SHEA Gas

Scheme Specification

Introduction

SHEA GAS

The Safety, Health and Environmental Awareness, or SHEA (Gas) scheme is designed for all persons who require access to operational sites within the gas industry, both permanent and temporary, including all levels of operatives, supervisors and management.

The SHEA (Gas) scheme comprises nine modules. The six core modules are common to all utility industries and form the basis of health, safety and environmental law and workplace practice. A further three modules provide the industry specific content. It is designed to provide evidence that an individual has demonstrated an appropriate level of knowledge, understanding and behavioural awareness. It is a passport scheme and does not indicate any level of technical competence or skilled expertise.

The scheme is affiliated with the Construction Skills Certification Scheme (CSCS) allowing utility workers access to CSCS controlled sites for purposes of utilities work without the need to hold a separate card. The utilities industry shares a common goal and commitment to robust mechanisms that enable all workers to demonstrate health and safety awareness and relevant skills and competences. CSCS affiliated cards carry the CSCS hologram in the top left corner. A coloured bar may also appear under this hologram denoting the level that the operative has achieved in line with the CSCS card colour scheme.

Scheme Structure

The course consists of 9 modules covering the following core health, safety and environment content:

Module 1: Understanding our workplace responsibilities

Module 2: Understanding the effects of our work on the environment

Module 3: Identifying and controlling risks

Module 4: Common hazards in the workplace

Module 5: Highway working and excavations (Additional Module)

Module 6: Pressure regulating installations (Additional Module)

Module 7: Safety in premises (Additional Module)

Module 8: Occupational health hazards

Module 9: Responding to emergencies

Scheme specification

This section identifies the required learning and assessment for each module. It specifies this through identifying both 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.

All aspects of learning content have an associated assessment criterion. Each assessment criterion will be assessed as a part of programme delivery through an end of module multiple choice test.

Module 1: Understanding our workplace responsibilities

This module aims to familiarise the individual with the underpinning legal frameworks, definitions and their application in the workplace setting, including the responsibilities for both the individual (as employee) and their employer.

There is 1 learning outcome for this module:

LO1: Understanding our workplace responsibilities

LO1: Understanding our workplace responsibilities	
Knowledge and understanding	**Assessment criteria**
• Why it is important to manage health, safety and the environment at work, e.g. moral, financial, legal reasons • Health & Safety at Work Act (1974) • Principles of Construction Design Management (2015), including the duties of workers, the need for welfare facilities and a safety plan • Environmental legislation and what's protected • Duties of your employer, e.g. provide a safe place of work, workplace safety policy, safety management system, training, welfare facilities • Duties of employees, e.g. comply with safe systems of work, behave appropriately • Consequences of getting it wrong • Enforcement and regulators, e.g. HSE and environment agencies	1) Explain why it is important to manage health, safety and the environment at work 2) Explain the duties of employer and employee under health, safety and environment legislation 3) Explain the consequences of getting health and safety wrong 4) Outline the role of health and safety regulation

Module 2: Understanding the effects of our work on the environment

This module aims to develop an individual's understanding of the key environmental considerations in the workplace, and their impact, as an employee, on the sustainability of their environment.

There are 3 learning outcomes for this module:

LO1: Understanding our workplace environment

LO2: Managing waste

LO3: Sustaining our workplace environment

LO1: Understanding our workplace environment	
Knowledge and understanding	**Assessment criteria**
• Awareness of those aspects of the environment that might be subject to damage by our actions • Potential causes of environmental damage, eg noise, smoke, energy use etc • Impact of employee and employer activities on others and the environment • The approach to take to avoid harm	5) Explain causes and effects of environmental damage 6) Describe the approach to take to minimise the risk of environmental damage
LO2: Managing waste	
Knowledge and understanding	**Assessment criteria**
• Waste hierarchy and how to store and dispose of waste safely • Different types of waste, what they are and how we manage them, eg inert, non-hazardous and hazardous • Environmental Protection Act (1990) and its purpose • High risk areas for hazardous materials and substances	7) Explain safe storage and disposal of waste and hazardous materials
LO3: Sustaining our workplace environment	
Knowledge and understanding	**Assessment criteria**
• Good and poor environmental management and the impact on the wider environment • The importance of sustainable approaches, eg reputational value, and the consequences of getting it wrong, eg pollution	8) Explain the importance of environmental sustainability and the consequences of environmental damage

Module 3: Identifying and controlling risks

This module helps the individual to identify and control risks and hazards, and understand their role in preventing them through a range of positive and proactive health and safety behaviours.

