



National Water Hygiene

Scheme Specification



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Introduction

NATIONAL WATER HYGIENE

The National Water Hygiene scheme is recognised by the UK water industry as a vital part in ensuring the protection of public health and promoting safe drinking water practices. It is a criminal offence to supply water unfit for human consumption.

Created in 2006, the 'Blue Card' replaced all water company specific hygiene schemes and removed the need for workers to undergo separate testing, health screening and to carry multiple cards. Water companies across the UK now mostly mandate the use of the National Water Hygiene card for anyone entering a clean water site or engaged in operations on the clean water network, whether in contact with the water or not.

It is increasingly expected that all those handling water for human consumption, including contractors, facilities management organisations, environmental health practitioners, water engineers, plumbers etc. also carry a 'Blue Card' to demonstrate competence and their understanding of safe water hygiene practice.

Any person working on a Restricted Operations area at sites such as service reservoirs, water pumping stations, water treatment works, wells, springs and boreholes or working on the network of water mains and service pipes must be in possession of a National Water Hygiene card.



Scheme structure

The scheme consists of 4 modules covering awareness of safe water hygiene practices:

Module 1: The importance of water

Module 2: Water as a carrier of disease

Module 3: Potential contamination and its consequences

Module 4: Preventing contamination

Scheme specification

This section identifies the required learning and assessment criteria for each module. It specifies this through linking together overarching learning outcomes and associated, specific knowledge requirements.

The assessment criteria for each learning outcome are also identified alongside the associated learning. This ensures that, in addition to delivery requirements, trainers and individuals know exactly how they will be assessed in relation to each learning outcome.

Each assessment criterion will be assessed as a part of programme delivery through an end of programme multiple-choice test.

Module 1: The importance of water

This module asks individuals to reflect on the definition of wholesome water, drawing attention to its importance as a food source and the implications of a world without clean water. It aims to provide the individual with an understanding of the scarcity of clean water and the role that water plays in maintaining a healthy and functioning society.

There are 2 learning outcomes for this module:

LO1: Recognising water as a foodstuff

LO2: Understanding the need for wholesome water

LO1: Recognising water as a foodstuff	
Knowledge and understanding	Assessment criteria
<ul style="list-style-type: none"> • Personal responsibility, the risks posed in an individual's role and their potential to be a carrier of diseases e.g. Typhoid and Cholera • What drinking water is, i.e. water pure enough to drink • Meaning of 'wholesome water' i.e. Water supplied for domestic purposes and does not contain any micro-organisms (other than a parameter) or parasite or any substance at a concentration which would constitute a potential danger to human health • Water as an important food product in its own right • How wholesome water is used universally across the food industry; both as an ingredient and in the cleaning process • Meeting people's expectation of providing quality drinkable water • The importance of water quality standards, using the food standard agency as a comparison 	<ol style="list-style-type: none"> 1) Identify your personal responsibilities in relation to the clean water network 2) Define the term 'wholesome water' 3) Identify the importance of providing quality drinkable water

LO2: Understanding the need for wholesome water

Knowledge and understanding	Assessment criteria
<ul style="list-style-type: none"> • The percentage of water which is available for human consumption (approx. 1%) • The length of time we can live without food (approx. 3 weeks) and water (approx. 3 days) • The importance of hydration in relation to the risks and effects of dehydration • The importance of emergency procedures and contingency plans, e.g. bottled water, water tankers 	<p>4) Recognise the scarcity of water and the importance of hydration in relation to the risks and effects of dehydration</p>

Module 2: Water as a carrier of disease

This module aims to develop an individual's understanding of how water can be a carrier of disease; exploring the historic cases which established a better understanding of waterborne disease and developing best practice, looking at the various illnesses that can be contracted through the ingestion of contaminated water and the diseases that still prove challenging today.

