn the course material, as well as those factors stemming from curriculum content, instructional delivery methods, and/or evaluations that may affect his/her ability to learn the material.

PRB Overview

The PRB is initiated at any time by the Course Chief, based on instructor input on student performance. If it is a high-risk course, the student is removed from training until the conclusion of the PRB, and is only returned to training if the Training Officer determines that the student will continue with the course.

Performance Review Boards shall be conducted as soon as practical. Timeliness of the board shall be determined by the Training Officer. The timeliness of the board impacts the feasibility of returning the student to training, and the cost of retaining a student that will ultimately be disenrolled

Appendix F: Mandatory HRT Curriculum Objectives Template (continued)

Unit 1.0 - Notice of High Risk Training, continued

Performance Review Board, continued

Performance Review Board process:

The board will muster at the specified time/location and will review all materials provided by the Course Chief and any other applicable reference materials. The PRB Chairperson will lead a pre-discussion on any of the materials and review prepared questions for appropriateness. The board will be kept short, remain objective, and be fair to the student.

The Chairperson will have the student brought into the proceedings by the Course Chief. The recorder will record the proceedings using a digital audio/visual recording device.

After the PRB questioning is completed, the Chairperson will temporarily dismiss the student so the board can deliberate. The recorder will not record the board deliberations. The board discusses a recommended course of action. The possible courses of action include:

- d) Continue with training
- e) Remediate, and continue with training
- f) Drop from training (with, or without a recommendation to return at a later date)

Once the board has determined their recommendation, the student is called back into the room. The Recorder will commence recording the proceedings and the Chairperson will inform the student of the board's recommendation. The Chairperson must also inform the student that the recommendation will be presented to the Training Officer, who may approve or disapprove the recommendation, and that the student will have the opportunity to appeal the decision to the Commanding Officer.

The Training Officer will make a final determination based on the board package. The decision will be conveyed to the student by the Course Chief, and the student will be given at least one hour to appeal the decision, in writing, to the Commanding Officer.

If the student is returned to training (with or without remediation), the Branch Chief is responsible for managing the integration process

Units of Instruction

[Course Title] consists of the following units:

Unit 1. Notice of High Risk Training

Unit 2. [Title]

Unit 3. [Title]

Unit 4. [Title]

Unit 5. [Title]

Unit 6. [Title]

Appendix F: Mandatory HRT Curriculum Objectives Template (continued)

Note: A generic TPO 1.0 for all HRT courses is being developed. This TPO can be tailored by course designers to fit the specific HRT course they are working to produce. In general, it will cover: DOR, TTO, ORM, Risk Controls (Engineering, Administrative, PPE, etc) that are specific to the course.

Appendix G: HRT Core Unique Instructor Training (CUIT) Example
CORE UNIQUE INSTRUCTOR TRAINING
FOR BASIC TACTICAL OPERATIONS COURSE



PREPARED FOR

Special Missions Training Center
PSC Box 20068, Camp Lejeune, North Carolina 28542-0068

August 2012

Appendix G: HRT Core Unique Instructor Training (CUIT) Example (continued)

U.S. Department of
Homeland Security

United States
Coast Guard



Commanding Officer
United States Coast Guard
Special Missions Training Center

PSC Box 20068
Camp Lejeune, NC 28542
Phone: (910) 440-6036
Fax: (910) 440-7040

1553

MEMORANDUM

From: [FI. MI. Last Name, Rank]
Deployable Specialized Forces Branch Chief

To: [First.Middle, Last Name, Rank]

Subj: CORE UNIQUE INSTRUCTOR TRAINING (CUIT) – BASIC TACTICAL OPERATIONS COURSE

Ref: (a) USCG Ordnance Manual, COMDTINST M8000.2 (Series)
(b) Coast Guard Range Training Handbook, CGTTP 3-30.3 (Series)
(c) MCBCL Range Operations Manual, BO P 3570.1C
(d) Close Quarters Combat (CQC) Tactics, Techniques, and Procedures; CGTTP 3-70.2
(e) Operator's Manual, MK-18, MOD 1 Carbine (CQC), SW370-A3-OPI-010
(f) Operator's Manual, SIG Sauer, P229 DAK
(g) Operator's Manual, Remington R870 12 Gauge Shotgun, SW370-BC-OPI-010
(h) Operating Instructions Manual, Broco Torch, PC/TAMOD1

1. Effective **[Date]**, you have been assigned as an instructor for the Basic Tactical Operations Course of instruction. You will familiarize yourself with references (a) through (l) for qualification as a High-Risk Training Instructor. This course has been outlined in reference (b) as a "High Risk" course of instruction.

Branch Chief

Date

• #

Appendix G: HRT Core Unique Instructor Training (CUIT) Example (continued)

Phase I - Indoctrination

Instructor Under Training (IUT) Name: _____

Assigned Course: _____

Date Instructor Development Course Completed: _____

Other approved Instructor Training Course
(Contractors only) _____

Date Assigned to Course: _____

Qualification period commenced: _____

Projected Certification Date: _____

Completed Qualification Date: _____

Projected Rotation Date (PRD) (Military instructors
only): _____

1. Briefed by the Deployable Specialized Forces Branch Chief on the following:
 - a. Welcome Aboard Branch Brief.
 - b. Command Policies.
 - c. Assignment to instructional area.

Instructor	Date	Branch Chief	Date
------------	------	--------------	------

2. Briefed by Course Chief on the following:
 - a. Military (if applicable) and instructor duties.
 - b. School organization, daily routine, and administrative procedures.
 - c. Command regulations (if applicable).
 - d. Physical Fitness Requirements.

Instructor	Date	Course Chief	Date
------------	------	--------------	------

Appendix G: HRT Core Unique Instructor Training (CUIT) Example (continued)

3. Briefed by Leading Petty Officer / Team Lead.
 - a. Introduced to workspace/staff.

Instructor	Date	Course Chief	Date
4. Briefed by Training Safety Officer (or designated staff member) on all general safety procedures/precautions applicable to school personnel, spaces, and safety procedures particular to this course of instruction, to include Emergency Action Plans, Training Time Out, Drop on Requests, Mishap, Near Mishap, Hazardous Conditions, Target Placement Plans and Safety Concepts.			

Instructor	Date	Course Chief	Date
------------	------	--------------	------

Appendix G: HRT Core Unique Instructor Training (CUIT) Example (continued)

Phase II – Core Unique Instructor Training Program

The purpose of this Core Unique Instructor Training (CUIT) is to specify unique requirements for instructors who conduct the Basic Tactical Operations Course of instruction.

This CUIT is part of the instructor certification process as outlined in SMTC Instructor Certification Instruction SMTCINST 1553.1 (series).

1. Instructor has attended Command In-Brief.

Instructor	Date	Course Chief	Date
------------	------	--------------	------

2. Instructor has attended Basic Tactical Operations Course Familiarization Brief.

Instructor	Date	Course Chief	Date
------------	------	--------------	------

3. Instructor has completed High Risk Course Screening:

- Interviewed by Commanding Officer, Officer in Charge (or designee).
- Note: The memorandum attesting to this interview, signed by the Commanding Officer, Officer in Charge (or designee) is included in the instructor's certification file.
- OR --
- Completed high-risk course instructor screening as specified in the contract for contract facilities.
- Medical Record Review (Military instructors)
- A Page 7 entry has been placed into member's record. (Military instructors only)

Instructor	Date	Course Chief	Date
------------	------	--------------	------

4. Instructor has read and demonstrated a working knowledge of the following orders, instructions, directives:

- a. COMDTINST M8000.2 (Series), USCG Ordnance Manual

Instructor	Date	Course Chief	Date
------------	------	--------------	------

- b. Coast Guard Range Training Handbook CG TTP 3-30.3(Series) for Clearing of Live Ammunition from Weapons

Instructor	Date	Course Chief	Date
------------	------	--------------	------

Appendix G: HRT Core Unique Instructor Training (CUIT) Example (continued)