There are 2 learning outcomes for this module:

LO1: Identifying risks

LO2: Controlling risks

LO1: Identifying risks	
Knowledge and understanding	**Assessment criteria**
• Definitions of key terms, ie hazard, risk, 'near miss', accident and other relevant safety terms: method statement, dynamic risk assessment • Hazard identification associated with resources, behaviours, equipment, materials, working environment, natural environment • Principles behind risk control methods, ie likelihood, frequency, outcome • The 5-step approach to risk assessment and management of systems • The hierarchy of control	9) Define key terms associated with risk and its management 10) Identify hazards associated with resources, equipment, materials, working and natural environment 11) Explain the 5 step approach to risk assessment 12) Explain the elements of the hierarchy of control
LO2: Controlling risks	
Knowledge and understanding	**Assessment criteria**
• Safe systems of work, ie risk assessment, method statement and permits to work • Reasons for and features of good housekeeping • Signage used in the working environment, eg prohibition, mandatory, warning etc • Employer and Employee responsibilities relating to Personal Protective Equipment (PPE) ie providing wearing, maintaining and storing PPE	13) Describe good housekeeping behaviours to reduce risk 14) Explain the responsibilities for the employer and employee for PPE

Module 4: Common hazards in the workplace

This module develops the individual's ability to both identify a range of common physical hazards and minimise their impact in the workplace, in line with CSCS requirements.

There are 6 learning outcomes for this module:

LO1: Understanding transport risks

LO2: Understanding the Provision and Use of Work Equipment Regulations 1998 (PUWER)

LO3: Avoiding other services

LO4: Undertaking excavations

LO5: Working at height

LO6: Understanding the Lifting Operations Lifting Equipment Regulations 1998 (LOLER)

LO1: Understanding transport risks	
Knowledge and understanding	**Assessment criteria**
• Using a vehicle and knowing your company policy • The importance of regular vehicle checks prior to travelling • Risks from transport both to, from and whilst at worksite; as driver and employee, eg schools on route, low bridges, traffic congestion • The meaning and importance of safe, courteous driving and parking; reversing	15) Describe the hazards in relation to transport and relevant control measure(s)
LO2: Understanding the Provision and Use of Work Equipment Regulations 1998 (PUWER)	
Knowledge and understanding	**Assessment criteria**
• Definition of PUWER and responsibilities of employers and employees • Control measures, e.g. the role of method statements • Hazards associated with the use of work equipment, e.g. defective equipment, misuse of equipment, equipment not fit for purpose. • Basic checks required prior to operating portable electrical tools, e.g. visual and formal inspection	16) Describe the requirements for PUWER and relevant control measure(s)

LO3: Avoiding other services	
Knowledge and understanding	**Assessment criteria**
• Types of underground services, gas pipelines, electricity cables, water mains etc • How to locate underground services safely • Working with gas, water and electricity services and possible hazards • Hazard of markers being used as an indicator of the position of underground services • Safely moving mobile plant around site in the vicinity of overhead lines • Areas of special risk, e.g. railways; arranged in accordance with 3rd party operators	17) Describe the hazards in relation to the avoidance of other services and relevant control measure(s)
LO4: Undertaking excavations	
Knowledge and understanding	**Assessment criteria**
• Hazards associated with excavations and control measures, including making them safe from collapse • Confined spaces definition: what is it, who can enter and potential hazards	18) Describe the hazards in relation to excavations and relevant control measure(s)
LO5: Working at height	
Knowledge and understanding	**Assessment criteria**
• Definition of working at height • Basic principles applied within working at height regulations, e.g. Work at Height Regulations 2005 • Hazards associated with working at height, e.g. dropping tools/debris, ladder use and stability, poor housekeeping, fragile roofs etc • Controlling hazards associated with working at height, e.g. safe use of ladders, need for specified distances from overhead services at which vehicle, plant and equipment can be used safely, and any requirements, if necessary, to work more closely than guideline distances	19) Describe the hazards in relation to working at height and relevant control measure(s)
LO6: Understanding the Lifting Operations Lifting Equipment Regulations 1998 (LOLER)	
Knowledge and understanding	**Assessment criteria**
• Basic conditions to comply with LOLER • Control measures, employer and employee responsibilities	20) Describe the requirements for LOLER and relevant control measure(s)

• Hazards associated with lifting/moving equipment, e.g. crushing, collapsing structures, falling from vehicles/platforms etc • Operating mobile plant safely and the need for specific training and inspections	

Module 5: Highway working and excavations

This module provides the individual with an understanding of the processes and procedures required to work in the highway; this includes both public and private environments and creating a safe working environment through safe systems of work. The individual will know what to do in the case of an emergency.