There are 2 learning outcomes for this module:

LO1: Understanding the history of waterborne disease

LO2: Working responsibly in the water industry

LO1: Understanding the history of waterborne disease	
Knowledge and understanding	Assessment criteria
<ul style="list-style-type: none"> The 1854 Cholera outbreak, John Snow, the birth of epidemiology and realisation that water could be a carrier of disease A brief history of waterborne diseases; exploring some of the key cases that have impacted the industry and improved our understanding of how water can be a carrier of disease How waterborne diseases e.g. Cholera, Typhoid, Gastroenteritis, Giardiasis & E. coli O157:H7, can be easily spread The problem that Cryptosporidium poses to the water industry, e.g. lives in the gut of animals, it is resistant to chlorine The introduction of water supply guidelines following the 1937 Typhoid outbreak and their development since The role of water quality regulators and other relevant organisations, such as Health and Safety Executive (HSE), for the UK in enforcing the requirements of water quality 	<ul style="list-style-type: none"> 5) Recognise which waterborne diseases can be easily spread and how 6) Identify why Cryptosporidium poses a problem to the water industry

LO2: Working responsibly in the water industry

Knowledge and understanding	Assessment criteria
<ul style="list-style-type: none"> • Countries with less well-developed water treatment systems and the risks of travelling to high risk areas • What actions have been/can be taken if a person shows the symptoms of an associated illness or they have recently visited a high-risk area 	<p>7) Identify the risks posed by travel to high risk areas and the actions that should be taken by individuals to reduce the risk to water quality</p>

Module 3: Potential contamination and its consequences

This module explores the potential sources of water contamination across all areas of the UK water industry and the consequences should contamination occur.

There are 3 learning outcomes for this module:

LO1: Recognising where contamination can occur in the water supply journey

LO2: Understanding the potential for contamination

LO3: Describing the consequences of contamination

L01 Recognising where contamination can occur in the water journey supply	
Knowledge and understanding	Assessment criteria
<ul style="list-style-type: none"> The Water Supply: source to tap; showing the journey from rivers, through a Water Treatment Works, into the distribution network and into homes or businesses Meaning of the term 'Restricted Operations'; i.e. any work which may involve direct or potential contact with untreated sources of underground water, with partially or fully treated water within water treatment works, or any surface of an operational asset (including those temporarily out of use) which will itself be in contact with potable water at any stage in its distribution to the point where it is made available to consumers Restricted Operations, e.g. Bore Holes, Treatment, Disinfection, Contact Tanks, Service Reservoirs Water areas not classed as Restricted Operations e.g. Rivers, Reservoirs, Screening The illnesses, and associated symptoms, which impact whether you should work on a Restricted Operations site or not, e.g. persistent vomiting or diarrhoea, prolonged unexplained fever, jaundice, Hepatitis A or E, Typhoid, Paratyphoid or Dysentery The importance of the National Water Hygiene card, who requires it if they work on Restricted Operations and why 	<ul style="list-style-type: none"> 8) Identify what is and isn't classed as Restricted Operations 9) Identify the illnesses which impact whether or not you should work on Restricted Operations 10) Recognise the importance of the National Water Hygiene card for those working on Restricted Operations

LO2: Understanding the potential for contamination

Knowledge and understanding	Assessment criteria
<ul style="list-style-type: none"> The potential sources of water contamination e.g. own hygiene, PPE, tools and equipment, vehicles, fuels/chemicals, animals Where contamination sources are present across different areas of the water supply journey e.g. Treatment Works, Service Reservoirs, Water Towers, Water Network 	11) Identify the potential sources of water contamination on Restricted Operations

LO3: Describing the consequences of contamination

Knowledge and understanding	Assessment criteria
<ul style="list-style-type: none"> The consequences of bad practice contamination of the water supply e.g. customer complaints due to taste or odour issues, sample failure, boil notices, written reports, adverse publicity, company and DWI/DWQR investigation, prosecution, illness, death 	12) Identify the consequences of bad practice/contamination of the water supply

Module 4: Preventing contamination

This module explores the steps that an individual can take to prevent contamination of the clean water supply. The module looks at broader and overarching actions that the individual can take to safeguard water quality as well as providing specific examples of working practices that can be adopted in a small number of high-risk scenarios.

