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Emergency Responders Upskilling System for Enhanced Resilience and Innovation

ENSURE

WP3 Development of Intervention tools & Infrastructure

D3.1 ENSURE course programme

DOCUMENT INFORMATION

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ABSTRACT

Deliverable D3.1 presents the ENSURE Course Programme, the operational training curriculum developed within Work Package 3 for the upskilling of first responders and firefighters in complex disaster response environments. The course programme translates the validated competency frameworks, scenario-based pedagogical methodology, and intervention architecture established in preceding work packages (D1.1, D2.1, D2.2) into a fully specified set of Learning Units ready for content development and deployment through the ENSURE Virtual Learning Environment.

The course is structured around four professional profiles developed within the ENSURE project — Disaster Response Technologist (DRT), Community Resilience and Engagement Officer (CREO), International Disaster Response Coordinator (IDRC), and Mental Health and Resilience Trainer for Emergency Services (MHRTES) — and addresses two high-impact disaster scenarios: urban earthquake response and extended forest fire suppression operations.

The course programme was developed through a four-stage methodology: consolidation of the upstream design foundation from WP1 and WP2; baseline course design structured around the two scenarios; a live expert workshop held in Limoges in December 2025, where emergency response professionals and educational designers collaboratively defined the detailed learning objectives, modular content structure, and evaluation criteria for each Learning Unit; and an online validation survey with more than 25 experts, which confirmed the operational realism, role clarity, and pedagogical coherence of the programme.

The primary output of this deliverable is the complete set of 19 Learning Unit specifications, presented in Annex B. Each specification details the scenario context, contextualised learning objective, modular content breakdown, evaluation criteria per module, and performance indicators at the corresponding expertise level. Together, these specifications constitute the programme occurrence of the ENSURE capacity building intervention and provide the operational blueprint for content development in WP3 and pilot deployment in WP4 and WP5. Annex A provides the standardised Learning Unit design template used throughout the development process. The main body of the deliverable documents the course objectives, three learning paths (skill-based, profile-based, and scenario-based), and a syllabus overview of all 19 units.

1 Scope and Methodology

In this chapter, the purpose, the scope and the methodology used for designing the Course is detailed.

1.1 Purpose and Scope

ENSURE (Emergency Responders Upskilling System for Enhanced Resilience and Innovation) is a European project funded under the Erasmus+ programme, bringing together emergency response organisations, VET providers, and higher education institutions across Europe. The project addresses a critical gap in the professional development of first responders and firefighters: while modern disaster response increasingly demands cross-border coordination, advanced technology deployment, psychosocial support capabilities, and community engagement skills, existing training frameworks remain largely fragmented and discipline-specific. ENSURE responds to this challenge by developing a capacity building intervention that maps emerging competencies to structured ESCO-aligned professional profiles, designs scenario-based training methodologies, and produces a modular, self-sustainable training programme for upskilling both experienced and newcomer emergency responders.

Deliverable D3.1 presents the ENSURE Course Programme, the operational training curriculum developed within Work Package 3 (Development of Intervention Tools and Infrastructure) of the ENSURE project. The course programme translates the pedagogical design and intervention architecture established in WP2 into a fully specified set of Learning Units ready for content development, integration into the ENSURE Virtual Learning Environment, and deployment during the pilot phases of WP4 and WP5.

The deliverable documents the complete programme occurrence of the ENSURE capacity building intervention in its self-paced online learning modality. It specifies the learning objectives, modular content structure, evaluation criteria, and competence-level progression for each Learning Unit, organised across four professional profiles and two disaster response scenarios. The programme comprises 19 Learning Units distributed at Foundation and Proficient levels, each designed as a standalone yet interconnected component of a coherent training architecture.

The scope of D3.1 is limited to the course programme design — that is, the specification of what is to be taught, at what level, under which operational scenario, and against which performance criteria. It does not include the actual learning content or digital resources, which are developed in subsequent WP3 tasks, nor does it address the complementary intervention

modalities (virtual mentoring, Train-the-Trainers workshops, and mobility exchanges), which are specified in D2.2 and implemented through dedicated WP3 and WP4 activities.

D3.1 builds directly upon three preceding deliverables. D1.1 (ENSURE Skills Set) provides the validated competency framework and prioritised skills per professional profile. D2.1 (ENSURE Pedagogical Enabler) establishes the scenario-based learning design methodology, the skill instantiation process, and the learning unit architecture. D2.2 (Intervention Programme) defines the operational structure of the four intervention modalities and the assessment toolkit. Together, these deliverables constitute the design foundation upon which the present course programme has been constructed.

1.2 The ENSURE Professional profiles

A central outcome of the ENSURE project's initial phase (WP1) was the identification and validation of four new professional sub-profiles within the emergency response domain. These profiles were developed through a structured process involving desktop analysis of existing frameworks, stakeholder consultation, and two rounds of expert validation. They are grounded in the European Skills, Competences, Qualifications and Occupations (ESCO) framework, building upon the existing ESCO profile 5411.1 (Firefighter) to address competency areas that are not adequately covered by current occupational classifications.

The four ENSURE profiles are:

1. **Disaster Response Technologist (DRT).** This profile addresses the growing role of technology in emergency operations. The DRT is responsible for deploying, operating, and interpreting data from advanced technological systems — including unmanned aerial vehicles, sensor platforms, structural assessment tools, fire behaviour prediction software, and communication networks — within complex and infrastructure-compromised disaster environments. The profile reflects the operational reality that modern disaster response increasingly depends on personnel capable of bridging the gap between technical systems and field decision-making.

2. **Community Resilience and Engagement Officer (CREO).** The CREO profile focuses on the interface between emergency response operations and affected communities. This role encompasses vulnerability identification, inclusive evacuation planning, community preparedness education, crisis communication with diverse populations, and coordination of shelter and relief distribution. The profile recognises that effective disaster response extends beyond

technical intervention to include sustained engagement with communities before, during, and after emergency events.

3. **International Disaster Response Coordinator (IDRC).** This profile targets the coordination demands of multinational and multi-agency disaster response operations. The IDRC is responsible for international logistics management, inter-agency protocol alignment, multilingual communication facilitation, and the integration of international resources within established command structures such as INSARAG. The profile addresses the increasing frequency of cross-border deployments and the coordination complexity they entail.

4. **Mental Health and Resilience Trainer for Emergency Services (MHRTES).** The MHRTES profile addresses the psychosocial dimension of disaster response, a domain that is often under-represented in traditional training programmes. This role covers psychological first aid, stress management and coping mechanisms for responders, post-incident debriefing, team-level psychological wellbeing monitoring, and the integration of psychological recovery considerations into operational planning. The profile acknowledges that sustained operational effectiveness in high-risk environments depends critically on the psychological resilience and wellbeing of response personnel.

Together, the four profiles cover the principal functional domains observed in contemporary disaster response systems: technology deployment, community engagement, international coordination, and psychosocial support. They are designed to be interdependent rather than isolated, reflecting the reality that effective disaster response requires integrated collaboration across all four domains. The ENSURE course programme is structured around these profiles, ensuring that competence development is anchored to clearly defined professional roles and operational responsibilities.

1.3 Skills Identification and Prioritization

The competency foundation of the ENSURE course programme originates from a systematic skills analysis conducted in WP1 (Deliverable D1.1 — ENSURE Skills Set). This process identified, organised, and validated the skills required for each of the four professional profiles through a multi-stage methodology designed to ensure both comprehensiveness and operational relevance.

The process began with a desktop analysis of existing competency frameworks, operational guidelines, and academic literature related to disaster response. This phase produced a gap analysis that identified skills

missing from or insufficiently represented in current ESCO classifications for emergency response occupations. The findings were organised using a hierarchical structure inspired by the ESCO three-pillar model, classifying competencies into skills groups, skills, and narrow skills — enabling both broad categorisation and fine-grained operational specificity.