There are 3 learning outcomes for this module:

LO1: Understanding the principles of safe working within the public highway

LO2: Understanding safe excavation practices

LO3: Understanding what to do in an emergency situation

LO1: Understanding principles of safe working within the public highway	
Knowledge and understanding	**Assessment criteria**
• Considerations of working in or near public and private locations • New Roads and Street works Act 1991 • Safe access, movement and egress on public highway sites	21) Explain the considerations and potential issues of working with public and private locations
LO2: Understanding safe excavation practices	
Knowledge and understanding	**Assessment criteria**
• Following safe systems of work during excavation activity • Site specific risk assessments and method statements • Key considerations when excavating, ie causes of ground collapse, changing environmental conditions, safe practices • Hazards when working with concrete, in the context of excavation activity • Role and considerations when using breathing apparatus, including the need for training	22) Explain the key requirements of a safe system of work for excavation activity 23) List the hazards and controls when undertaking excavation work 24) Describe the considerations when using breathing apparatus during excavation work
LO3: Understanding what to do in an emergency situation	
Knowledge and understanding	**Assessment criteria**
• Incidents and emergencies i.e. trapped or injured people in an excavation	25) Describe what to do in an emergency during excavation work

Module 6: Pressure regulating installations

This module provides the individual with an understanding of the journey gas makes from beach to meter and the types of risks associated with pressure regulating gas installations.

There are 2 learning outcomes for this module:

LO1: Understanding the journey of gas from 'beach to meter'

LO2: Understanding risks and procedures when working on AGIs, unmanned sites and non-odourised sites

LO1: Understanding the journey of gas from 'beach to meter'	
Knowledge and understanding	**Assessment criteria**
• The journey of gas from 'beach to meter' • Gas pressures and installations, including Above Ground Installations/Below Ground Installations (AGIs/BGIs), Pressure Reduction Stations (PRSs), Domestic Governors (DGs)	26) Describe the journey of gas, including the various types of pressure regulating equipment that can be found on the network
LO2: Understanding risks and procedures when working on AGIs, unmanned sites and non-odourised sites	
Knowledge and understanding	**Assessment criteria**
• Safe working practices on shared operational sites, including unmanned and non-odourised sites • The risks associated with lone working and personal security, e.g. illness, personal injury, criminal activity • How to mitigate the associated risks of lone working and personal security, e.g. safe systems of work, communication systems, lone worker alarm • The risks associated with non-odourised sites, e.g. gas has 'no smell' • How to mitigate the risks associated with non-odourised sites, e.g. check gas concentrations regularly, gas monitoring alarms	27) Describe safe working practices when working on AGIs on shared operational sites (i.e. where contractors are working on company sites) 28) Describe the key considerations of working on unmanned sites and the protocols required to mitigate lone working and personal security 29) Identify the risks and controls associated with non-odourised sites

Module 7: Safety in premises

This module provides the individual with an understanding of the requirements to working safely in domestic and commercial premises. It also examines how to communicate effectively with customers.

There is 1 learning outcome for this module:

LO1: Understanding safe and effective working practices in domestic and commercial premises

LO1: Understanding safe and effective working practices in domestic and commercial premises	
Knowledge and understanding	**Assessment criteria**
• Legal requirements in relation to gas work • Hazards in domestic and commercial properties, e.g. harmful substances, harmful objects, pets/wildlife, waste, blocked access to the meter control valve, type of gas escape, electrical equipment, public/residents, no gas, theft of gas, confined spaces, attics, basements etc • Dealing with the general public e.g. angry or threatening behaviour, under the influence of drugs or alcohol, unpredictability • Controlling the risks in domestic, commercial and abandoned premises, including PPE, tightness testing and mains equipotential bonding • What to do if you suspect gas atmospheres in a property • Purging and re-lighting, what is it and why is it important? • What to do when you cannot access premises • Priority actions in an emergency gas escape • What to do if you suspect gas theft	30) Describe the legal requirements in relation to gas work 31) Describe the common hazards that can be found within some domestic and commercial premises 32) List the common control measures which can be applied to gas work activities within premises 33) Explain what to do in a range of customer situations where there are gas atmospheres present 34) Describe the purpose/importance of purging and re-lighting 35) Describe what to do if you cannot access premises, and/or suspect an emergency gas escape and/or suspect gas theft

Module 8: Occupational health hazards

This module aims to explain the meaning of the term 'occupational health' and develop the individual's understanding of a range of occupational health hazards and their requirements. It helps the individual identify, mitigate for and minimise occupational health hazards in the workplace.