There are 4 learning outcomes for this module:

LO1: Importance of personal hygiene and personal protection

LO2: Requirements of safe transport and storage

LO3: Requirements of disinfection

LO4: Dealing with high risk situations

LO1: Importance of personal hygiene and personal protection

Knowledge and understanding	Assessment criteria
<ul style="list-style-type: none"> The actions that individuals can personally take to help prevent contamination of the water supply The importance of maintaining good personal hygiene and the facilities that should be available to those working on Restricted Operations e.g. warm water and soap, hand cleaners, hand sanitisers, barrier creams The need to wear different clothing and footwear when working on both clean water and sewage operations How company policies and procedures for preventing contamination may differ. e.g. some water companies use blue PPE to indicate use on clean water activities and green for waste water and some adopt the opposite Why livestock and domestic pets are not permitted on Restricted Operations e.g. the potential for faecal contamination 	<p>13) State the facilities that should be available to maintain good personal hygiene</p> <p>14) Recognise the fact that different companies operate with different policies and procedures to prevent contamination</p> <p>15) Identify why livestock and pets are not permitted on Restricted Operations</p>

LO2 Requirements of safe transport and storage

Knowledge and understanding	Assessment criteria
<ul style="list-style-type: none"> • Good practice for vehicles and fittings used on Restricted Operations e.g. clean and tidy, proper racking, bagged, show caution around hired vehicles and equipment • The safe and hygienic storage of fuel and chemicals e.g. secure, clearly labelled and banded • Good practices for storing water pipes and fittings e.g. use pipe cap, inspect for ingress, store off the ground, keep away from chemicals and pesticides 	<p>16) Recognise the importance of maintaining good practice for vehicles and fittings</p> <p>17) Identify how fuels and chemicals should be stored to prevent contamination</p> <p>18) Identify good practice for storing water pipes</p>

LO3: Requirements of disinfection

Knowledge and understanding	Assessment criteria
<ul style="list-style-type: none"> • Why it is a legal requirement to use approved products and where to obtain advice on appropriate products e.g. DWI/DWQR • Define the difference between 'chlorination' and 'disinfection' • Why items (such as tools, footwear) must be cleaned before being disinfected, and processes that should be followed before use, e.g. stored off the ground • Variances in company procedures for chlorine disinfection strength, e.g. typically 1000mg/l in most of the UK, 250mg/l in Scottish Water, the need to check company procedure and the need for consideration of the task 	<p>19) State why it is a legal requirement to use approved products</p> <p>20) Identify the purpose of disinfection/chlorination and state common company procedures for chlorine strength</p>

LO4: Dealing with high risk situations

Knowledge and understanding	Assessment criteria
<ul style="list-style-type: none"> • Common working practices which present a high risk of contamination, e.g. planned maintenance, fixing a burst water main, tapping a new connection; and the actions that can be taken to minimise risk e.g. clean then disinfect, sump and pump etc. • Safe disposal of highly chlorinated water. e.g. do not pour into a watercourse or stream • The role of sampling and audits by companies and regulators and where samples are taken e.g. treatment works, service reservoirs, water network etc. • The regulatory requirement for emergency procedures and contingency plans e.g. bottled water, water tankers • The procedure(s) to be followed for suspected contamination of the water network • Personal responsibility in safeguarding water quality 	<ul style="list-style-type: none"> 21) Identify good practices in relation to work activities that present a high risk of contamination 22) Identify how to safely dispose of highly chlorinated water 23) Identify the role of water quality sampling 24) Identify the role of internal company/external regulatory water quality functions 25) Identify emergency procedure(s) to be followed for suspected contamination of the water network

Assessment Methodology

This programme is assessed through a multiple-choice test, set by Energy & Utility Skills and marked by the Trainer at the end of the programme.

In order to effectively progress and complete the programme, individuals will be required to have knowledge and understanding relevant to all assessment criteria within the programme.

Individuals are assessed at the end of the programme through a series of multiple-choice questions. The end of programme test will consist of 25 questions.

The test will normally take approximately 30 minutes to deliver. Trainers will read each of the questions to individuals who are required to indicate their answers by placing a mark in the correct box on an answer sheet.

Individuals must achieve a pass mark of 22 out of 25 in order to pass the programme. Where individuals get more than three questions wrong, then they have failed the course.

Where an individual does not pass an end of programme test at the first attempt, they are permitted a second attempt. Where an individual fails the test at the second attempt, they should undertake the programme again before they sit another test.

Programme Format

Duration

The programme should be delivered effectively within half a typical working day and has an expected duration of approximately 2 hours and 50 minutes (including assessment time). The Programme Leader's Guide (PLG) addresses this in more detail and provides a breakdown of this duration.