- c. MCBCL Range Operations Manual, BO P 3570.1B

Instructor	Date	Course Chief	Date
------------	------	--------------	------

- d. Operator's Manual, SIG Sauer, P229 DAK

Instructor	Date	Course Chief	Date
------------	------	--------------	------

- e. Close Quarters Combat (CQC) Tactics, Techniques, and Procedures; CGTTP 3-70.2

Instructor	Date	Course Chief	Date
------------	------	--------------	------

- f. SW370-A3-OPI-010, Operator's Manual, MK-18, MOD 0 Carbine (CQC)

Instructor	Date	Course Chief	Date
------------	------	--------------	------

- g. SW370-BC-OPI-010, Operator's Manual, Remington R870 12 Gauge Shotgun

Instructor	Date	Course Chief	Date
------------	------	--------------	------

- h. PC/TAMOD1, Operating Instructions Manual, Broco Torch

Instructor	Date	Course Chief	Date
------------	------	--------------	------

- i. Operator's Manual, Q-Saw

Instructor	Date	Course Chief	Date
------------	------	--------------	------

5. The instructor has reviewed and demonstrated a working knowledge of course documentation including:

- a. Master Course Schedule
- b. Curriculum Outline of Instruction

Appendix G: HRT Core Unique Instructor Training (CUIT) Example (continued)

- c. Resource Requirements List
- d. Instructor Guide
- e. Student Guide/Materials
- f. Testing Plan/Evaluation Materials
- g. Scenario Documentation
- h. Training Time Out (TTO) procedures
- i. Drop On Request (DOR) procedures

Instructor

Date

Course Chief

Date

6. Uniformed Instructors will complete entire course as a "STUDENT" unless previously completed with verification of a valid BTOC course certificate. (TTC Graduates and qualified civilian instructors will need to survey the course for at least one course convening.)

Instructor

Date

Course Chief

Date

7. All instructors must complete and pass BTOC instructor work up prior to delivering course material to any students.

Instructor

Date

Course Chief

Date

Appendix G: HRT Core Unique Instructor Training (CUIT) Example (continued)

8. Prior to qualifying as an instructor for the **Basic Tactical Operations Course**, the individual must substantiate knowledge of the material, confidence teaching the material and ability to answer questions completely and with professional bearing. In order to evaluate the knowledge and capabilities, the individual will teach the CORE SUBJECTS to a qualified training center High Risk Training Instructor (HRT-I) designated by the Branch Chief or Course Chief at a minimum of one time. At no time will any instructors teach CORE SUBJECTS that have not been completed or satisfied to the minimum standard of expectation of the Branch Chief or Course Chief. The list of CORE SUBJECTS is as follows:

<u>Topic #</u>	<u>Topic Title</u>	<u>HRT-I and/or Course Chief Signature and Date</u>
1.0	Explain the elements of Mission Planning and Execution Timetable	_____
	Draft and explain Warning Order (WANORD)	_____
	Draft and explain Operations Order (OPORD)	_____

Appendix G: HRT Core Unique Instructor Training (CUIT) Example (continued)

2.0	Weapons Procedures	Advanced Marksmanship Phase
	Demonstrate Disassemble MK-18	_____
	Demonstrate Insp. and Clean MK-18	_____
	Demonstrate Assemble MK-18	_____
	Demonstrate Function Checks MK-18	_____
	Demonstrate Disassemble PDW	_____
	Demonstrate Insp. and Clean PDW	_____
	Demonstrate Assemble PDW	_____
	Demonstrate Function Check PDW	_____
	Demonstrate Disassemble R870 Shotgun	_____
	Demonstrate Insp. and Clean R870 Shotgun	_____
	Demonstrate Assemble R870 Shotgun	_____
	Demonstrate Function Check R870 Shotgun	_____

Appendix G: HRT Core Unique Instructor Training (CUIT) Example (continued)

3.0	Personal Protective Measures	
	Identify items of the Kit	
	Explain and demonstrate Inspect items of the kit	
	Explain and demonstrate Assemble items of the kit	
	Explain and demonstrate Proper wearing of the kit	
4.1	Advanced Marksmanship (PDW)	
	Demonstrate and explain Eight fundamentals of marksmanship	
	Demonstrate and explain Weapons handling procedures	
	Demonstrate and explain Target engagement procedures	
	Demonstrate and explain Remedial action	
	Demonstrate and explain Weapons handling with protective mask	
4.2	Advanced Marksmanship (MK-18)	
	Demonstrate and explain Eight fundamentals of marksmanship	

Appendix G: HRT Core Unique Instructor Training (CUIT) Example (continued)

Demonstrate and explain
Weapons handling
procedures

Demonstrate and explain
Target engagement
procedures

Demonstrate and explain
Remedial action

Demonstrate and explain
Weapons handling with
protective mask

4.3

Advanced Marksmanship
(Transition) single target

Demonstrate and explain
Engage single target with
primary weapon

Demonstrate and explain
Transition to secondary
weapon

Demonstrate and explain
Engage single target with
secondary weapon

4.4

Advanced Marksmanship
(Transition) multiple targets

Demonstrate and explain
Engage multiple targets with
primary weapon

Demonstrate and explain
Transition to secondary
weapon

Appendix G: HRT Core Unique Instructor Training (CUIT) Example (continued)

Demonstrate and explain
Engage multiple targets with
secondary weapon

4.5

Advanced Marksmanship
transition multiple targets
while moving

Demonstrate and explain
Transition to secondary
weapon while turning

Demonstrate and explain
Transition to secondary
weapon while advancing

Demonstrate and explain
Transition to secondary
weapon in different
directions to various threats

4.6

Advanced Marksmanship
Electronic Sights

Demonstrate and explain
Mount sight to MK-18

Demonstrate and explain
Zero sight to MK-18

Demonstrate and explain
Employ mounted electronic
sight

4.7

Advanced Marksmanship –
Engaging targets using cover

Demonstrate and explain
Engage with secondary
weapon using cover while
standing

Appendix G: HRT Core Unique Instructor Training (CUIT) Example (continued)

	Demonstrate and explain Engage with secondary weapon using cover while kneeling	
4.8	Advanced Marksmanship – Limited visibility	
	Demonstrate and explain Engage with primary weapon using primary gun light technique	
	Demonstrate and explain Harries technique	
	Explain FBI technique	
	Explain Mossab Ayoob technique	
	Demonstrate and explain Engage with secondary weapon using primary gun light technique	
4.9	Advanced Marksmanship CTE	
	Shoot and Move Evaluation	Must fire and pass the CTE's and record the scores.
	CTE 1	
	CTE2	
	CTE3	
	CTE4	

Appendix G: HRT Core Unique Instructor Training (CUIT) Example (continued)

5.0	Use of Force / Rules of Engagement	
	Demonstrate and explain Engage targets with hostile intent	
6.1	Close Quarters Combat-Room Clearing	Close Quarters Combat Phase
	Demonstrate and explain Sequence of actions at point of entry	
	Demonstrate and explain Sequence of actions upon entry into room	
	Demonstrate and explain Clearing fatal funnel	
	Explain Engage immediate threat	
	Demonstrate and explain sectors of fire	
	Demonstrate and explain Individual points of domination	
	Demonstrate and explain Transition to follow-on rooms	
6.2	Close Quarters Combat-Hallways, stairwells, ladderwells	

Appendix G: HRT Core Unique Instructor Training (CUIT) Example (continued)

	Demonstrate and explain Assault 4-way hallway	_____
	Demonstrate and explain Clear 4-way hallway	_____
	Demonstrate and explain Assault L-Shaped hallway	_____
	Demonstrate and explain Assault T-Shaped hallway	_____
	Demonstrate and explain Assault stairwell	_____
	Demonstrate and explain Assault ladderwell	_____
6.3	Close Quarters Combat-CTE	Must fire and pass the CTE and record the score.
	CTE-5 CQC	_____
7.1	Searches	_____
	Demonstrate and explain Search individuals during assault operations	_____
	Demonstrate and explain Search rooms/confined spaces during assault operations	_____
	Demonstrate and explain Identify IED's during assault operations	_____
	Demonstrate and explain Quarantine IED's during assault operations	_____
	Demonstrate and explain Document chain of custody for evidence during assault operations	_____

Appendix G: HRT Core Unique Instructor Training (CUIT) Example (continued)

8.1	Breaching Techniques
	Demonstrate and explain Serviceability of mechanical breaching equipment
	Demonstrate and explain Inspecting mechanical breaching equipment
	Demonstrate and explain Breaching with cutting torch
	Demonstrate and explain Breaching with quickie saw
	Demonstrate and explain Breach with sledge hammer
	Demonstrate and explain Breach with hallagan tool
	Demonstrate and explain Breach with bolt cutter
	Demonstrate and explain Breach with shotgun
9.1	Reassembly Procedures
	Demonstrate and explain Assault element reassembly
	Demonstrate and explain how to secure detainees during movement on a target vessel.
	Demonstrate and explain Maintain personnel in holding area

Appendix G: HRT Core Unique Instructor Training (CUIT) Example (continued)

11. HRT Instructor designation package is drafted, assembled and routed for approval signature from the Commanding Officer by Course Chief or Branch Chief.