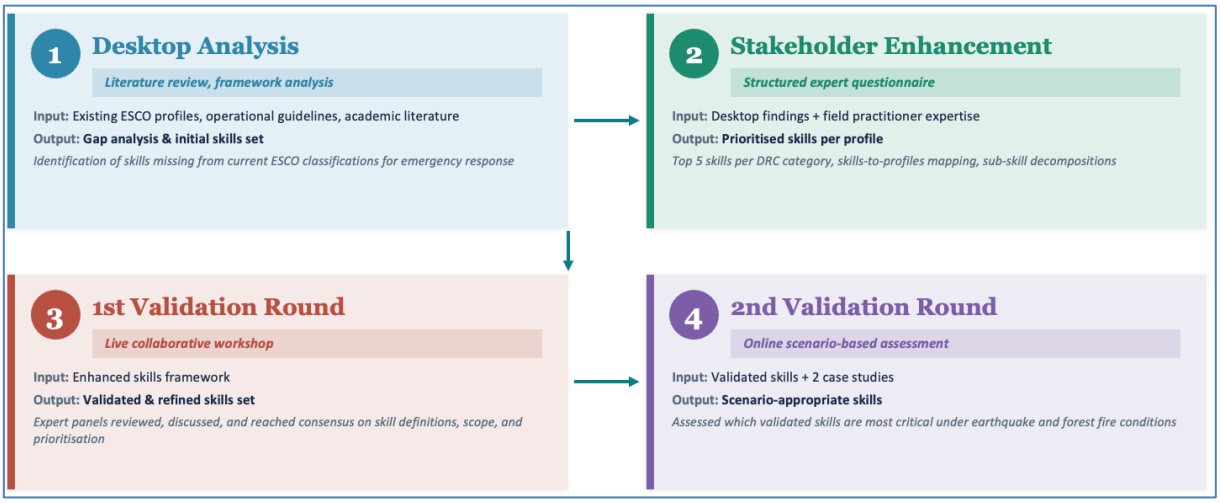

Figure 1. Skills identification and prioritization process

The initial skills set was then refined through a stakeholder enhancement phase, in which a structured questionnaire was deployed to emergency response experts across the ENSURE partnership. This consultation served a dual purpose: validating the desktop findings and uncovering additional competencies grounded in field experience that the literature review may not have captured. The results produced a prioritised ranking of the most critical skills per profile, along with expert-informed descriptions and sub-skill decompositions.

Two subsequent rounds of validation consolidated the skills framework. The first round took place during a collaborative live workshop with expert panels, where participants reviewed, discussed, and refined the proposed skills through structured deliberation sessions. This process validated the prioritisation of skills per profile and ensured consensus on skill definitions, scope, and practical relevance. The second round of validation was conducted online using two purpose-built case studies — corresponding to the two disaster scenarios adopted by the project — to assess which of the validated skills were most critical under specific operational conditions. This scenario-based validation ensured that the final skills selection reflected not only general professional importance but also contextual operational demand.

The outcome of this process was a validated, prioritised skills set for each of the four ENSURE profiles, aligned with ESCO standards and grounded in

stakeholder expertise. For the purposes of the course programme, a targeted selection approach was adopted: rather than addressing every validated skill, the project prioritised the top two skills per profile per scenario. This strategic focus — yielding a total of 16 prioritised skills across two scenarios — enabled the project to complete the full contextualisation and learning design process at a level of depth and quality that a broader but shallower coverage would not have permitted.

1.4 Scenario-based Contextualisation

A defining characteristic of the ENSURE pedagogical approach is the principle that emergency response competencies cannot be meaningfully developed in abstraction. Skills that appear identical at the level of a competency catalogue — such as coordination, communication, or risk assessment — manifest differently depending on the type of disaster, the operational environment, the affected population, and the tempo of the response. The ENSURE framework addresses this through scenario-based contextualisation: the process of embedding competence development within realistic, operationally coherent disaster scenarios that shape what learners are expected to know, do, and decide.

Two disaster scenarios were adopted for the ENSURE course programme:

- **Scenario 1 — Urban Earthquake Response.** This scenario centres on a major seismic event affecting a densely populated urban area, triggering building collapses, infrastructure failure, mass displacement, and the activation of international Urban Search and Rescue (USAR) operations under INSARAG coordination mechanisms. The operational context is characterised by acute time pressure, structural hazards, high casualty potential, concentrated affected populations, and the need for rapid multi-agency coordination within a compressed geographic area. Skills contextualised under this scenario emphasise structural assessment, crisis communication in urban evacuation settings, psychological first aid in mass casualty contexts, and post-incident stress debriefing.

- **Scenario 2 — Extended Forest Fire Suppression Operations.** This scenario involves a large-scale wildfire in remote, mountainous terrain with limited infrastructure access, requiring sustained multi-day suppression operations, community evacuation from dispersed rural settlements, and international logistical support. The operational context is defined by prolonged deployment timelines, evolving fire behaviour, degraded communication conditions, fatigue-related risks, and the need to coordinate aerial and ground assets across large operational sectors. Skills contextualised under this scenario emphasise fire behaviour prediction, UAV-based reconnaissance, inclusive evacuation of

vulnerable rural populations, community preparedness, international logistics, and ongoing monitoring of responder psychological wellbeing.

The two scenarios were selected to provide complementary operational contexts that together cover the principal dimensions of contemporary disaster response. The earthquake scenario represents acute-onset, high-intensity, spatially concentrated events, while the forest fire scenario represents slow-onset, prolonged, geographically dispersed operations. This dual-scenario approach ensures that the contextualised skills and learning objectives developed for the course programme address the full spectrum of operational conditions that first responders and firefighters are likely to encounter, without exceeding the practical constraints of the project.

Within this framework, contextualisation operates at two levels. At the first level, each prioritised skill is placed within a specific scenario, defining the operational parameters, environmental conditions, and situational constraints under which the skill must be exercised. At the second level — referred to as skill instantiation — the contextualised skill is translated into concrete, scenario-specific learning objectives that describe the observable performance expected of a learner operating within that scenario. From skills to learning objectives

The transformation of validated skills into a structured course programme follows a systematic design pipeline established in WP2 (Deliverables D2.1 and D2.2). This pipeline ensures traceability from occupational competencies through to assessable learning outcomes, and provides the architectural logic that connects every Learning Unit in the ENSURE course to a defined professional role, a specific disaster scenario, and a measurable set of performance expectations.

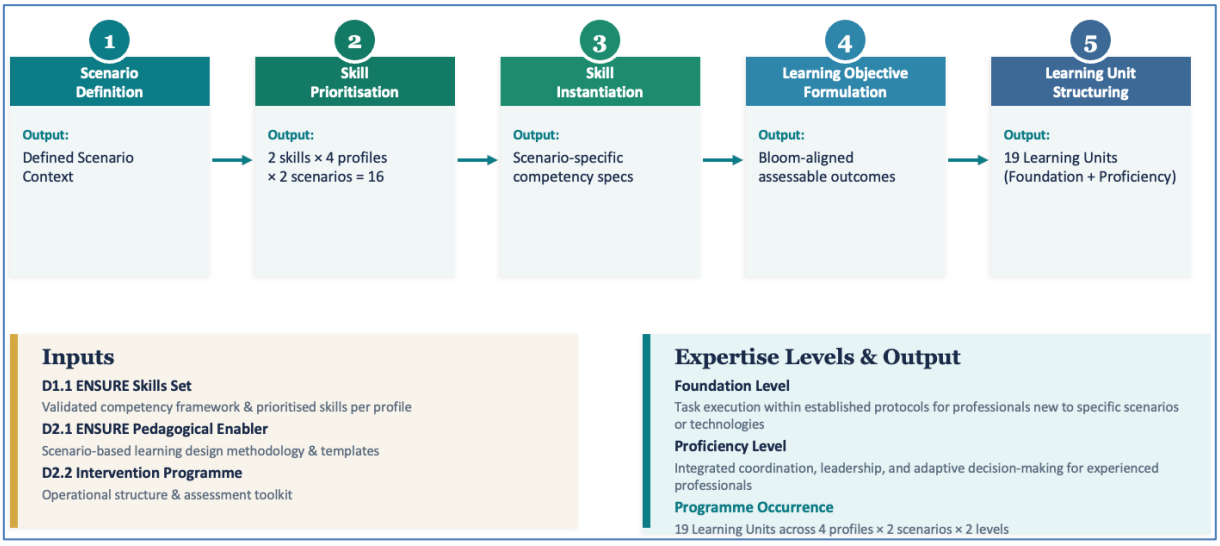

Figure 2. The ENSURE design pipeline

The pipeline proceeds through five stages:

Stage 1 — Scenario Definition. The process begins with the specification of a disaster scenario, co-designed with operational stakeholders who define the key parameters: type of disaster, geographic and environmental setting, affected population characteristics, response timeline, coordination mechanisms in play, and infrastructure constraints. These parameters establish the operational context within which all subsequent design decisions are anchored.

Stage 2 — Skill Prioritisation. Within each scenario, the top two skills per professional profile are selected based on their criticality to the specific operational context. This selection draws on the validated and prioritised skills set from WP1, filtered through the scenario-based case study validation that assessed which competencies are most essential under each set of disaster conditions. The result is a set of 16 prioritised skills across two scenarios — two skills for each of the four profiles, in each of the two scenarios.