The accessibility needs of individuals must always be taken into consideration and this could extend the time needed to deliver the course. Please see the reasonable adjustments page on the website for further information: <https://www.eusr.co.uk/approval-and-delivery/quality-framework-policies>.

Programme duration of less than 2 hours is not considered possible, given the need for knowledge assimilation and assessment. Breaks should also be considered when delivering the programme.

Group Size

This is set at a maximum of 12 individuals to ensure each individual has sufficient opportunity to ask questions and receive appropriate trainer input and attention.

The programme should be delivered by one Trainer for all group sizes, up to the maximum of 12 individuals. Please note: the availability of 2 or more Trainers does not allow the group size to be increased beyond the maximum of 12.



Joining Instructions

Once the programme has been booked the Trainer must send the individuals joining instructions. This can be done via email, post or telephone. There is an example joining instructions form located on QuartzWeb. Alternatively, the Trainer can create their own to send to the individuals.

The Trainer should let the individuals know all the specific details relating to the programme. This should include date, time, location, directions to the venue and what the individual should bring with them. The individual will need to bring identification, and a passport sized photograph with them on the day of the programme. This is because if they are successful, their details and a record of their achievement will be recorded on the industry skills platform: EUSR.

The Trainer will need to request information from the individual too, specifically, if the individual has any special needs or disabilities so that the Trainer can tailor the training session and materials to meet the individual's needs. This will also allow the Trainer to make the appropriate and necessary arrangements to the training facilities.

If refreshments and lunch are being provided, the Trainer will also need to request whether the individual has any dietary requirements or allergies.

The joining instructions must state that the programme and assessment is taken in English. The use of translators in the delivery of the programme and the assessment is not permitted.

Facilities

There must be a room designated for the training of sufficient size to seat all individuals comfortably with sufficient lighting and warmth, providing sufficient space to allow for the test to be completed independently. Facilities on site should also include toilets and an area for consumption of drinks and food. These must comply with the current legislation and good practice.

Equipment

The National Water Hygiene Programme is issued to Approved Trainers via QuartzWeb. It should be delivered using a laptop and linked projector. The screen used must be of sufficient size to enable clear viewing by all individuals. The presentation and PLG must not be modified or added to in any way.

The following equipment and support materials should be available to support the programme delivery:

Room laid out in a U shape

Laptop

Projector

Flipchart and flipchart pens

Whiteboard

Individuals' nameplates - optional

Pens and blank A4 paper



PowerPoint presentation

Blu-tack

Sticky notes – a mix of colours

Selection of coloured pens

Internet access for optional videos only

Speakers for video audio

Attendance Register/Registration Form

Your own register

Answer Sheets

Evaluation Forms

Programme content

The programme consists of a series of slides to be administered in conjunction with the knowledge and activities contained within the Programme Leader's Guide (PLG). The PLG itself contains delivery guidance specifically focussed upon advising trainers in relation to best practice delivery. It is recommended that Trainers study all the materials prior to delivering the programme in order to familiarise themselves with the content and to determine their approach in relation to delivery (for example, which 'Did you know?' will be used and which, if any, optional activities will be delivered to individuals).

All the modules and slides must be covered in the sequence that they appear. All mandatory content of the PLG must be delivered in the order specified in the PLG.

Whilst the materials prepared by Energy & Utility Skills for Trainers are intended to comprise a comprehensive delivery method, it is still expected that Trainers will deliver their programmes with an emphasis on the background of their cohort (sector-specific, organisation-specific) and utilising their own experience and knowledge of the requirements.

The learning materials (slides, PLG) must not be altered in any way, nor may they be edited, shortened or lengthened. Personalisation of the materials, such as adding the Company logo is also forbidden. The use of additional materials or visuals can only be used outside of any interference with the presentation. Copyright and intellectual rights are held by Energy & Utility Skills on behalf of the industry.

There are additional support features built into the materials designed to aid the Trainer and quality of the presentation. The icons used within the Programme Leader's Guide are also used on the slides to indicate, for example, where a video could be used. The last slide of the programme is a "Recap" slide, where the Trainer consolidates the programme content. This should also alert the Trainer that the last slide has been reached and indicate that it is time for the assessment.