COURSE CHIEF OR BRANCH CHIEF SIGNATURE

Date

12. Upon completion of the CUIT, this instructor is qualified to teach the Basic Tactical Operations Course (502053).

TRAINING OFFICER SIGNATURE

Date

Appendix H: HRT Core Unique Instructor Training (CUIT) Template

CORE UNIQUE INSTRUCTOR TRAINING FOR **COURSE NAME HERE**

LOGO HERE

PREPARED FOR

Command / Unit
Command / Unit Address Here

August 2012

Appendix H: HRT Core Unique Instructor Training (CUIT) Template (continued)

U.S. Department of
Homeland Security



United States
Coast Guard

Commanding Officer
United States Coast Guard
Command / Unit Name Here

Unit
Address Here
Phone: (000) 000-0000
Fax: (000) 000-0000
Email: POC_HERE@uscg.mil

1553

MEMORANDUM

From: [FI. MI. Last Name, Rank]
[Unit / Division]

To: [First.Middle, Last Name, Rank]

Subj: CORE UNIQUE INSTRUCTOR TRAINING (CUIT) – COURSE NAME HERE

Ref: (a) All Applicable references associated with the assigned course.
(b)
(c)
(d)
(e)
(f)
(g)
(h)

1. Effective **[Date]**, you have been assigned as an instructor for the **[Course Name Here]** of instruction. You will familiarize yourself with references (a) through (l) for qualification as a **[Course Name Here]** High-Risk Training Instructor. This course has been outlined in reference (b) as a “High Risk” course of instruction.

Branch Chief

Date

• #

Appendix H: HRT Core Unique Instructor Training (CUIT) Template (continued)

Phase I - Indoctrination

Instructor Under Training (IUT) Name: _____

Assigned Course: _____

Date Instructor Development Course Completed: _____

Other approved Instructor Training Course
(Contractors only) _____

Date Assigned to Course: _____

Qualification period commenced: _____

Projected Certification Date: _____

Completed Qualification Date: _____

Projected Rotation Date (PRD) (Military instructors
only): _____

1. Briefed by the Deployable Specialized Forces Branch Chief on the following:

- d. Welcome Aboard Branch Brief.
- e. Command Policies.
- f. Assignment to instructional area.

Instructor	Date	Branch Chief	Date
------------	------	--------------	------

2. Briefed by Course Chief on the following:

- e. Military (if applicable) and instructor duties.
- f. School organization, daily routine, and administrative procedures.
- g. Command regulations (if applicable).
- h. Physical Fitness Requirements.

Instructor	Date	Course Chief	Date
------------	------	--------------	------

Appendix H: HRT Core Unique Instructor Training (CUIT) Template (continued)

3. Briefed by Leading Petty Officer / Team Lead.

a. Introduced to workspace/staff.

Instructor

Date

Course Chief

Date

4. Briefed by Training Safety Officer (or designated staff member) on all general safety procedures/precautions applicable to school personnel, spaces, and safety procedures particular to this course of instruction, to include Emergency Action Plans, Training Time Out, Drop on Requests, Mishap, Near Mishap, Hazardous Conditions, Target Placement Plans and Safety Concepts.

Instructor

Date

Course Chief

Date

Appendix H: HRT Core Unique Instructor Training (CUIT) Template (continued)

Phase II – Core Unique Instructor Training Program

The purpose of this Core Unique Instructor Training (CUIT) is to specify unique requirements for instructors who conduct the [Course Name Here] Course of instruction.

This CUIT is part of the instructor certification process as outlined in TRASYS SOP, Volume 14, Section, Instructor Certification Instruction

1. Instructor has attended Command In-Brief.

Instructor	Date	Course Chief	Date
------------	------	--------------	------

2. Instructor has attended Basic Tactical Operations Course Familiarization Brief.

Instructor	Date	Course Chief	Date
------------	------	--------------	------

Instructor	Date	Course Chief	Date
------------	------	--------------	------

3. Instructor has read and demonstrated a working knowledge of the following orders, instructions, directives:

- a. Insert reference here

Instructor	Date	Course Chief	Date
------------	------	--------------	------

- b. Insert reference here

Instructor	Date	Course Chief	Date
------------	------	--------------	------

- c. Insert reference here

Instructor	Date	Course Chief	Date
------------	------	--------------	------

- d. Insert reference here

Instructor	Date	Course Chief	Date
------------	------	--------------	------

- e. Insert reference here

Instructor	Date	Course Chief	Date
------------	------	--------------	------

Appendix H: HRT Core Unique Instructor Training (CUIT) Template (continued)

f. **Insert reference here**

Instructor	Date	Course Chief	Date
------------	------	--------------	------

g. **Insert reference here**

Instructor	Date	Course Chief	Date
------------	------	--------------	------

h. **Insert reference here**

Instructor	Date	Course Chief	Date
------------	------	--------------	------

i. **Insert reference here**

Instructor	Date	Course Chief	Date
------------	------	--------------	------

4. The instructor has reviewed and demonstrated a working knowledge of course documentation including:

- j. Master Course Schedule
- k. Curriculum Outline of Instruction
- l. Resource Requirements List
- m. Instructor Guide
- n. Student Guide/Materials
- o. Testing Plan/Evaluation Materials
- p. Scenario Documentation
- q. Training Time Out (TTO) procedures
- r. Drop On Request (DOR) procedures

Instructor	Date	Course Chief	Date
------------	------	--------------	------

5. Uniformed Instructors will complete entire course as a "STUDENT" unless previously completed with verification of a valid **NAME OF** course certificate. (**NAME OF COURSE** Graduates and qualified civilian instructors will need to survey the course for at least one course convening.)

Instructor	Date	Course Chief	Date
------------	------	--------------	------

Appendix H: HRT Core Unique Instructor Training (CUIT) Template (continued)

6. All instructors must complete and pass **NAME OF COURSE** instructor work up prior to delivering course material to any students.

Instructor

Date

Course Chief

Date

Appendix H: HRT Core Unique Instructor Training (CUIT) Template (continued)

7. Prior to qualifying as an instructor for the **NAME OF COURSE**, the individual must substantiate knowledge of the material, confidence teaching the material and ability to answer questions completely and with professional bearing. In order to evaluate the knowledge and capabilities, the individual will teach the CORE SUBJECTS to a qualified training center High Risk Training Instructor (HRT-I) designated by the School Chief or Course Chief at a minimum of one time. *At no time will any instructors teach CORE SUBJECTS that have not been completed or satisfied to the minimum standard of expectation of the School Chief or Course Chief. The list of CORE SUBJECTS is as follows:*

<u>Topic #</u>	<u>Topic Title</u>	<u>HRT-I and/or Course Chief Signature and Date</u>
1.0	Explain the elements of	_____
	Draft and explain	_____
	Draft and explain	_____

Appendix H: HRT Core Unique Instructor Training (CUIT) Template (continued)

2.0

Demonstrate

Demonstrate

Demonstrate

Demonstrate

Demonstrate

Demonstrate

Appendix H: HRT Core Unique Instructor Training (CUIT) Template (continued)

3.0

Explain and demonstrate

Explain and demonstrate

Explain and demonstrate

4.1

Demonstrate and explain

4.2

Demonstrate and explain

Appendix H: HRT Core Unique Instructor Training (CUIT) Template (continued)

4.3

Demonstrate and explain

Demonstrate and explain

4.4

Demonstrate and explain

Demonstrate and explain

Appendix H: HRT Core Unique Instructor Training (CUIT) Template (continued)

4.5

Demonstrate and explain

Demonstrate and explain

4.6

Demonstrate and explain

Demonstrate and explain

4.7

Demonstrate and explain

Appendix H: HRT Core Unique Instructor Training (CUIT) Template (continued)

4.8

Demonstrate and explain

Explain

Explain

Demonstrate and explain

Appendix H: HRT Core Unique Instructor Training (CUIT) Template (continued)

5.0

Demonstrate and explain

6.0

Demonstrate and explain

Appendix H: HRT Core Unique Instructor Training (CUIT) Template (continued)

***NOTE:** This appendix is an example/template that individual training centers and FC-led training teams may tailor to their respective unit's HRT needs and capacities.