Stage 3 — Skill Instantiation. Each prioritised skill is instantiated — that is, adapted and specified for the particular scenario context. Through expert analysis, the generic skill is reframed in terms of the concrete tasks, decisions, and constraints that a professional in that role would face within the given scenario. This instantiation bridges the gap between a competency catalogue entry and an operationally meaningful training specification.

Stage 4 — Learning Objective Formulation. For each instantiated skill, a set of learning objectives is formulated. These objectives define the intended outcomes of training in precise, assessable terms, using action-oriented verbs aligned with Bloom's taxonomy. Learning objectives specify what the learner should be able to demonstrate — apply, analyse, evaluate, coordinate, design — upon completion of the corresponding Learning Unit. They are framed at the level of operational performance rather than abstract knowledge acquisition, ensuring that assessment can be meaningfully linked to real-world professional capability.

Stage 5 — Learning Unit Structuring. Each instantiated skill maps to exactly one Learning Unit. A Learning Unit organises its associated learning objectives into a modular content structure, defines workload expectations, specifies the competence level (Foundation or Proficient), and establishes evaluation criteria. Each Learning Unit is designed to be implemented as a single Learning Object within the ENSURE Virtual Learning Environment, containing all necessary content, activities, and assessment components as a self-contained educational module.

The distinction between Foundation and Proficient levels is embedded throughout the pipeline. Foundation-level Learning Units target professionals who are new to a specific scenario, technology, or coordination mechanism, and focus on the execution of defined operational tasks within established protocols. Proficient-level Learning Units address professionals with prior operational exposure and emphasise integrated coordination, leadership, adaptive decision-making, and the ability to operate under conditions of uncertainty and evolving situational dynamics. This two-level structure ensures progressive competence acquisition without requiring separate learning pathways — a learner may engage at either level depending on their prior experience and professional development needs.

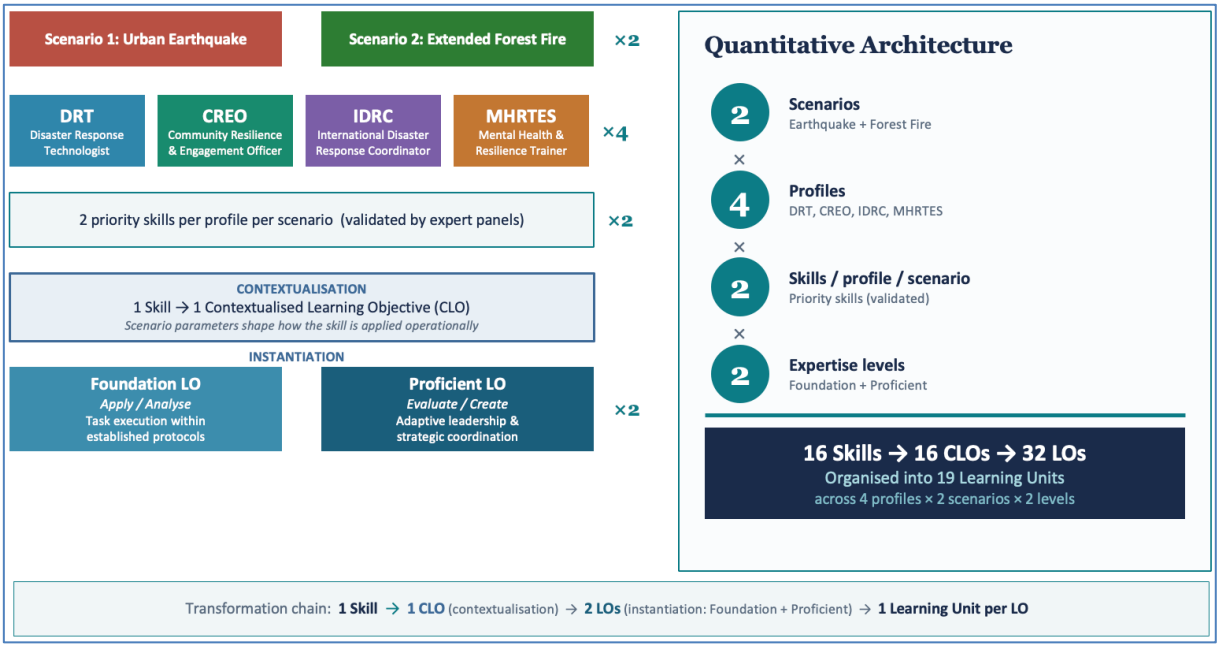

Figure 3. The ENSURE learning architecture

The pipeline produces, for each scenario, a coherent set of Learning Units that collectively constitute a programme occurrence: a complete, scenario-specific training programme that addresses all four professional profiles at the appropriate expertise levels. The ENSURE course programme documented in this deliverable comprises two such programme occurrences — one for the earthquake scenario and one for the forest fire scenario — resulting in a total of 19 Learning Units.

1.5 Course programme development methodology

The ENSURE Course Programme documented in this deliverable was developed through a structured, four-stage methodology that combined prior project outputs, expert-led collaborative design, and external validation. This methodology ensured that the resulting programme occurrence is not only theoretically grounded in the pedagogical framework

of WP2, but also operationally realistic, professionally relevant, and validated by practitioners with direct deployment experience.

Stage 1 — Consolidation of the Design Foundation. The development process began with the systematic consolidation of all upstream project outputs relevant to course design. The validated skills set and prioritised competencies per profile from D1.1, the scenario-based learning design methodology and skill instantiation framework from D2.1, and the intervention structure and assessment toolkit from D2.2 were synthesised into a unified design brief. This consolidation established the boundary conditions for the course programme: the four professional profiles, the two disaster scenarios, the targeted skills per profile per scenario, the two expertise levels, and the pedagogical principles governing learning objective formulation, modular structuring, and assessment alignment. The purpose of this stage was to ensure that all partners contributing to course design operated from a common, validated starting point.

Stage 2 — Baseline Course Design. Drawing on the consolidated design foundation, an initial baseline course structure was drafted. For each of the 16 prioritised skills (two per profile, across two scenarios), a preliminary Learning Unit outline was prepared, specifying the skill to be addressed, the scenario context, the target expertise level, and an indicative set of learning objectives and content modules. This baseline served as a working document — sufficiently detailed to support structured expert review, yet deliberately open to refinement. The baseline design also identified cases where the operational complexity of a skill or scenario warranted additional Learning Units beyond the minimum one-to-one mapping, leading to the final total of 19 Learning Units.

Stage 3 — Expert Workshop (Limoges, December 2025). The core of the course programme design was accomplished through a live collaborative workshop held in Limoges, France, in December 2025, bringing together emergency response professionals, educational designers, and project partners. The workshop was structured around facilitated working sessions in which participants reviewed, refined, and finalised each Learning Unit. For every unit, the working groups defined the detailed learning objectives, specifying the precise operational competencies that learners should demonstrate upon completion. They structured the modular content architecture, organising each unit into coherent modules with defined scope, sequencing, and evaluation criteria. They calibrated the expertise level expectations, ensuring that Foundation and Proficient units reflected genuinely distinct levels of professional capability. And they verified scenario alignment, confirming that learning objectives and content specifications were operationally credible within the parameters of the respective disaster scenario. The workshop format was chosen deliberately to enable the kind of iterative, cross-disciplinary negotiation that written consultation cannot

replicate — particularly for decisions requiring the integration of operational field knowledge with pedagogical design principles.

Stage 4 — Online Expert Validation Survey. Following the workshop, the resulting course programme was subjected to an online validation survey involving more than 25 emergency response experts drawn from operational, training, and academic backgrounds across the ENSURE partnership and its extended stakeholder network. The survey presented the complete set of Learning Units — including their learning objectives, modular structure, evaluation criteria, and scenario contextualisation — and solicited expert judgement on operational realism, completeness, clarity of learning objectives, appropriateness of expertise level calibration, and overall coherence of the programme. The validation results confirmed broad expert endorsement of the course programme and provided targeted refinements that were incorporated into the final version presented in this deliverable.

The output of this four-stage process is the programme occurrence of the ENSURE capacity building intervention: the complete, validated specification of 19 Learning Units, organised across four professional profiles, two disaster scenarios, and two expertise levels, as documented in the subsequent chapters and annexes of this deliverable.

1.6 Course target audience

The course is designed for **first responders and firefighters**, specifically including **structural firefighters and wildland firefighters**, who operate as **first interveners** in disaster response situations such as earthquakes, urban collapse incidents, and forest fires.