There are 5 learning outcomes for this module:

LO1: Understanding the meaning of occupational health in the workplace

LO2: Understanding physical health hazards

LO3: Understanding chemical health hazards

LO4: Understanding biological health hazards

LO5: Understanding psychosocial health hazards

LO1: Understanding the meaning of occupational health in the workplace	
Knowledge and understanding	**Assessment criteria**
• The meaning and purpose of occupational health • Examples of physical, chemical, biological and psychosocial hazards that can affect health and safety • Role and responsibilities of an occupational health officer/team in the workplace • Role and responsibilities of the employer in relation to occupational health • Personal responsibilities of the employee to maintain own physical and emotional health and safety	36) Explain the term occupational health and identify occupational health hazards 37) Explain the roles and responsibilities of employer, employee and occupational health in identifying and managing the occupational hazards
LO2: Understanding physical health hazards	
Knowledge and understanding	**Assessment criteria**
• Manual handling as a hazard, potential injuries/ill health, e.g. cuts, fractures, musculoskeletal disorders/low back pain; current legislation/guidelines, e.g. LOLER, importance of site safety equipment, aids available to assist manual handling, e.g. hoists, cranes, power shovels, and considerations for effective manual handling practice	38) Describe physical health hazards and how to identify and minimise the hazard

• Noise as a hazard, its impact and the role of hearing protection in minimizing the risks associated with noise • Signs and effects of hand arm and whole body vibration and how these can be prevented and minimized • Working in direct sunlight, risks and controls associated with heat exhaustion and sun stroke. • Display Screen Equipment (DSE) and consideration for effective practices	
LO3: Understanding chemical health hazards	
Knowledge and understanding	**Assessment criteria**
• Risk assessments through Control of Substances Hazardous to Health (COSHH) • Identification of and effects on health of hazardous substances, eg solvents, dust, process fumes; eg burns, infections, occupational cancers: asbestosis, silica	39) Describe chemical health hazards and how to identify and minimise the hazard
LO4: Understanding biological health hazards	
Knowledge and understanding	**Assessment criteria**
• Types of biohazard (e.g. disease: Leptospirosis, Hepatitis, Typhoid, Tetanus, Weil's Disease; discarded sharps, human/waste) and risk areas • The importance of personal hygiene including clothes, vehicles, and hand cleaning • Routes of entry for illness and infection	40) Describe biological health hazards and how to identify and minimise the hazard
LO5: Understanding psychosocial health hazards	
Knowledge and understanding	**Assessment criteria**
• Stress, mental health, emotional wellbeing, alcohol/drugs, Working Time Directive, work/life balance and welfare provision	41) Describe psychosocial health hazards and how to identify and minimise the hazard

Module 9: Responding to emergencies

This module develops an individual's understanding of emergency response behaviours, the role of reporting, inspection and enforcement of health & safety in the workplace. It also develops an individual's understanding of the impact on employee and employer of both poor/improving health and safety in the workplace.

There are 3 learning outcomes for this module:

LO1: Practising emergency response procedures and reporting

LO2: Understanding roles and responsibilities within investigation and enforcement

LO3: Exploring impact on employee and employer

LO1: Practising emergency response procedures and reporting	
Knowledge and understanding	**Assessment criteria**
• Revisit terms and definitions from Module 3 – e.g., near-miss, accident • Reporting processes, who is responsible for making accident reports, why everything should be reported and required processes including: Reporting of Injuries, Diseases and Dangerous Occurrences (RIDDOR) • General emergency procedures, eg fire evacuation and first aid, recognising extinguisher types and their correct use • Procedure for dealing with emergency situations e.g. spillage and reporting requirements for environmental incidents	42) Explain required reporting processes for near-miss, accident, work-related illness, dangerous occurrence and an environmental incident 43) State emergency procedures for fire, first aid and spillages
LO2: Understanding roles and responsibilities within investigation and enforcement	
Knowledge and understanding	**Assessment criteria**
• Role and powers of enforcement authorities, HSE inspectors, Environmental agency and Scottish Environmental Agency • The need to assist in all investigations	44) Explain the role and powers of the enforcement authorities
LO3: Exploring impact on employee and employer	
Knowledge and understanding	**Assessment criteria**
• Costs of poor health and safety and environmental management	45) Explain the costs and benefits associated with both good and poor

• Outcomes that flow from improved health and safety for individual and employer – enhanced team morale, more productive workforce, more employment etc	health and safety/environmental management

Assessment Methodology

Each module is assessed through a multiple choice test, set by EU Skills and marked by the Trainer during the day 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 each module.