Appendix I: HRT Classroom Instructor Evaluation Example

HRT SOP Classroom Instructor Evaluation Checklist

INSTRUCTOR'S NAME:						RANK:				
EVALUATOR'S NAME:						DATE:				
TOPIC:		COURSE:				TYPE				
CIN/CODE:						(Practice, Pre-Cert, Cert, Qtr, MTS, Annual)				
		EVAL:								
<small>*Evaluate each item on the checklist as "S" (Satisfactory), "NI" (Needs Improvement) "U" (Unsatisfactory) or "NA" (Not Applicable). *Record an overall evaluation and total time spent on each section. *Enter comments as appropriate for each section.</small>										
1. INTRODUCTION (3-5 MINUTES)		S	NI	U	NA	COMMENTS				
a.	Displayed Topic Title									
b.	Displayed Name/ Introduced self									
c.	Read and explained the objectives									
d.	Gained Learners' attention									
e.	Explained the importance / relevance of the topic									
f.	Motivated Learners' to do their best									
g.	Stressed the Importance of Safety and/or ORM									
h.	Overview									
ADDITIONAL INTRODUCTION COMMENTS:						Total Time:		S	NI	U
						TIME MANAGEMENT				
						INTRODUCTION EVALUATION				
2. PRESENTATION (19-25 MINUTES)		S	NI	U	NA	COMMENTS				
a.	Used Lesson Plan Effectively									
	(1) Personalized lesson plan									
	(2) Followed lesson plan sequence									
	(3) Taught all Discussion Points									
	(4) Information was Technically Correct									
	(5) Followed Related Instructor Activities (RIA)									
	(6) Transitioned and Chained effectively									
b.	Used Effective Communication Skills									
	(1) Maintained Learner's attention									
	(2) Encouraged Participation/questions									
	(3) Taught at an effective rate									
c.	Questions and Technique									
	(1) Asked the appropriate amount									
	(2) Types of Questions									
	(a) Closed-ended									
	(b) Open-ended									
	(3) Used Effective Questioning Techniques									
	(a) 5-STEP (APPLE) Technique									
	(b) Polling Technique									
	(c) Probing Technique									
d.	Handled Learner's Questions Effectively									
	(1) Demonstrated active listening									
	(2) Provided effective feedback									
e.	Used Technology Effectively									
f.	Stressed Safety and/or ORM									
ADDITIONAL PRESENTATION COMMENTS:						Total Time:		S	NI	U
						TIME MANAGEMENT				
						PRESENTATION EVALUATION				

HRT SOP Classroom Instructor Evaluation Checklist - Aug 2012 (FRONT)

Appendix I: HRT Classroom Instructor Evaluation Example (continued)

HRT SOP Practical Demonstration Instructor Evaluation Checklist

3. REVIEW AND SUMMARY (3-5 MINUTES)		S	NI	U	NA	COMMENTS																					
a.	Restated/read the objectives																										
b.	Recapped topic key points																										
c.	Reinforced relevance of topic material																										
d.	Checked for comprehension (Minimum 2 quest)																										
e.	Used effective questioning techniques																										
f.	Stressed the Importance of safety and/or ORM																										
ADDITIONAL SUMMARY COMMENTS:						<table border="1"> <tr> <td>START:</td> <td>STOP:</td> <td>S</td> <td>NI</td> <td>U</td> </tr> <tr> <td colspan="2">TIME MANAGEMENT</td> <td></td> <td></td> <td></td> </tr> <tr> <td colspan="2">SUMMARY EVALUATION</td> <td></td> <td></td> <td></td> </tr> </table>	START:	STOP:	S	NI	U	TIME MANAGEMENT					SUMMARY EVALUATION										
START:	STOP:	S	NI	U																							
TIME MANAGEMENT																											
SUMMARY EVALUATION																											
4. PERSONAL CHARACTERISTICS		S	NI	U	NA	COMMENTS																					
a.	Professional appearance and demeanor																										
b.	Used effective instructor traits																										
	(1) Voice																										
	(2) Eye Contact																										
	(3) Gestures																										
	(4) Attitude/Enthusiasm																										
d.	Used appropriate language																										
e.	Proper instructor/student relationship																										
f.	Stressed the Importance of safety and/or ORM																										
ADDITIONAL PERSONAL CHARACTERISTICS COMMENTS:						<table border="1"> <tr> <td></td> <td>S</td> <td>NI</td> <td>U</td> </tr> <tr> <td>CHARACTERISTICS EVALUATION</td> <td></td> <td></td> <td></td> </tr> </table>		S	NI	U	CHARACTERISTICS EVALUATION																
	S	NI	U																								
CHARACTERISTICS EVALUATION																											
OVERALL EVALUATION																											
Enter the scores from each Section as applicable		S	NI	U																							
Mark one of the following: PASS <input type="checkbox"/> FAIL <input type="checkbox"/>		<table border="1"> <tr> <td>Section 1: INTRODUCTION</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Section 2: PRESENTATION</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Section 3: REVIEW AND SUMMARY</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Section 4: PERSONAL CHARACTERISTICS</td> <td></td> <td></td> <td></td> </tr> <tr> <td>OVERALL TIME MANAGEMENT</td> <td></td> <td></td> <td></td> </tr> </table>		Section 1: INTRODUCTION				Section 2: PRESENTATION				Section 3: REVIEW AND SUMMARY				Section 4: PERSONAL CHARACTERISTICS				OVERALL TIME MANAGEMENT							
Section 1: INTRODUCTION																											
Section 2: PRESENTATION																											
Section 3: REVIEW AND SUMMARY																											
Section 4: PERSONAL CHARACTERISTICS																											
OVERALL TIME MANAGEMENT																											
Mark one if appropriate: Re-teach: Introduction <input type="checkbox"/> Review & Summary <input type="checkbox"/> Entire Presentation <input type="checkbox"/>																											
		RECOMMENDED FOR MTS/MI		Y	N																						
INSTRUCTOR IMPROVEMENT PLAN																											
I have been debriefed on this evaluation. I understand the areas that need improvement and will take the following action:																											
INSTRUCTOR'S Signature:				DATE:																							
EVALUATOR'S Signature:				DATE:																							

HRT SOP Practical Demonstration Performance Evaluation Sheet - Aug 2012 (BACK)

***NOTE:** This appendix is an example/template that individual training centers and FC-led training teams may tailor to their respective unit's HRT needs and capacities.

Appendix J: HRT Course Site Survey Checklist Example

Course:			
Branch/School Chief: _____		Date: _____	
Training Safety Officer:: _____		Date: _____	
A. High-Risk Training	Yes	No	N/A
1. TTO procedures in place			
2. DOR procedures included.			
3. Emergency Action Plan in place.			
4. Annual exercise of Emergency Action Plan conducted.			
5. Safety stand down review and documentation accomplished.			
6. Periodic safety inspections of high-risk training facilities and equipment completed.			
7. Course TSO assigned.			
8. Core Unique Instructor Training (CUIT) program approved by Training Officer.			
9. Screening of Instructor complete and documented.			
10. Student Screening documented.			
B. Complete as Applicable	Yes	No	N/A
*Safety procedures/protective measures are in place for the following operations:			
1. Weapons Firing.			
2. Swimming.			
3. Ammunition/explosive handling.			
4. Current Risk Assessment completed			
*Safety procedures/measures include, but are not limited to, heat stress control procedure, sight protection, hearing protection, hand protection, etc.			