The target professionals include:

- **First responders** engaged in initial emergency actions during major incidents, regardless of whether they belong to fire services or other emergency response organizations;
- **Structural firefighters**, operating in urban and built environments, including post-earthquake response, building collapse, and complex rescue scenarios;
- **Wildland firefighters**, operating in forest and remote environments during large-scale wildfire incidents and extended operations.

Participation in the course is **not conditioned by quantitative indicators such as years of service**, but by **qualitative operational experience**, understood as prior exposure to emergency situations, incident response

contexts, or the use of relevant operational technologies. This includes professionals who may:

- Have operational experience in one scenario (e.g. structural fires) but not in others (e.g. wildland fires or earthquakes);
- Be familiar with certain technologies or tools while encountering others for the first time during training or deployment.

The course structure distinguishes between **Foundation and Proficient learning pathways** to address this diversity:

- The **Foundation level** supports first responders and firefighters who are new to specific disaster scenarios, coordination mechanisms, or technologies;
- The **Proficient level** targets professionals who have already applied these scenarios or technologies in real operations and require advanced integration, coordination, or leadership competencies.

The ENSURE course programme comprises a total of 32 Contextualised Learning Objectives (CLOs), derived from the four professional profiles and the two disaster scenarios, which are delivered through 19 Learning Units. Several Learning Units address CLOs from more than one professional profile, as the underlying operational competencies are relevant across roles — albeit with distinct performance expectations, responsibilities, and evaluation criteria for each profile. In Annex B, each profile-specific CLO is documented separately with its own modular content structure and evaluation criteria, which is why the annex contains more entries than the number of Learning Units. The CLO is the unit of profile-specific competence development and assessment; the Learning Unit is the unit of curricular organisation through which one or more CLOs are delivered.

Figure 4. The mapping of CLOs to LUs

The annexes constitute the **core operational documentation** of the deliverable.

- Annex A presents the Learning Unit design template, the standardised form used to specify each unit's scenario context,

learning objectives, modular content structure, evaluation criteria, and performance indicators.

- Annex B provides the complete, filled-in templates for all 19 Learning Units, constituting the detailed operational specification of the ENSURE course programme and the primary reference for content development in WP3 and pilot implementation in WP4 and WP5.

Together, the annexes provide the complete specification required for content development in WP3 and for subsequent pilot implementation in WP4 and WP5.

Certain elements— specifically, the list of required readings and resources, detailed assignments, grading criteria, project-based and collaborative learning activities, and gamification — are not included in the present deliverable. This is a deliberate design decision reflecting the sequential logic of WP3. D3.1 establishes the curricular architecture: learning objectives, modular structure, evaluation criteria, and competence-level progression for each Learning Unit. The actual educational content, including curated and newly developed readings, multimedia resources, interactive activities, and assessment instruments, falls within the scope of Task 3.2 (Creation of Open Educational Resources) and will be documented in Deliverable D3.2. Similarly, the integration of gamification mechanics — including mission design, scenario branching, difficulty progression, and game-based assessment — is the responsibility of Task 3.3 (Development of VLE and Gamification Platform) and is likewise reported in D3.2. The pedagogical design principles for gamification integration and the assessment toolkit, including grading approaches and assessment methods across all intervention modalities, have already been specified in D2.2 (Intervention Programme). Project-based and collaborative learning components will be operationalised during the pilot implementation phases of WP4 and WP5, where the Train-the-Trainers workshops and mobility exchanges provide the collaborative and experiential learning contexts foreseen in the Grant Agreement. The present deliverable therefore provides the foundational specification upon which all these subsequent development and implementation activities are built.

1.7 How to use this deliverable

D3.1 is designed to serve different functions depending on the reader's role and objectives.

For ENSURE project partners responsible for content development in WP3, the deliverable provides the complete specification required to produce learning content. Each Learning Unit documented in the annexes defines the learning objectives, modular structure, and evaluation criteria that

content developers must translate into educational materials, activities, and assessment instruments within the ENSURE Virtual Learning Environment.

For trainers and training managers within emergency response organisations, the course programme offers a structured reference for understanding what competencies the ENSURE training develops, at what level, and under which operational conditions. The three learning paths — skill-based, profile-based, and scenario-based — allow training managers to identify the most relevant entry point for their personnel, whether the priority is strengthening a specific competency, developing a complete professional profile, or preparing teams for a particular type of disaster deployment (as depicted in the following table – re-used from deliverable D2.2).

LEARNING PATHWAY	COMPONENTS	ECTS	LEARNING TIME	DESCRIPTION
SKILL ACROSS SCENARIOS	2 CLOs = 4 LOs	2 ECTS	50-60 hours	Same skill contextualized for both emergency scenarios
INDIVIDUAL SKILL IN ONE SCENARIO	1 CLO = 2 LOs	1 ECTS	25-30 hours	Complete skill development (Foundation + Proficient)
PROFILE IN ONE SCENARIO	2 Skills = 4 LOs	2 ECTS	50-60 hours	Profile specialization for specific scenario
PROFILE ACROSS SCENARIOS	4 Skills = 8 LOs	4 ECTS	100-120 hours	Complete profile development (both scenarios)
SINGLE SCENARIO COMPLETE ALL PROFILES	4 Profiles = 8 Skills = 16 LOs	8 ECTS	200-240 hours	All profiles for one emergency type
FOUNDATION LEVEL ONLY ALL SKILLS	16 Foundation LOs	8 ECTS	200-240 hours	Basic competency across all skills
PROFICIENT LEVEL ONLY ALL SKILLS	16 Proficient LOs	8 ECTS	200-240 hours	Advanced competency (requires Foundation prerequisite)
FULL PROGRAMME	**2 Scenarios = 16 Skills = 32 LOs**	**16 ECTS**	**400-480 hours**	**Complete ENSURE framework**

For VET providers and higher education institutions interested in adopting or adapting ENSURE training components, the deliverable provides the curricular architecture and competency specifications necessary for integration into existing programmes. The modular design of the Learning Units allows selective adoption — an institution may incorporate individual

units into broader curricula without requiring implementation of the full ENSURE programme.

For evaluators and quality assurance reviewers involved in WP5 and WP6, the deliverable establishes the baseline against which pilot outcomes and programme effectiveness will be assessed. The explicit learning objectives and evaluation criteria documented for each Learning Unit provide the reference framework for determining whether the implemented training achieves its intended outcomes.

2 Learning Objectives

This chapter defines the learning objectives that guide the pedagogical design of the ENSURE course. The objectives translate the operational rationale presented in the previous sections into structured, measurable learning intentions aligned with real disaster response environments.

The learning objectives are articulated at different levels, from overarching course aims to unit-specific outcomes, ensuring coherence between professional roles, scenario-based training, and competence development pathways.

2.1 General Course Objectives

The ENSURE course aims to strengthen the operational effectiveness, interoperability, and adaptive capacity of first responders and firefighters engaged in complex disaster response scenarios.

The course seeks to:

- Enhance the ability of participants to operate effectively within multinational and multi-agency disaster response environments;
- Develop competence-based skills aligned with real operational tasks under earthquake and forest fire scenarios;
- Strengthen coordination, communication, and decision-making capacities across technical, command, community, and psychosocial domains;
- Promote ethical, safety-oriented, and resilience-informed professional conduct in high-risk and time-critical environments;
- Support progressive professional development through Foundation and Proficient learning pathways.

2.2 Specific Objectives (per unit)

Each Learning Unit is designed to achieve clearly defined operational objectives linked to real deployment tasks within the four professional profiles (DRT, CREO, IDRC, MHRTES).

Specific objectives:

- Reflect authentic field responsibilities and scenario-based operational demands;

- Integrate technical, coordination, communication, and psychosocial dimensions as required by each profile;
- Address both domestic and international deployment contexts;
- Progress from task execution (Foundation level) to integrated coordination, leadership, and adaptive decision-making (Proficient level).

Detailed objectives for each Learning Unit are specified within the corresponding Unit descriptions and evaluation criteria.

2.3 Measurable Learning Outcomes (Bloom Aligned)

Learning outcomes are formulated using action-oriented verbs aligned with Bloom's taxonomy, ensuring measurable and assessable performance.

Across the course, learners are expected to demonstrate the ability to:

- Apply operational procedures, tools, and protocols in structured disaster scenarios;
- Analyze dynamic field conditions and interpret situational data;
- Evaluate risks, priorities, and coordination requirements in time-constrained environments;
- Integrate multidisciplinary inputs into coherent operational decisions;
- Design, coordinate, or lead structured interventions appropriate to their professional level.

Assessment thresholds are aligned with real operational performance expectations rather than abstract academic benchmarks.