Please follow instructions within the testing section regarding access to questions which will be shown on the screen. This allows the questions to be displayed on the screen one at a time. This will aid some who may have difficulties and allow the Trainer to read out the questions.



Energy & Utility Skills will monitor the programme content and will review and amend the scheme as required following consultation with the industry.

Delivery methodology

National Water Hygiene covers a broad range of subject areas; the amount and range of information is large. This results in the programme being a challenging training event, particularly for individuals new to the Industry. The Trainer must, therefore, adopt a range of styles to support effective learning and some of these are described below.

Trainers must adopt an inclusive and informal approach to all individuals. Pre-programme preparation and familiarity with the technical content is essential if the Trainer is to deliver effectively. Reading directly from the presentation material and/or PLG is discouraged as this reduces eye contact with the individuals and will disrupt non-verbal channels of communication. Whilst the PLG, initially, is intended as a close support that will assist with the way in which trainers deliver the programme, it will, inevitably, as trainers become more familiar with the materials, become less of a 'crib' and more of a reference tool.

Professional delivery techniques are important. Most slides are animated with images, lists or a number of paragraphs being built on the screen. Most slides have numerous 'transitions' and trainers should review these transitions, in relation to the content and instruction in the PLG, before they deliver their initial programmes.

Within the Programme Leader's Guide there are numerous "Optional Activities" to help aid the trainer with delivering the course. These are there to add an extra dimension, where appropriate, to delivery. These optional activities are not intended to rule out trainer-own activities, and if the trainer has their own activities, then they should feel free to use them within the course. All optional activities are labelled with an approximate time to help the trainer gauge how long they will take to deliver.

Participative techniques such as questioning (using open style questions) and discussion leading are recommended. Using the experiences of individuals in developing examples of both compliance and non-compliance are essential to support effective learning. Seeking the contribution of all throughout the event is required to ensure learning is achieved by all. The scene should be set ensuring all the individuals that make up a group are asked a question during the first module. It is important to ensure that what they see is linked directly to what they hear. This does not indicate the use of the same words or phrases that may be on the slide, but the need to match spoken subject to slide subject using the techniques described.

Research has demonstrated that the spoken word without any other interaction results in, on average, just 7% of the content being remembered. Encouraging the whole group to participate through dialogue can increase this to 50%. Having a range of visual aids such as items of PPE equipment, tools, notices and pamphlets available to show to the group can make further improvements in learning effectiveness. The programme does not only support the new entrants into the sector but should be used by the Trainer as a vehicle to challenge those more experienced individuals as to their current level of knowledge and understanding.

The Trainer will need to be aware of the environment in which learning is taking place and the lengths of time individuals are expected to sit and concentrate. It is recommended that short breaks for refreshments etc. are used to punctuate delivery, thereby extending levels of concentration. Procedures must be in place to deal with those individuals who have difficulty in writing or reading



EUSR Administration

Online course delivery requests

Courses can be booked in advance using QuartzWeb, EUSR's online registration system. Courses can be booked up to 28 days in advance and test papers will be available for download from 48 hours prior to the date of the course; Answer Sheets can be downloaded from QuartzWeb.

Registration

The National Water Hygiene scheme comprises just a single route to registration, achieved through successful completion of the programme.

In order to be registered on EUSR and receive the relevant passport card, the individual must be registered appropriately on QuartzWeb to confirm that the National Water Hygiene scheme has been taken and achieved. The registration period for National Water Hygiene is 3 years.

An individual's registration will appear on the EUSR within 24 hours of submission. This is dependent upon the trainer uploading the registrations onto QuartzWeb correctly and at the earliest opportunity.

Assessment

There is a multiple-choice test at the end of the programme.

Once the programme is complete the trainer will need to open the assessment slides. The slides for the assessments are located on QuartzWeb.

The opening slide will be titled – '**Completing the Answer Sheet**' and will say the following:

- Please read or listen to the following questions.
- Do not make a choice until **ALL** options for the question have been read.
- Make your choice and fill in the appropriate square as shown below.
- **There are 25 questions in this test.**

Then the next slides will have the test questions for the programme. The questions are multiple-choice and there will be 4 answers to choose from per question on each slide. Only one answer will be correct.

The last slide will state:

- Test Assessment Complete.
- Please return your Answer Sheet to the Trainer.