***NOTE:** This appendix is an example/template that individual training centers and FC-led training teams may tailor to their respective unit's HRT needs and capacities.

This Page Intentionally Left Blank

Appendix K: HRT Practical Demonstration Evaluation Example

HRT SOP Practical Demonstration Instructor Evaluation Checklist

INSTRUCTOR'S NAME:						RATE:				
EVALUATOR'S NAME:						DATE:				
Instr/Std Ratio:						COURSE:				
TOPIC:						TYPE (Practice, Pre-Cert, Cert, Qtr, M/TS, Annual)				
CIN/CODE:						EVAL:				
<small>*Evaluate each item on the checklist as "S" (Satisfactory), "NI" (Needs Improvement), "U" (Unsatisfactory) or "NA" (Not Applicable). *Record an overall evaluation and total time spent on each section. *Enter comments as appropriate for each section.</small>										
1. INTRODUCTION (3-5 MINUTES)										
	a.	Displayed Topic Title	S	NI	U	NA	COMMENTS			
	b.	Displayed Name/ Introduced self								
	c.	Read and explained the objectives								
	d.	Related classroom instruction to practical								
	e.	Reviewed safety/sanitation procedures and TTO								
	f.	Posted safety precautions as necessary								
	g.	Explained criteria for satisfactory performance								
	h.	Motivated students to do their best								
ADDITIONAL INTRODUCTION COMMENTS:						Total Time:		S	NI	U
						TIME MANAGEMENT				
						INTRODUCTION EVALUATION				
2. PRESENTATION										
	a.	Lesson plan has been personalized	S	NI	U	NA	COMMENTS			
	b.	Work spaces/stations were ready for training								
	c.	Reviewed instructional material with students								
	d.	Demonstrated practical procedures effectively								
	e.	Used effective communication skills								
	(1)	Maintained student's attention								
	(2)	Encouraged participation/questions								
	(3)	Taught at an effective rate								
	e.	Questions and technique								
	(1)	Asked the appropriate amount								
	(2)	Used effective questioning techniques								
	f.	Handled student questions effectively								
	(1)	Demonstrated active listening								
	(2)	Provided effective feedback								
	g.	Maintained a positive and professional attitude								
	h.	Provided related instruction when necessary								
	i.	Assisted (coached) students as necessary								
	j.	Used training aids/trainers effectively								
	k.	Safety devices/equipment were in good condition								
	l.	Issued tools and materials expeditiously								
	m.	Stressed safe work practices and/or ORM								
	n.	Students appeared to understand assignment								
	o.	Students used tools and materials correctly								
	p.	Students sought help when needed								
ADDITIONAL PRESENTATION COMMENTS:						Total Time:		S	NI	U
						TIME MANAGEMENT				
						PRESENTATION EVALUATION				

HRT SOP Practical Demonstration Performance Evaluation Sheet - Aug 2012 (FRONT)

Appendix K: HRT Practical Demonstration Evaluation Example (continued)

HRT SOP Practical Demonstration Instructor Evaluation Checklist

3. REVIEW AND SUMMARY (3-5 MINUTES)		S	NI	U	NA	COMMENTS																								
a.	Restated/read the objectives																													
b.	Recapped topic key points																													
c.	Reinforced relevance of topic material																													
d.	Checked for comprehension (Minimum 2 quest)																													
e.	Used effective questioning techniques																													
f.	Stressed the Importance of safety and/or ORM																													
ADDITIONAL SUMMARY COMMENTS:						<table border="1"> <tr> <td>START:</td> <td>STOP:</td> <td>S</td> <td>NI</td> <td>U</td> </tr> <tr> <td colspan="2">TIME MANAGEMENT</td> <td></td> <td></td> <td></td> </tr> <tr> <td colspan="2">SUMMARY EVALUATION</td> <td></td> <td></td> <td></td> </tr> </table>	START:	STOP:	S	NI	U	TIME MANAGEMENT					SUMMARY EVALUATION													
START:	STOP:	S	NI	U																										
TIME MANAGEMENT																														
SUMMARY EVALUATION																														
4. PERSONAL CHARACTERISTICS		S	NI	U	NA	COMMENTS																								
a.	Professional appearance and demeanor																													
b.	Used effective instructor traits																													
	(1) Voice																													
	(2) Eye Contact																													
	(3) Gestures																													
	(4) Attitude/Enthusiasm																													
d.	Used appropriate language																													
e.	Proper instructor/student relationship																													
f.	Stressed the Importance of safety and/or ORM																													
ADDITIONAL PERSONAL CHARACTERISTICS COMMENTS:						<table border="1"> <tr> <td></td> <td>S</td> <td>NI</td> <td>U</td> </tr> <tr> <td>CHARACTERISTICS EVALUATION</td> <td></td> <td></td> <td></td> </tr> </table>		S	NI	U	CHARACTERISTICS EVALUATION																			
	S	NI	U																											
CHARACTERISTICS EVALUATION																														
OVERALL EVALUATION																														
Enter the scores from each Section as applicable																														
Mark one of the following: PASS <input type="checkbox"/> FAIL <input type="checkbox"/> Mark one if appropriate: Re-teach: Introduction <input type="checkbox"/> Review & Summary <input type="checkbox"/> Entire Presentation <input type="checkbox"/>		<table border="1"> <thead> <tr> <th></th> <th>S</th> <th>NI</th> <th>U</th> </tr> </thead> <tbody> <tr> <td>Section 1: INTRODUCTION</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Section 2: PRESENTATION</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Section 3: REVIEW AND SUMMARY</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Section 4: PERSONAL CHARACTERISTICS</td> <td></td> <td></td> <td></td> </tr> <tr> <td>OVERALL TIME MANAGEMENT</td> <td></td> <td></td> <td></td> </tr> </tbody> </table>				S	NI	U	Section 1: INTRODUCTION				Section 2: PRESENTATION				Section 3: REVIEW AND SUMMARY				Section 4: PERSONAL CHARACTERISTICS				OVERALL TIME MANAGEMENT				RECOMMENDED FOR MTS/MI Y N	
	S	NI	U																											
Section 1: INTRODUCTION																														
Section 2: PRESENTATION																														
Section 3: REVIEW AND SUMMARY																														
Section 4: PERSONAL CHARACTERISTICS																														
OVERALL TIME MANAGEMENT																														
INSTRUCTOR IMPROVEMENT PLAN																														
I have been debriefed on this evaluation. I understand the areas that need improvement and will take the following action:																														
INSTRUCTOR'S Signature:						DATE:																								
EVALUATOR'S Signature:						DATE:																								

HRT SOP Practical Demonstration Performance Evaluation Sheet - Aug 2012 (BACK)

***NOTE:** This appendix is an example/template that individual training centers and FC-led training teams may tailor to their respective unit's HRT needs and capacities.

Appendix L: HRT Training Time-Out (TTO) Procedures

Training Time Out (TTO) Policy

The purpose of the Training Time Out (TTO) is to correct the situation of concern, provide clarifying information or remove the student from the potential hazardous environment. A (TTO) may be called by any student or instructor in any training situation where they are concerned for their own or another's safety, or they request clarification of procedures or requirements. TTO is also an appropriate means for one to obtain relief if he or she is experiencing pain, heat stress, or other serious physical discomfort.

TTO may be signaled, by uttering the words Training Time Out, crossed hands in a (T), a raised clenched fist, or other specific signals which will be briefed prior to a specific performance test, or practical application. If the TTO signal is not acknowledged, the signaler shall shout "Training Time Out" (or other action as required by the training class). The Instructor shall attempt to relieve and remove the student from the training environment. If an adequate number of instructors are available to allow training to continue safely, the lead instructor may elect to do so. However, if this is not practical, training will be stopped until the situation is corrected.