2.4 Associated technical, transversal, and resilience competencies.

The course integrates three complementary competence domains:

Technical competencies Profile-specific operational skills (e.g., UAV deployment, structural assessment, logistics coordination, vulnerability mapping, crisis communication, psychological support).

Transversal competencies Interoperability, multilingual communication, ethical decision-making, teamwork, coordination under pressure, and adaptive leadership.

Resilience competencies Stress management, psychological safety awareness, community-centred engagement, inclusive response planning, and sustained operational effectiveness during prolonged incidents.

Together, these competence domains ensure that participants are prepared not only to perform technical tasks, but to operate safely, ethically, and collaboratively within complex international disaster response environments.

3 Course Structure and Learning Paths.

This chapter presents the competence framework underpinning the ENSURE course and explains how professional profiles, competence levels, and operational scenarios are integrated into a coherent training architecture.

The framework ensures that learning objectives, course structure, and assessment mechanisms are aligned with real disaster response roles and deployment conditions. It provides the conceptual bridge between the strategic objectives of the course and its practical implementation through Learning Units.

3.1 Overall course architecture.

The ENSURE course is structured around four clearly defined professional profiles that reflect key functional roles within contemporary disaster response systems:

- Disaster Response Technologist (DRT)
- Community Resilience and Engagement Officer (CREO)
- International Disaster Response Coordinator (IDRC)
- Mental Health Response Team (MHRTES)

Each profile corresponds to distinct operational responsibilities observed in earthquake and forest fire response environments. Rather than organising training by abstract academic disciplines, the course is designed around real field functions, ensuring that competence development mirrors actual deployment roles.

The profiles are interdependent. Technical assessments inform coordination decisions; coordination structures shape community engagement; and psychological support safeguards responder wellbeing and operational sustainability. This integrated approach reflects the multidisciplinary nature of modern emergency response.

Beyond profile differentiation, the course architecture integrates complementary learning pathways that allow participants to approach competence development from multiple entry points while maintaining coherence and progression.

The course is organised in structured groups that combine professional profiles, competence levels (Foundation and Proficient), and operational scenarios.

Each group represents a coherent training pathway aligned with real deployment contexts, ensuring that learning activities, assessment criteria, and performance expectations correspond to operational realities.

This grouping structure allows flexibility in implementation while preserving consistency in competence standards across profiles and scenarios.

3.2 Learning Path 1. – Skill Based.

The Skill-Based Learning Path focuses on the development of cross-cutting operational capabilities required across multiple profiles and disaster contexts.

This pathway enables participants to strengthen essential functional skills that may be applied in both earthquake and forest fire scenarios, regardless of their primary professional profile.

It supports the consolidation of operational techniques, communication procedures, risk identification abilities, and structured response practices that underpin effective disaster intervention.

The Essential Skills and Competences addressed within the Skill-Based pathway include:

- Operational safety awareness and risk assessment
- Structured decision-making under time pressure
- Information management and reporting
- Multilingual operational communication
- Ethical conduct and professional responsibility
- Basic psychological safety awareness
- Interoperability within multinational and multi-agency environments

These competencies form the foundational layer upon which profile-specific expertise is built.

3.3 Learning Path 2. – Profile-Based

The Profile-Based Learning Path structures the course according to the four ENSURE professional profiles (DRT, CREO, IDRC, MHRTES).

This pathway enables targeted competence development aligned with specific operational roles, responsibilities, and decision-making authority levels.

Participants deepen profile-specific expertise while maintaining alignment with shared coordination frameworks and international response standards.

3.4 Learning Path 3. – Scenario-Based

The Scenario-Based Learning Path integrates competencies within realistic operational environments, specifically:

- Urban earthquake response
- Extended forest fire suppression operations

This pathway ensures that learning is contextualised within complex, high-risk, and time-sensitive disaster scenarios.

3.5 Mapping between Learning Units and Learning paths.

Each Learning Unit is mapped across the three learning paths to ensure structural coherence and avoid fragmentation.

- Units contribute to one or more essential cross-cutting skills (Skill-Based Path).
- Units are aligned with a specific professional profile (Profile-Based Path).
- Units are contextualised within a defined disaster scenario (Scenario-Based Path).

This multidimensional mapping ensures that competence development is neither isolated nor linear, but integrated across functional roles, operational contexts, and progressive performance levels.
The detailed mapping of Learning Units to learning paths is presented in the Syllabus Overview section.

4 Syllabus Overview

This chapter provides an overview of all Learning Units developed within the ENSURE course. It presents the full list of units, their concise descriptions, and the core competencies addressed in each case.

The Syllabus Overview ensures transparency, coherence, and traceability between professional profiles, competence levels, and operational scenarios.

4.1 List of Learning Units

The ENSURE course comprises a total of **19 Learning Units**, distributed across four professional profiles and two competence levels. The units are structured according to:

- **Professional Profile:** DRT, CREO, IDRC, MHRTES
- **Competence Level:** Foundation / Proficient
- **Operational Scenario:** Earthquake / Forest Fire

The full Learning Unit templates, including detailed content structure, module breakdown, evaluation criteria, and performance indicators, are provided in **Annex B of** this deliverable.

The annexed documentation ensures full traceability between the syllabus overview presented in this chapter and the complete operational design of each Learning Unit.

Professional Profile	Learning Unit	Level	Scenario
DRT	Structural stability in earthquake-damaged buildings for USAR operations	Foundation	Earthquake
DRT	Structural stability in earthquake-damaged buildings for USAR operations	Proficient	Earthquake
DRT	UAV-based fire reconnaissance and thermal mapping in remote wildfire operations	Foundation	Forest Fire
DRT	UAV-based fire reconnaissance and thermal mapping in remote wildfire operations	Proficient	Forest Fire
DRT	Wildfire behavior dynamics and fire spread prediction in remote forest environments	Foundation	Forest Fire

DRT	Wildfire behavior dynamics and fire spread prediction in remote forest environments	Proficient	Forest Fire
CREO	Inclusive evacuation support for vulnerable populations in remote rural communities	Foundation	Forest Fire
CREO	Inclusive evacuation support for vulnerable populations in remote rural communities	Proficient	Forest Fire
CREO	Community-level wildfire preparedness in remote rural areas	Foundation	Forest Fire
CREO	Community-level wildfire preparedness in remote rural areas	Proficient	Forest Fire
CREO	Crisis communication and community support coordination during urban earthquake evacuations	Foundation	Earthquake
IDRC	International logistics operations	Foundation	Forest Fire
IDRC	International logistics operations (advanced coordination and reassessment)	Proficient	Forest Fire
IDRC	Facilitate multilingual crisis communication	Foundation	Forest Fire
IDRC	Psychological First Aid and crisis intervention for emergency responders	Proficient	Earthquake
IDRC	Post-Incident stress debriefing and psychological recovery for USAR responders	Foundation	Earthquake
IDRC	Post-Incident stress debriefing and psychological recovery for USAR responders	Proficient	Earthquake
MHRTES	Monitoring and supporting team-level psychological wellbeing	Foundation*	Earthquake
MHRTES	Psychological safety and boundaries in group debriefing	Foundation*	Earthquake
MHRTES	Post-Incident stress debriefing and psychological recovery (leadership focus)	Proficient	Earthquake

4.2 Short Description of each Unit

#	Learning Unit	Operational Summary
1	Structural stability in earthquake-damaged buildings (Foundation)	Develops rapid triage assessment skills, collapse risk identification, and communication of findings to USAR teams using sensor technologies and structured safety marking systems.