Individuals are assessed at the end of each module through a series of multiple choice questions. Depending on the size of the module, each module test will consist of either 4, 5 or 6 questions. Smaller module tests consist of 4 questions, average sized module tests consist of 5 questions and larger module tests consist of 6 questions.

Each test will normally take between 5 – 10 minutes to deliver and the total number of questions across the entire SHEA Gas programme is 45 questions. 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 pass each module in order to pass the programme. Individuals are permitted to only get one question incorrect in each module. This means that individuals are required to score 80% of questions correct overall in order to Pass the test. Individuals achieving more correct answers in one module are not permitted to offset achievement in another module where they may have failed more than one question. Where individuals get two or more questions wrong in a module, then they have failed the module.

Where an individual does not pass a module test at the first attempt, they are permitted a second attempt.

For SHEA Gas, the following number of questions will be taken at the end of each module:

Module title	Questions in post-module test
Module 1: Understanding our workplace responsibilities	4
Module 2: Understanding the effects of our work on the environment	4
Module 3: Identifying and controlling risks	6
Module 4: Common hazards in the workplace	6
Module 5: Highway working and excavations	5
Module 6: Pressure regulating installations	4
Module 7: Safety in premises	6
Module 8: Occupational health hazards	6

Module 9: Responding to emergencies	4
Total no of questions in SHEA Gas test	**45**

Programme Format

Duration

The programme should be delivered effectively within a typical working day and has an expected duration of approximately 8 hours 15 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. Programme duration of less than 5 hours is not considered possible, given the need for knowledge assimilation and module assessments. Breaks should also be taken into account when delivering the programme.

Group Size

This is set at a maximum of 12 participants, 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 participants. 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 should send the individuals joining instructions. This can be done via email, post or telephone. There is an exemplar 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 including identification.

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 learners 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.

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 SHEA 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

Individual nameplates - optional

Pens and blank A4 paper

PowerPoint presentation

Blu-tack

Sticky notes – a mix of colours

Selection of coloured pens

Internet access for videos (required for optional videos only)

Speakers required for video audio

Attendance Register/Data Capture Form

Your own register

Answer Sheets

Organisation Accident Report

Blank Fire Risk Assessment

Filled in Fire Risk Assessment

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 course in order to familiarise themselves with the content and to determine their approach in relation to delivery (for example, which 'Did you knows?' 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 EU 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 mandatory activity must be used. The first slide of each module identifies the overarching learning outcomes of the module, and the last slide of each module is a "Recap" slide, where the Trainer consolidates the module's content. This should also alert the Trainer that the last slide has been reached and indicate that it is time for the module 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.

EU Skills will monitor the course content and will review and amend the scheme as required following consultation with the industry.

Delivery methodology

SHEA 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 participants 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 participants. Pre-course 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 participants and will disrupt non-verbal channels of communication. Whilst the PLG initially is intended in the first instance 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 mandatory "Activities" and "Optional Activities" to help aid the trainer with delivering the course. The activities which are mandatory should be used within the programme, whilst the optional activities 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 activities (both mandatory and optional) 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 participants 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, fire extinguishers, 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 attendees 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 attendees who have difficulty in writing or reading.

EUSR Administration

Online programme 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 Gas scheme comprises just a single route to registration, achieved through successful completion of all 9 units.

In order to be registered on EUSR and receive the relevant passport card, the individual must be registered appropriately in QuartzWeb to confirm that the SHEA Gas scheme has been taken and achieved. The registration period for SHEA Gas is 5 years.

The individual will need to have their photograph taken for upload into QuartzWeb, if they do not already hold an EUSR registration.

An individual's registration will appear on the EUSR within 24-48 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 each module.

Once a programme module is complete the trainer will need to open the assessment slides. The slides for the assessments are located in 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 4/5/6 questions in this test.**

Then the next slides will each have test questions for the Module. 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 modules. While there is no designated time limit for a module test, it should take approximately 5 – 10 minutes. The Trainer is expected to manage this, taking into account the needs of individual attendees and the group as a whole. You will need to pace question delivery in order to ensure all attendees 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 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 prior to learners commencing the next module.
5. Answer sheets are marked used 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 learners have got more than one question in a module wrong. The retesting should take place at the end of the module 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 attendees involved should sign the appropriate boxes.
2. Attendees should be briefed to complete all question numbers involved in the module(s) to be re-sat.
3. All questions in the module should be asked using the same techniques.
4. Answer sheets should be marked as per procedure and results shared with attendees.
5. For attendees 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.