Instructors will ensure all students are briefed on the Training Time Out (TTO) policy and procedures prior to each high or moderate risk performance or practical application event in training. For multi-day or all-day evolutions, TTO shall be briefed prior to the start of training following major breaks in training, such as mealtimes. Evolution-specific TTO procedures should be added where needed.

Instructors are responsible for maintaining situational awareness and shall be constantly alert to signs of trainee behavior that may impair safe completion of the training exercise, and shall immediately stop the training, identify the problem, and make a determination to continue or discontinue training.

The safety precautions are applicable to all staff and trainee personnel. They are basic and general in nature. Personnel who operate or maintain equipment in support of this course must be thoroughly familiar with all aspects of personnel safety and strictly adhere to every general as well as specific safety precautions contained in operating and emergency procedures and applicable governing directives.

This Page Intentionally Left Blank

Appendix M: Student Statement of Understanding

STUDENT STATEMENT OF UNDERSTANDING TRAINING TIME OUT (TTO) & DROP ON REQUEST (DOR) POLICY

High-Risk Training is voluntary. Accordingly, you have the option to individually request Training Time Out (TTO), or to terminate training by dropping on request (DOR). Any time you make a statement such as “I quit”, “DOR” or words of that effect, you shall be immediately removed from the training environment and referred to the appropriate branch or Training Officer for administrative action.

Basic TTO Student Briefing:

The purpose of the TTO is to correct the situation of concern, provide clarifying information or remove the student from the potential hazardous environment. A Training Time Out (TTO) may be called by any student or instructor in any training situation where they are concerned for their own or another’s safety, or they request clarification of procedures or requirements. TTO is also an appropriate means for one to obtain relief if he or she is experiencing pain, heat stress, or other serious physical discomfort. A TTO may be signaled, by uttering the words Training Time Out, crossed hands in a (T), a raised clenched fist, or other specific signals which will be briefed prior to a specific performance test, or practical application. If the TTO signal is not acknowledged, the signaler shall shout “Training Time Out” (or other action as required by the training class). The Instructor shall attempt to relieve and remove the student from the training environment. If an adequate number of instructors are available to allow training to continue safely, the lead instructor may elect to do so. However, if this is not practical, training will be stopped until the situation is corrected.

Drop on Request (DOR) Briefing:

1. Policy. When a DOR is made the student will be counseled immediately by the instructor and course chief. If the issues that prevent the student from continuing with the training cannot be resolved then the student is removed from training immediately. All student training materials and equipment are removed from the student and accounted for and will not be returned without approval by the Training Officer. A request to DOR is a time sensitive issue, and the student must be able to decisively wish to return to training or continue the DOR process before the beginning of the next lesson of their course. In no case shall a student be coerced or threatened to induce him or her to return to training following a DOR.

- 2. Procedures. After a student is removed from training the course chief will initiate the DOR Form 01/11. The instructor will complete the appropriate portion of the DOR form and sign. The student will be given the DOR form to submit a written request detailing the reasons for the DOR. The request should clearly indicate that the student wants to DOR (e.g., I (name), desire to be removed from training in XYZ course for the following reason(s): XXX). Once the counseling and form is complete, the request shall be submitted directly to the Branch Chief and shall become a part of the student’s training record. In no case shall a student be coerced or threatened to induce him or her to return to training following a DOR.
- 3. Branch Chief’s Interview. The branch chief shall interview the student requesting the DOR. During this interview the branch chief must be able to reasonably determine:
 - (a) The real motivation for the request.

Appendix M: Student Statement of Understanding (continued)

- (b) If the decision to DOR is the result of some training factors which may lead other students to DOR. If so, can training be changed to alleviate this factor without adversely affecting program objectives?
- (c) If the student desires to reenter the program.
- (d) If student retention is warranted, are there actions (counseling, change of instructor, or special assistance) which might cause the student not to DOR? Are such actions justified in view of the impact upon the overall training program and upon other students?
- 4. The interview need only be detailed enough to satisfy the Branch Chief and that the student understands the process of the DOR. If after the interview is complete and the student still desires a DOR, then the student will be directed to the Training Officer for further interview and administrative processing.
- 5. The Post-Interview Procedure. After approved action is signed off by the Training Officer, the administrative action will commence in accordance with that service members service branch. The proceedings of the DOR will be typically forwarded to the member's parent command unless exceptional circumstances exist/arise. This information will remain within the IS staff files for a period of two years before being destroyed.

STUDENT STATEMENT OF UNDERSTANDING

- I, (Print Name): _____, have been thoroughly briefed on the TTO and DOR policies, and I fully understand the policies and implications.

Appendix N – Student Drop on Request (DOR) Procedures

Drop on Request (DOR) Procedures

There will be times when a student wishes to drop out of a HRT course.

When a DOR is made:

- The student will be counseled immediately by the instructor he/she reported to and the Course Chief. If the issues that prevent the student from completing the training objectives cannot be resolved, that person will be removed from training immediately. All weapons, ammunition, boats and all training materials issued are secured from the individual, and will not be returned without approval by the TO.
- A request for DOR is a time-sensitive issue and the student must be able to decisively decide to return to training, or continue the DOR process, before the beginning of the next lesson of their course. The TO will be notified as soon as feasible, regardless of the student's decision.

The Course Chief will complete the DOR form contained in Appendix N. The instructor will complete the appropriate portion of the DOR form and sign. The student will then be given the form and will write the reason for requesting to DOR and sign the form. The student must clearly indicate on the form his/her reason for a DOR [e.g., I (name), desire to be removed from training in XYZ (course) for the following reason(s)]. In no case shall the student be coerced or threatened to induce them to return to training following the DOR.

The Branch Chief shall interview the student requesting the DOR. This interview need only contain enough information to satisfy the Branch Chief that the student understands the process of the DOR. The DOR request will not be refused or delayed in an attempt to get the student to reconsider. Threats or coercion is never acceptable. During this interview, there must be a reasonable effort to determine:

- The real motivation of the request.
- If the decision to DOR is the result of some training factor which may lead other students to DOR. If so, can training be changed to alleviate this factor without adversely affecting the program objectives?
- If the student desires to re-enter the program.
- If student retention is warranted, are there actions (counseling, change of instructor, or special assistance) which might cause the student to not DOR. Are such actions justified in view of the impact upon the overall training program and upon other students?
- If, after the interview process is complete and the student still desires to DOR, the Branch Chief shall forward a written summary of the interview to the TO for review.

The proceedings of the DOR will typically be forwarded to the member's parent command unless exceptional circumstances exist/arise, as determined by the TO. This information shall remain on file for a period of two years before being destroyed.

Appendix N – Student Drop on Request (DOR) Procedures (continued)

STUDENT DROP ON REQUEST FORM

DOR Form 01/11

PRIVACY ACT STATEMENT: The authority to request the information in this form is derived from 5 United States Code 301, Departmental Regulations. The purpose of this form is to provide the instructor with readily accessible data concerning personnel in his/her class. The information is used by the instructor to manage and administer personnel, to determine training needed, and to guide and counsel personnel. Disclosure of information is voluntary. Failure to provide information may result in the student being dropped from school or other adverse administrative action.