2	Structural stability in earthquake-damaged buildings (Proficient)	Focuses on multidisciplinary team leadership, operational safety zoning, progressive collapse prediction, and integration of international engineering assessment protocols.
3	UAV-based fire reconnaissance and thermal mapping (Foundation)	Covers safe UAV deployment, aerial deconfliction, reconnaissance across active fire sectors, and communication under degraded connectivity conditions.
4	UAV-based fire reconnaissance and thermal mapping (Proficient)	Develops multi-drone coordination, aerial suppression optimisation, and integration of real-time thermal data into strategic decision-making.
5	Wildfire behavior dynamics and fire spread prediction (Proficient)	Addresses large-scale fire behavior modelling, strategic suppression planning, cross-jurisdictional coordination, and adaptation during extended wildfire operations.
6	Inclusive evacuation support (Foundation)	Introduces vulnerability identification, evacuation logistics in remote areas, shelter accessibility standards, and inclusive crisis communication.
7	Inclusive evacuation support (Proficient)	Focuses on integrated vulnerability mapping, multi-agency coordination, prolonged displacement planning, and adaptive re-entry protocols.
8	Community-level wildfire preparedness (Foundation)	Develops evacuation education, defensible space principles, emergency kit planning, and inclusive preparedness communication in rural communities.
9	Community-level wildfire preparedness (Proficient)	Addresses regional preparedness coordination, multi-season resilience planning, and climate-adaptive community engagement strategies.
10	Crisis communication during earthquake evacuations (Foundation)	Develops shelter coordination, equitable relief distribution, multi-channel communication, and privacy-conscious registration procedures.
11	International logistics operations (Foundation)	Focuses on management of international resource flows, base camp establishment, supply staging, and adaptation to mountainous terrain constraints.
12	International logistics operations (Proficient)	Develops advanced coordination, reassessment of logistics networks, integration with command structures, and adaptive decision-making under evolving wildfire conditions.
13	Facilitate multilingual crisis communication (Foundation)	Covers multilingual operational briefings, interpretation coordination, translation tools, and safety communication across multinational teams.
14	Psychological First Aid and crisis intervention (Proficient – IDRC)	Develops structured crisis intervention for responders in mass casualty earthquake contexts, balancing psychological support with operational continuity.
15	Post-Incident stress debriefing (Foundation – IDRC)	Introduces structured group debriefing principles, ethical considerations, and facilitation of psychologically safe discussions.
16	Post-Incident stress debriefing (Proficient – IDRC)	Develops advanced facilitation, management of intense emotional reactions, referral pathways, and integration of lessons into organisational recovery.

17	Monitoring and supporting team-level psychological wellbeing (MHRTES)	Focuses on team-level stress monitoring, early intervention measures, and coordination with mental health services.
18	Psychological safety and boundaries in group debriefing (MHRTES)	Develops application of psychological safety principles and maintenance of professional boundaries during high-stress group interventions.
19	Post-Incident stress debriefing and psychological recovery (MHRTES Proficient)	Addresses leadership of structured debriefing sessions, management of complex group dynamics, and integration of psychological recovery into organisational frameworks.

4.3 Competencies addressed in each Unit.

Learning Unit	Core Competence Domain
DRT – Structural Stability (F)	Technical assessment / Operational safety
DRT – Structural Stability (P)	Technical leadership / Multidisciplinary coordination
DRT – UAV Fire Recon (F)	Technical deployment / Situational awareness
DRT – UAV Fire Recon (P)	Data integration / Strategic aerial coordination
DRT – Fire Behavior Prediction	Analytical modelling / Strategic suppression planning
CREO – Inclusive Evacuation (F)	Community coordination / Inclusive logistics
CREO – Inclusive Evacuation (P)	Multi-agency planning / Vulnerability mapping
CREO – Wildfire Preparedness (F)	Community education / Risk communication
CREO – Wildfire Preparedness (P)	Regional coordination / Climate-adaptive resilience
CREO – Earthquake Crisis Communication	Shelter coordination / Equitable distribution
IDRC – Logistics (F)	International logistics coordination
IDRC – Logistics (P)	Strategic logistics leadership / Adaptive decision-making
IDRC – Multilingual Communication	Interoperability / Multinational coordination
IDRC – Psychological First Aid	Crisis leadership / Responder stabilisation
IDRC – Debriefing (F)	Structured facilitation / Ethical awareness
IDRC – Debriefing (P)	Advanced facilitation / Organisational recovery integration
MHRTES – Wellbeing Monitoring	Psychological risk management
MHRTES – Psychological Safety	Ethical facilitation / Boundary management
MHRTES – Debriefing Leadership	Organisational mental health integration

Annexes

A Learning Unit Template.

SCENARIO	CLO	SKILL	PROFILE	LEVEL
Learning title				
Prerequisites				
Unit description	**Summary of the Unit**			
Content structure	**Module 1**	Title		Evaluation Criteria for Module 1
		Description		

B Learning Unit documentation (Modules, CLOs and Evaluation Criteria)

DRT

SCENARIO	CLO	SKILL	PROFILE	LEVEL
Earthquake	Conduct UAV-based damage assessment in post-earthquake urban environments	Operate drone systems for emergency response	**DRT**	**Foundation**
Learning title		**UAV-based damage assessment in post-earthquake urban environments**		
Unit description	**Summary of the Unit**			
Content structure	**Module 1**	Title	**Assessment of the operational feasibility and safety of UAV deployment**	Evaluation Criteria for Module 1
		Description	Evaluating prevailing meteorological conditions and applicable regulations in place. Prior to UAV operations, verify the presence of manned aircraft within the designated airspace and determine permissible UAV operating zones to ensure aerial deconfliction and flight safety. Establish and maintain continuous, coordinated communication with manned aviation assets when operating in shared airspace, and confirm that all UAV activities are formally authorized by the competent local authorities	**A) Demonstrate the ability to assess** prevailing meteorological conditions and interpret applicable aviation regulations to determine the safe and compliant use of UAV systems **B) Demonstrate the ability to identify** the presence of manned aircraft within the designated airspace and to define authorized UAV operating zones in order to ensure effective aerial deconfliction and flight safety. **C) Demonstrate the ability to establish**, coordinate, and maintain continuous communication with manned aviation assets during UAV operations conducted in shared airspace.

	Module 2	Title	**UAV systems for rapid damage assessment**	Evaluation Criteria for Module 2
		Description	Deploy and operate UAV systems to conduct rapid damage assessment across multiple collapsed structures within 30 minutes of arrival	**D) Demonstrate the ability** to deploy UAV systems promptly **E) Demonstrate the ability to operate** UAV systems effectively to assess multiple collapsed structures
	Module 3	Title	**Priority search zones and domino effects**	Evaluation Criteria for Module 3
		Description	Identifying priority search zones and possible domino effects (e.g. fires, dangerous leakage, explosion etc.), survivor indicators, and structural hazards while managing flight operations in dust-contaminated environments	**F) Demonstrate the ability to identify** and prioritize search zones based on UAV-derived data **G) Demonstrate the ability to recognize** indicators of survivor presence using aerial imagery, sensor data, and situational cues. **H) Demonstrate the ability to detect** and assess secondary and cascading hazards, including potential domino effects. **I) Demonstrate the ability to manage** flight operations in dust-contaminated environments
	Module 4	Title	**Command support**	Evaluation Criteria for Module 4
		Description	Supporting the command post and the UCC and additional communication networks, and communicating the mapping results of the area and its sectorization	**J) Demonstrate the ability to support** the command post, UCC and any other additional communication networks through the effective provision of UAV-derived information **K) Demonstrate the ability to communicate** geospatial mapping outputs, including area overview and sectorization, clearly

				and accurately to command-level decision-makers.

SCENARIO	CLO	SKILL	PROFILE	LEVEL
Earthquake	Conduct UAV-based damage assessment in post-earthquake urban environments	Operate drone systems for emergency response	**DRT**	**Proficient**
Learning title		**UAV-based damage assessment in post-earthquake urban environments**		
Unit description	**Summary of the Unit**			
Content structure	**Module 1**	Title	**Coordination of multi-drone operations**	Evaluation Criteria for Module 1
		Description	Coordinate multi-drone operations across 2+ simultaneous collapse sites and adapt according to dynamic conditions	**A) Demonstrate the ability to** plan and coordinate simultaneous UAV operations across two or more collapse sites **B) Demonstrate the ability to adapt** multi-drone operations in response to dynamic operational conditions
	Module 2	Title	**UAV Data integration**	Evaluation Criteria for Module 2
		Description	Integrating thermal imaging data with structural assessment teams, and communicating integrated findings clearly to prioritize USAR deployments.	**C) Demonstrate the ability to integrate** thermal imaging data from UAV platforms with information provided by structural assessment teams **D) Demonstrate the ability to communicate** integrated findings clearly and effectively to operational and command-level teams to support evidence-based decision-making
		Title	**Aftershock interventions**	Evaluation Criteria for Module 3

	Module 3	Description	Adapting flight patterns for aftershock conditions and establishing aerial communication relays in infrastructure-failed zones.	**E) Demonstrate the ability to adapt** UAV flight patterns and operational parameters in response to aftershock conditions **F) Demonstrate the ability to establish** and operate aerial communication relay functions using UAV platforms in affected areas

<table>
<tr><th>SCENARIO</th><th>CLO</th><th>SKILL</th><th>PROFILE</th><th>LEVEL</th></tr>
<tr><td>Earthquake</td><td>Assess structural stability in earthquake-damaged buildings for USAR operations</td><td>Assess structural stability conditions</td><td>DRT</td><td>Foundation</td></tr>
<tr><td colspan="2">Learning title</td><td colspan="3">Structural stability in earthquake-damaged buildings for USAR operations</td></tr>
<tr><td colspan="2">Unit description</td><td colspan="3">Summary of the Unit</td></tr>
<tr><td rowspan="3">Content structure</td><td rowspan="2">Module 1</td><td>Title</td><td>Integrated Rapid triage assessment</td><td>Evaluation Criteria for Module 1</td></tr>
<tr><td>Description</td><td>Perform rapid triage assessment of earthquake-damaged buildings using sensors technology/UGV/utilized automated means for safety assessment and a marking system</td><td>A) Demonstrate the ability to conduct rapid triage assessments of earthquake-damaged buildings using sensor technologies/ unmanned ground vehicles (UGVs)/automated assessment tools.