Testing

All the questions are designed to measure the desired assessment criteria as specified in the course. While there is no designated time limit for the test, it should take approximately 30 minutes. The Trainer is expected to manage this, considering the needs of the individuals and the group as a whole.



You will need to pace question delivery in order to ensure all individuals have sufficient thinking time when making their choice from the options shown.

1. Issue the answer sheet prior to the test. Ensure the individual completes the section requiring signature.
2. The answer sheet must be completed independently, and this must be monitored by the Trainer as the EUSR Invigilator.
3. The answer sheets are gathered at the end of the test.
4. All the answer sheets must be marked by the Trainer.
5. Answer sheets are marked using a negative marking model; that is, no marks are made on the individual's answer sheet unless the question has been answered incorrectly. Where the question has been answered incorrectly, the question number is highlighted.
6. Retesting should only take place when the individuals have got more than three questions wrong. The retesting should take place at the end of the programme and should only involve the individuals who have not passed. The Trainer should ask the other individuals to leave the room when retesting.
7. When marking the answer sheets, if the Trainer identifies any questions incorrectly answered by the whole group, regardless of whether the individuals have passed or failed, the Trainer should cover the relevant subject area ensuring the group is aware of the right answers before moving onto a retest.

Where an individual fails to achieve the desired pass mark within a test, the following process will apply:

1. New answer sheets are issued, and individuals involved should sign the appropriate boxes.
2. Individuals should be briefed to complete the whole test, all 25 questions, during the re-sit.
3. All questions should be asked using the same techniques.
4. Answer sheets should be marked as per procedure and results shared with individuals.
5. For individuals who fail retesting, a registration cannot be made on QuartzWeb.

Recording of test results

The Answer Sheets (initial and re-sit, where appropriate) should not be submitted to EUSR, unless the Trainer is required to submit a sample of their answer sheets for analysis. In this respect, the Trainer must retain all Answer Sheets for their records.

Under no circumstances should a completed and marked answer sheet be used for re-sits; this must be completed on a new answer sheet.

Test rules

The following rules must be applied for all tests:

1. Test questions must be kept securely and accessed only by the invigilator when the test is undertaken.
2. Mobile phones and all electronic devices must be switched off before the test starts and remain switched off throughout the duration.



3. Individuals must be given enough time to read the questions for themselves - even if they are also read out by the trainer or invigilator.
4. There must not be any breaks whatsoever during the test, including toilet breaks
5. Individuals taking the test must not communicate with each other.
6. All personal belongings - including bags, notes, purses/wallets, phones, drinks or food – must be removed from the table before the test starts.
7. There must be adequate space between individuals taking the test to minimise the risk of cheating.
8. Any special considerations or adjustments must comply with our Reasonable Adjustments Policy.
9. All display materials in the assessment room which may be useful to an individual during the assessment must be taken down or removed.

Failure to follow these guidelines could result in the assessments being declared void, sanctions being applied or approval being removed.

Post-delivery survey

When the individual has completed and passed the entire programme, the Trainer should request that the individual completes a post-delivery survey (taken from QuartzWeb) and then retain this for their records for scrutiny by Energy & Utility Skills quality assurance officers.

Accessibility

The Trainer should consult the section on the website in relation to Reasonable Adjustments and apply appropriately for each individual with a specific need.

The following guidance should assist the Trainer in determining the kind of reasonable adjustment for which to apply. The following guidance should be observed:

1. The Trainer should attempt to identify persons with difficulties at the earliest stage (ideally, before the day of the course/assessment).
2. It is essential that individuals are not isolated or embarrassed in front of colleagues if any potential difficulties are identified.

The Trainer should work with the individual to identify a way of supporting the individual to complete the assessment. The following methods are permissible:

1. Reading the questions to individuals during the test and allowing time for consideration of an answer. All questions should also be shown on the screen. This will aid around 95% of those with difficulties.
2. Asking an individual a particular question and allowing the individual to provide the answer. In this event, the Trainer may record the answer on the individual's answer sheet. It is recommended that the individual be tested independently of the group if this method is identified.
3. Identifying the possible use of assistive technologies in allowing the individual to provide the answer. Again, it would be recommended that the individual be tested independently of the group if this method is identified.

The Trainer will need to recognise the additional time implications of this approach if it is required.