STUDENT QUESTIONNAIRE

NAME (Last, First, Middle Initial)			AGE	RANK	SSN/Employee ID Number	TRAINING BRANCH
CIN:	NO. DEP. IN AREA	EDUCATION (NO. YRS.)	REQUESTED SCHOOL <input type="checkbox"/> YES <input type="checkbox"/> NO		PARENT UNIT/COMMAND	
COURSE NAME AND CLASS NUMBER ATTENDING:						
UNIT OF INSTRUCTION AT THE TIME OF DROP REQUEST:		SPECIFIC LESSON AT THE TIME OF DROP REQUEST:			TOTAL NUMBER OF DAYS ENROLLED IN COURSE:	
REASON FOR DROP ON REQUEST (EXPLAIN - Why are you having difficulty continuing with the course)						
TRAINING OFFICER'S APPROVAL/DISAPPROVAL COMMENTS FOR DOR:						
STUDENT'S SIGNATURE						DATE
STUDENT BACKGROUND INFORMATION (To be completed by the Instructor)						
<i>ARMED SERVICES VOCATIONAL APTITUDE BATTERY (ASVAB) SCORES (If Applicable)</i>						
AFQT	GT	EL	MM	CL	ASVAB SCORE WAIVER? <input type="checkbox"/> YES <input type="checkbox"/> NO	
COURSE TITLE			CIN	CLASS NO.		
CLASS CONVENE DATE	ALL TRAINING EQUIPMENT, STUDENT MATERIAL SECURED FROM STUDENT <input type="checkbox"/> YES <input type="checkbox"/> NO					
APPROVAL/DISAPPROVAL AUTHORITY						
RANK/NAME OF OFFICER			SIGNATURE			DATE:

Appendix N – Student Drop on Request (DOR) Procedures (continued)

INSTRUCTOR QUESTIONNAIRE

Drop On Request Form 01/11 (Reverse Side)

INSTRUCTOR'S QUESTIONNAIRE

INSTRUCTOR'S NAME (Last, First Middle Initial)		RANK/CONTRACT	TRAINING BRANCH
SUBJECT(S) TAUGHT		NO. WEEKS STUDENT UNDER OBSERVATION	
ITEMS EVALUATED		GOOD	AVERAGE
ACADEMIC ABILITY (Potential For Technical Training)			POOR
CLASSROOM EFFORT (Alertness, Attention To Instructor)			
CLASSROOM PARTICIPATION (Asking/Answering Questions)			
CLASS PREPARATION (Homework, Home-study)			
SELF DISCIPLINE (Maturity, Self-Control, Concentration)			
GENERAL ATTITUDE (Cooperation, Classroom Conduct)			
GENERAL MOTIVATION (For This Training Division)			
ADAPTABILITY FOR THIS TRAINING (Including Lab, Shop, etc.)			
MILITARY BEARING (Appearance, Grooming, Dress)			
DOES STUDENT SHOW EVIDENCE OF PERSONAL PROBLEMS?			
HAS STUDENT BEEN REPORTED TO SUPERVISOR?			
SUGGESTED ACTION			
<input type="checkbox"/> CONTINUE WITH CLASS		<input type="checkbox"/> DROP FROM TRAINING – May Return	<input type="checkbox"/> DROP FROM TRAINING – May Not Return
COMMENTS			

SIGNATURE

DATE

RESERVED FOR FUTURE USE

DOR FORM 01/11 (BACK)

This Page Intentionally Left Blank

Appendix O – HRT Medical Questionnaire Example

Course Title: _____ Date: _____

Name (Last, First MI): _____

Rate/ Rank: _____ DOB: _____ Blood Type: _____

Unit name: _____

Do you have any history of medical problems, chronic medical conditions, or underlying injuries? (Examples: high blood pressure, diabetes, recurrent back pain, angina, knee pain, migraines, respiratory disorders, heat or cold injuries, etc) Yes / No

If yes, explain:

Are you required to wear glasses or contact lenses? Yes / No

If Yes, are you near sighted or far sighted?

If Yes, do you have a pair of prescribed eye glasses or contacts in your possession at SMTC? YES / No

Have you received PRK or Lasik Eye surgery? Yes / No

If Yes, when was your surgical correction? _____

Are you colorblind? Yes / No

Do you have medically documented Night Blindness? Yes / No

Do you have correct depth perception? Yes / No

Are you Fit For Full Duty (FFFD)? Yes / No

If no, explain:

Do you have “any” condition(s) or issue(s) that concerns you about being involved in the training that you are about to partake in? Yes / No

If yes, explain:

Appendix O – HRT Medical Questionnaire Example (continued)

**Do you have any medication allergies or environmental allergies? Yes / No
If yes, explain:**

Are you currently taking any medications? Yes / No If “Yes” list all medications:

Medication Name and Dose: _____
Used for what Medical Condition?: _____

Medication Name and Dose: _____
Used for what Medical Condition?: _____

Medication Name and Dose: _____
Used for what Medical Condition?: _____

Medication Name and Dose: _____
Used for what Medical Condition?: _____

Medication Name and Dose: _____
Used for what Medical Condition?: _____

Do you have enough medication(s) to cover the entire training period & travel time? Yes / No / NA

Are you a current EMS Provider (Emergency Medical Responder, EMT, Advance EMT or Paramedic)? Yes / No if “Yes” what level are you:_____

Are certified or qualified as Combat Lifesaver? Yes / No

Have you received any “Self Aid /Buddy Aid” or “Tactical Combat Casualty Care” Training? Yes / No

The answers I have provided are true and correct;

Prospective Student Signature

The above student IS / IS NOT medically qualified to participate in training.

Health Services Technician Signature

Appendix P – Glossary

Abate	To eliminate or reduce permanently any unsafe or unhealthy training condition.
Administrative Control	Any procedure or practice which limits exposure through control or manipulation of the training schedule or manner in which training is performed. An example of an administrative control is limiting exposure to heat stress by adjusting training hours to conclude prior to a Black Flag condition.
Assistant Training Safety Officer (ATSO)	Commanders, COs, or OICs of training activities conducting high-risk courses must designate an individual as the ATSO when the TSO's responsibilities require an assistant due to physical locations, type, or quantities of training conducted at specific sites. The ATSO will be qualified by course at site specific TSO JQR and act as the TSO in the absence of the TSO
Assist Visit	A command requested review process to determine compliance with regulations, directives, instructions and standards through physical visits of training sites, operations, and facilities. Assist visit reports are made directly to the CO or OIC of a training activity. The purpose is to aid the requesting command in enhancing training safety.
At-risk	Being endangered, as from exposure to illness, injury, or loss from a lack of guidance and/or proper application of risk management. (A person who is fatigued and still attempting to perform his or her job is at-risk, and the crew, teammate, unit, etc. are also at-risk.)
Certification	The process of determining compliance with regulations, standards, or laws through physical surveys of personnel, training sites and records, operations, and facilities. Results of certifications are usually issued by a government agency or authorized by higher authority to bestow the certification. Certification may be a designation extended by the immediate superior in the chain of command (ISIC) (i.e., certification of personnel or a facility for training, as required).

Appendix P – Glossary (continued)

Course Chief	The senior enlisted person charged with ensuring that each course is assigned a primary instructor/class advisor. The Course Chief generally ensures that all range and other logistical needs are met for each convening.
Control	<p>Any action taken or an inherent design to eliminate hazards or reduce (mitigate) risk. The following items are considered in mitigation control and normally assigned to a group of controls which share a common function, such as engineering, substitution, or administrative:</p> <ol style="list-style-type: none"> a. Avoiding, eliminating, or reducing deficiencies by engineering, material selection, or substitution. b. Isolating hazardous substances, components, and operations from other areas, personnel, and incompatible materials. c. Incorporating fail-safe principles to prevent a catastrophic injury to personnel, damage to equipment, or inadvertent operation of critical equipment. c. Relocating equipment/components so that personnel access during operation, maintenance, repair or adjustment does not result in exposure to hazards such as chemical burns, electrical shock, electromagnetic radiation, cutting edges, sharp points, or toxic atmospheres. d. Providing suitable warning and notes of caution concerning required personnel protection during operations, assembly, maintenance and repair instructions. e. Providing distinctive markings on hazardous components, equipment, or facilities. f. Requiring use of PPE when other controls do not reduce the hazard to an acceptable level. Monitoring exposure to ensure that engineering controls effectively reduce the hazard.\ g. Training employees to recognize hazards and take precautionary measures.
Core Unique Instructor Training (CUIT)	<p>Employing self-assessments and improvement plans annually.</p> <p>Validates the instructors skill sets as an instructor and as a Subject Matter Expert (SME). All required course tasks are listed and signed off for the assigned instructor.</p>

Appendix P – Glossary (continued)