B) Demonstrate the ability to document and communicate triage assessment findings clearly and in a timely manner to support operational decision-making.</td></tr>
<tr><td>Module 2</td><td>Title</td><td>Identifying imminent collapse dangers</td><td>Evaluation Criteria for Module 2</td></tr>
</table>

		Description	Identifying various collapse types, void spaces, and imminent collapse dangers based on the collected data within 5-minute evaluation windows while effectively communicating the use of the tool and the findings to USAR teams.	**C) Demonstrate the ability to analyze** collected assessment data to identify various types of structural collapse, void spaces, and indicators of imminent failure within five-minute evaluation windows. **D) Demonstrate the ability to communicate** assessment methodologies, findings, and identified collapse dangers clearly and effectively to USAR teams in support of safe and timely operational decision-making.

SCENARIO	CLO	SKILL	PROFILE	LEVEL
Earthquake	Assess structural stability in earthquake-damaged buildings for USAR operations	Assess structural stability conditions	**DRT**	**Proficient**

Learning title			**Structural stability in earthquake-damaged buildings for USAR operations**	
Unit description		**Summary of the Unit**		
Content structure	**Module 1**	Title	**Integrated team leadership**	Evaluation Criteria for Module 1
		Description	Lead multi-disciplinary structural assessment teams using sensors technology/UGV/utilized automated means and evaluating 20+ buildings per operational period	**A) Demonstrate the ability to effectively lead** multi-disciplinary teams in post-earthquake urban environments. **B) Demonstrate the ability to plan,** prioritize, and execute structural assessments of multiple buildings (20+ per operational period) using sensor technologies / unmanned ground vehicles (UGVs) / automated data collection systems **C) Demonstrate the ability to integrate** and interpret sensor-derived data and field observations to guide decision-making, communicate findings, and

				maintain team situational awareness
	Module 2	Title	**Operational safety zones**	Evaluation Criteria for Module 2
		Description	Determining operational safety zones for heavy rescue logistic equipment and teams	**D) Demonstrate the ability to identify** and define operational safety zones for heavy rescue teams and logistic equipment **E) Demonstrate the ability to coordinate** the placement and movement of personnel and equipment within safety zones **F) Demonstrate the ability to monitor** and adapt operational safety zones in response to changing conditions during rescue operations.
	Module 3	Title	**Collapse patterns**	Evaluation Criteria for Module 3
		Description	Predicting progressive collapse patterns during aftershock sequences, and coordinating with international engineering teams using unified assessment protocols.	**H) Demonstrate the ability to analyze** structural conditions and predict progressive collapse patterns during aftershock sequences **I) Demonstrate the ability to communicate** findings clearly and accurately to operational teams, facilitating safe and coordinated response efforts

SCENARIO	CLO	SKILL	PROFILE	LEVEL
Forest fire	Conduct UAV-based fire reconnaissance and thermal mapping in remote wildfires operations	Operate drone systems for emergency response	**DRT**	**Foundation**

Learning title	**UAV-based fire reconnaissance and thermal mapping in remote wildfires operations**

Unit description		**Summary of the Unit**		
Content structure	**Module 1**	Title	**Assessment of the operational feasibility and safety of UAV deployment**	Evaluation Criteria for Module 1
		Description	Evaluating prevailing meteorological conditions and applicable regulations in place. Prior to UAV operations, verify the presence of manned aircraft within the designated airspace and determine permissible UAV operating zones to ensure aerial deconfliction and flight safety. Establish and maintain continuous, coordinated communication with manned aviation assets when operating in shared airspace, and confirm that all UAV activities are formally authorized by the competent local authorities	**A) Demonstrate the ability to assess prevailing** meteorological conditions and interpret applicable aviation regulations to determine the safe and compliant use of UAV systems **B) Demonstrate the ability to identify** the presence of manned aircraft within the designated airspace and to define authorized UAV operating zones in order to ensure effective aerial deconfliction and flight safety. **C) Demonstrate the ability to establish**, coordinate, and maintain continuous communication with manned aviation assets during UAV operations conducted in shared airspace.

	Module 2	Title	**UAV systems deployment**	Evaluation Criteria for Module 2
		Description	Deploy and operate UAV systems to conduct aerial reconnaissance across 1-2 active fire sectors within 20 minutes of deployment	**D) Demonstrate the ability to rapidly prepare** and deploy UAV systems for aerial reconnaissance within 20 minutes **E) Demonstrate the ability to conduct safe** and effective UAV operations over 1–2 active fire sectors
	Module 3	Title	**Factors in flight operations**	Evaluation Criteria for Module 3
		Description	Identifying fire spread patterns, hotspot locations, and ground crew safety hazards while managing flight operations in smoke-contaminated airspace and remote communication conditions.	**F) Demonstrate the ability to identify** fire spread patterns, hotspot locations, and potential ground crew hazards during flight operations. **G) Demonstrate the ability to safely manage** UAV operations in smoke-contaminated airspace while maintaining situational awareness and adherence to operational protocols **H) Demonstrate the ability to operate** effectively under remote or degraded communication conditions, ensuring continuous monitoring and coordination with ground teams.

SCENARIO	**CLO**	**SKILL**	**PROFILE**	**LEVEL**
Forest fire	Conduct UAV-based fire reconnaissance and thermal mapping in remote wildfires operations	Operate drone systems for emergency response	**DRT**	**Proficient**
Learning title		**UAV-based fire reconnaissance and thermal mapping in remote wildfires operations**		
Unit description	**Summary of the Unit**			

Content structure	**Module 1**	Title	**Multi-drone operations**	Evaluation Criteria for Module 1
		Description	Coordinate multi-drone operations across 2+ simultaneous fire sectors spanning remote mountainous terrains	**A) Demonstrate the ability to plan and coordinate** the deployment of multiple UAVs across 2 or more simultaneous fire sectors in remote terrains **B) Demonstrate the ability to maintain** situational awareness of all drones in operation, ensuring safe separation and avoidance of in-flight conflicts **C) Demonstrate the ability to integrate data** from multiple UAVs to provide a comprehensive operational picture for decision-makers
	Module 2	Title	**Aerial suppression targeting optimization**	Evaluation Criteria for Module 2
		Description	Integrating thermal imaging data with fire behavior prediction models to optimize aerial suppression targeting, while adapting flight patterns for changing wind conditions	**D) Demonstrate the ability to integrate thermal imaging** data with fire behavior prediction models to identify optimal aerial suppression targets **E) Demonstrate the ability to adapt UAV** flight patterns and suppression strategies in response to changing wind and fire conditions. **F) Demonstrate the ability to analyze** real-time data to inform operational decision-makers
	Module 3	Title	**Aerial communication networks**	Evaluation Criteria for Module 3
		Description	Establishing aerial communication networks in infrastructure-limited zones during 1-week extended operations	**G) Demonstrate the ability to design,** establish and maintain aerial communication networks in infrastructure-limited zones during 1-week extended operations **H) Demonstrate the ability to monitor,** troubleshoot, and adapt aerial communication systems to

				changing environmental and operational conditions **l) Demonstrate the ability to coordinate communication networks** with ground teams and other aerial assets to optimize operational efficiency and safety

SCENARIO	CLO	SKILL	PROFILE	LEVEL
Forest fire	Analyze wildfire behavior dynamics and predict fire spread patterns in remote forest environments	Apply fire prediction models	**DRT**	**Foundation**

Learning title	**Wildfire behavior dynamics and predict fire spread patterns in remote forest environments**

Unit description	**Summary of the Unit**			
Content structure	**Module 1**	Title	**Fire behavior prediction software**	Evaluation Criteria for Module 1
		Description	Operate fire behavior prediction software to analyze fuel loads, topography, temperature, specific infrastructure and weather conditions across 1-2 forest sectors	**A) Demonstrate the ability to operate** fire behavior prediction software to analyze key variables including fuel loads, topography, temperature, infrastructure, and weather conditions. **B) Demonstrate the ability to evaluate** 1–2 forest sectors using the software to produce accurate fire spread predictions. **C) Demonstrate the ability to communicate** prediction results effectively to wildfire response teams
	Module 2	Title	**Fire spread forecasts**	Evaluation Criteria for Module 2
		Description	Generating fire spread forecasts within 15-minute operational windows to inform suppression tactics and community evacuation timing in remote rural settings.	**D) Demonstrate the ability to generate** accurate fire spread forecasts within 15 minutes operational windows. **E) Demonstrate the ability to integrate** real-time environmental observations and sensor data into fire spread predictions. **F) Demonstrate the ability to interpret** forecast data and communicate them clearly and promptly to operational teams and relevant stakeholders.