Course Training Safety Officer	An individual appointed to oversee high-risk training for a specific course for which he/she is qualified.
Damage	The partial or total loss of equipment or materiel caused by component failure or any exposure of equipment or materiel to heat, fire, or other environments; human errors; or other inadvertent events or conditions.
Doctrine	Fundamental principles and officially sanctioned beliefs which guide the Coast Guard in support of national objectives. Doctrine is authoritative but not directive, requires judgment in application, and provides decision makers and personnel a standard frame of reference.
Drop on Request (DOR)	Students in a voluntary high-risk training course that desire to quit or DOR need only to make intentions known. Those students will be immediately and expeditiously removed from the training area. A written summary of action taken is entered in the student's service record and a copy maintained in the training center's permanent records.
Emergency Action Plan (EAP)	A written plan explaining actions to be implemented in the event of a mishap. As a minimum, these plans will be developed for each training event and location and will include emergency numbers (telephone/ radio channels and call signs) and location of emergency responders, location of emergency equipment, emergency shutdown procedures, muster site(s) and methods of control for non-affected students, and notification procedures in the event of a mishap.
Evaluation	The process of ascertaining or judging the value or adequacy of an action or an outcome by careful appraisal of previously specified data in light of the particular situation and the goals or objectives previously established.
Evaluator	An individual who has obtained the required training and experience, as evaluated by the cognizant authority, to make an independent judgment or assessment of situational conditions in order to validate the worth or value against a set of standards, instructions, directives, etc.
First Aid	Any initial, one-time treatment and any follow up visit for observation of minor scratches, cuts, burns, splinters, minor reactions or irritants from the training environment, etc., that does not ordinarily require medical care. Such one-time treatment and follow-up visit for observation is considered first aid, even though provided by a physician or medical professional.

Appendix P – Glossary (continued)

Formal Training	Training conducted in a classroom, laboratory or field exercise for which a Course Identification Number (CIN) is assigned.
Hazard	Any real or potential condition that could cause death, injury or occupational illness to personnel; damage to or loss of property; or mission degradation.
High-Risk Training (HRT)	All FC-led training activities, courses, and evolutions that expose personnel (students, instructors, support staff) to a heightened level of risk that will likely result in death, serious bodily injury, or loss of an asset should a mishap occur during training or exercises. HRT can occur at a formal training center or in the field during FC-led Mobile Training Team or Embedded Team training.
High-Risk Training Safety Review	A comprehensive review of high-risk training conducted by the training, safety, and as appropriate, medical personnel, to ensure courses are being taught with minimum risk to instructors and students. Safety reviews include near miss and mishap data, curriculum instructional techniques and safety requirements incorporated into course curricula. Training records, student critiques and instructor qualifications and evaluations will be examined during a review.
Injury	Traumatic bodily harm, such as a cut, fracture, burn or poisoning caused by a single or one-day exposure to an external force, toxic substance, or physical agent.
Instructional Systems (IS)	The centralized focal point for resident instruction and instructor development. IS designs and develops standardized curriculum for all of the courses taught at the training center or unit using approved practices and models of learning
Job Qualification Requirements (JQR)	Locally prepared JQRs are modeled after PQS. Developed specifically for those instances where qualified personnel operators are required and no PQS exists. The unit's subject matter experts usually develop the JQR.
Mishap	An unplanned, unexpected, or undesirable event, or series of events, resulting in death, injury, occupational illness, or damage to, or loss of, materiel.

Appendix P – Glossary (continued)

Near-Hit or Near-Miss	Interchangeable word sets to identify a chance mishap event avoidance. An act or event that may have resulted in a mishap, where the death, injury, illness or loss of asset was avoided merely by chance. When the event is recognized as a near-miss it may be debriefed as a near-hit to emphasize the severity of the event. Analyzing the near-miss patterns will likely lead to areas where improved risk mitigation controls are needed. Under-reporting is prevalent throughout the Navy. Therefore, everyone must be encouraged to report near-misses or near-hits, and commands must investigate and analyze the circumstances surrounding the near-incident to determine if additional mitigation is necessary.
Operational Risk Management (ORM)	A continuous, systematic process of identifying and controlling risks in all Coast Guard operations and activities by applying appropriate management policies and procedures as described in Operational Risk Management, COMDTINST 3500.3, reference (h) to this document. This process includes detecting hazards, assessing risks, and implementing and monitoring risk controls to support effective, risk-based decision-making.
Personnel Protective Equipment (PPE)	Protective clothing and other devices worn to protect an individual while in potentially hazardous areas or performing potentially hazardous operations. PPE is designed to protect from injuries or illnesses resulting from contact with chemical, radiological, physical, electrical, mechanical, or other hazards. Examples of PPE include gloves, hard hats, steel toed boots, safety glasses, hearing protection, respirators, electrical matting, barricades, traffic cones, lights, safety lines, and life jackets, etc. PPE does nothing to reduce or eliminate the hazard itself, offering only personal protection, and may not be relied upon to mitigate risk, when other mitigation controls have failed or are found inadequate.
Policy	Restrictive or prescriptive direction, issued by an accountable person in authority, to accomplish a planned outcome.
Pre-Mishap Plan	The Pre-Mishap Plan describes, in advance, the steps that must be taken when a mishap occurs. A Pre-Mishap Plan anticipates all reasonable eventualities and outlines measures to cope with them. Pre-Mishap Plan deficiencies are designed to ensure the plan's smooth execution when a mishap occurs.
Risk	Risk is the chance of personnel injury, or death, and/or property damage, or loss. Risk is generally a function of the probability that a hazard will lead to an undesirable event and the likely severity of that event.

Appendix P – Glossary (continued)

Risk Assessment	Risk assessment is a two-part process consisting of risk evaluation and risk categorization. Risk evaluation determines the probability a hazard may precipitate a mishap and a mishap's likely severity in terms of injuries, health effects and property damage. Risk categorization reflects a combination of the probability and the likely severity of a mishap determined during the risk evaluation. Risks are categorized by Risk Assessment Codes (RAC) 1 through 5, with RAC 1 being the highest risk category and RAC 5 being the lowest.
Risk Control	The process of developing and implementing measures to control each risk. The preferred priority is (1) engineering controls; (2) administrative procedures and work practices (e.g. training, procedures, signs); (3) the use of personal protective equipment, or combinations of these measures. Interim controls may have to be implemented and maintained to control risk until more permanent controls can be established and the risk abated. Risk control is the overall goal of the safety and environmental health risk management process.
Safety Review	A comprehensive review of high-risk training conducted by training, safety, and, as appropriate, medical personnel to ensure courses are being taught with minimum risk to students and instructors. Safety reviews include training near-miss and mishap data, curriculum and instructional techniques, and safety requirements incorporated into course curricula. Additionally, training records, student critiques, and instructor qualifications and evaluations are examined. Safety reviews are conducted at least annually by COs and OICs of training activities and may be combined with other safety and training programs as long as all criteria are met.
Self-Assessment	Performing an internal review of processes and practices that are normally assessed by an external organization.
Site Survey	The process of determining programmatic compliance with regulations, directives, instructions, and standards through physical surveys of training sites, operations, and facilities.

Appendix P – Glossary (continued)

Tactics, Techniques, and Procedures (TTP)	<p>Codified, specific, and measurable actions and methods that implement doctrine or policy.</p> <p><u>Tactics</u>: the employment and ordered arrangement of forces in relation to each other.</p> <p><u>Techniques</u>: non-prescriptive ways or methods used to perform missions, functions or tasks.</p> <p><u>Procedures</u>: standard, detailed steps that prescribe how to perform specific tasks.</p>
Training Safety Officer (TSO).	<p>An individual designated in writing by the Training Officer (TO) to oversee high-risk training safety.</p>
Training Mishap	<p>A training mishap is a mishap that occurs to instructors or students while conducting training as a result of the curriculum or the environment (including training devices).</p>
Training Time Out (TTO)	<p>In any situation when students or instructors express concern for personal safety, or a need to clarify procedures or requirements, they shall call a “TTO.” Training will immediately cease until the situation or condition is returned to a safe state and the appropriate authority is provided for resuming training.</p>