SCENARIO	CLO	SKILL	PROFILE	LEVEL
Forest fire	Analyze wildfire behavior dynamics and predict fire spread patterns in remote forest environments	Apply fire prediction models	**DRT**	**Proficient**

Learning title	**Wildfire behavior dynamics and predict fire spread patterns in remote forest environments**

Unit description		**Summary of the Unit**		
Content structure	**Module 1**	Title	**Integrated fire behavior analysis**	Evaluation Criteria for Module 1
		Description	Lead integrated fire behavior analysis for 2,000+ hectare wildfire spanning multiple jurisdictions, synthesizing real-time weather data, aerial reconnaissance inputs, and terrain modeling	**A) Demonstrate the ability to lead** integrated fire behavior analysis for large-scale wildfires (2,000+ hectares) spanning multiple jurisdictions. **B) Demonstrate the ability to synthesize** real-time weather data, aerial reconnaissance inputs, and terrain modeling to assess fire behavior and spread. **C) Demonstrate the ability to translate** complex analytical outputs into actionable recommendations for suppression strategies, resource allocation, and evacuation planning. **E) Demonstrate the ability to coordinate** and communicate effectively across jurisdictions and operational teams.
	Module 2	Title	**Strategic confrontation approach**	Evaluation Criteria for Module 2
		Description	Generate strategic suppression plans, predict spotting potential and extreme fire behavior events.	**F) Demonstrate the ability to generate strategic** wildfire suppression plans based on current and forecast fire behavior conditions. **G) Demonstrate the ability to predict** spotting potential and identify indicators of extreme fire behavior events. **H) Demonstrate the ability to communicate** strategic plans and risk assessments effectively to command staff and operational teams to support coordinated action.

	Module 3	Title	**Coordination and adaptation**	Evaluation Criteria for Module 3
		Description	Coordinating with forestry agencies and adapting models during 1-week extended operations.	**I) Demonstrate the ability to coordinate** effectively with forestry agencies and other relevant stakeholders during extended wildfire operations. **J) Demonstrate the ability to adapt** fire behavior models and forecasts in response to evolving conditions over a 1-week operational period. **K) Demonstrate the ability to maintain** clear, consistent communication and support informed decision-making throughout prolonged operations.

CREO

SCENARIO	CLO	SKILL	PROFILE	LEVEL
Forest fire	Organize targeted support for at-risk populations in remote rural communities during extended forest fire evacuation and recovery operations	Coordinate assistance for vulnerable populations	**CREO**	**Foundation**

Learning title		**Inclusive evacuation support for vulnerable populations in remote rural communities**		
Unit description	**Summary of the Unit**			
Content structure	**Module 1**	Title	**Glossary to Social Vulnerability in Disasters**	Evaluation Criteria for Module 1
		Description	Definition, factors that affect social vulnerability, identification of at-risk populations (elderly, mobility-impaired, sensory-impaired, geographically isolated, connectivity-wise isolated) and their complex needs.	**A) Correctly identify** three distinct physical or communication needs for each vulnerable profile. **B) List key data points** required to maintain an accurate rural vulnerability registry.
	Module 2	Title	**Rural Geography and Infrastructure Constraints**	Evaluation Criteria for Module 2
		Description	Understanding the operational challenges of remote communities, identifying "choke points" (single-road access), and logistical planning for "landlocked" residents.	**C) Propose a sequence for evacuation** that prioritizes high-needs groups while managing limited road capacity. **D) Identify two** alternative transportation methods for areas with restricted vehicle access.
	Module 3	Title	**Evacuation in Critical Timeframes, Transportation Logistics and Shelter Accessibility Standards**	Evaluation Criteria for Module 3

		Description	Methodologies for prioritizing evacuation based on mobility needs, coordinating accessible transport (lift-equipped vehicles), and managing time-to-safety calculations. Principles of "Universal Design" in emergency shelters, ensuring continuity of care (medication/equipment) and physical access for mobility-impaired evacuees.	**E) Correctly identify and categorize** 2–3 vulnerable groups (e.g., elderly, mobility-impaired) based on their specific mobility needs for evacuation. **F) Description of the "critical timeframe"** concept, identifying how the "Safe Exit Window" is calculated relative to forest fire spread patterns in rural settings **G) Identify potential "bottlenecks"** on single-access rural roads and propose basic methods to manage traffic flow for emergency transport **H) Describing the steps** to request specialized transport assets from local or regional authorities **I) Use a checklist to verify** that an emergency shelter meets "Universal Design" standards, including step-free access, wide doorways, and accessible restroom facilities **J) Identification of essential support** items for evacuees, such as backup power for medical equipment (e.g., oxygen concentrators) and secure storage for refrigerated medications
	Module 4	Title	**Effective Emergency and Inclusive Crisis Communications**	Evaluation Criteria for Module 4

		Description	Strategies for communicating evacuation orders to populations with sensory impairments (hearing/vision), cognitive decline (dementia), digital isolation (no internet/cell service), and psychological resistance to leaving property, especially among the elderly. Includes methodologies for prioritizing evacuation based on mobility needs, coordinating accessible transport (lift-equipped vehicles), managing time-to-safety calculations, and addressing misinformation or rumor escalation during high-pressure evacuation scenarios.	**K) Identify at least two** alternative alert methods for individuals with hearing impairments (e.g., visual signals, vibration alerts) and vision impairments (e.g., specialized audio alerts, door-to-door verbal instructions) **L) Demonstrate the use of simplified,** clear, and repetitive messaging tailored for individuals with cognitive impairments to ensure instructions are understood during high-stress scenarios **M) Categorize residents into** "immediate," "assisted," and "specialized" evacuation priority groups based on their physical mobility and medical needs **N) Identify the specific resource** requirements for mobility-impaired residents, specifically the coordination and deployment of lift-equipped vehicles and accessible transport **O) Explain the importance of** meeting critical timeframes for evacuation orders to ensure all vulnerable groups are clear of the area before road access is compromised **P) Identify the primary stakeholders** (e.g., local emergency services, transport providers) that must be engaged to secure accessible transport during an evacuation
	Module 5	Title	**Effective Emergency and Inclusive Crisis Communications Community Mapping and Resource Coordination**	Evaluation Criteria for Module 5

		Description	Definition (what), principles (how) of community mapping, challenges and constraints, methods and tools (analog and digital) for community mapping, techniques for utilising local vulnerability registries, coordinating with community leaders/neighbours, and maintaining data privacy during rapid response operations.	**Q) Ability to define** community mapping and explain its purpose in identifying the physical and social landscape of vulnerable residents **R) Ability to list the "how"** of mapping, specifically focusing on the principles of inclusivity and accuracy when identifying isolated residences **S) Knowledge of both analog** (e.g., paper maps, street directories) and basic digital tools (e.g., mobile GPS, community apps) used to locate isolated residents **T) Ability to utilize local vulnerability** registries to identify individuals requiring specialized transportation (e.g., lift-equipped vehicles) or medical support **U) Ability to identify and describe** techniques for coordinating with local community leaders and neighbors to verify the status of isolated residents during an alert **V) Ability to organize** resource movement (e.g., shared transportation) within strict evacuation timeframes

SCENARIO	CLO	SKILL	PROFILE	LEVEL
Forest fire	Organize targeted support for at-risk populations in remote rural communities during extended forest fire evacuation and recovery operations	Coordinate assistance for vulnerable populations	**CREO**	**Proficient**

Learning title	**Inclusive evacuation support for vulnerable populations in remote rural communities**

Unit description		**Summary of the Unit**		
Content structure	**Module 1**	Title	**Multi-Population Vulnerability Assessment in Remote Communities**	Evaluation Criteria for Module 1
		Description	Identify, map, and prioritise intersecting vulnerabilities across elderly, mobility-impaired, isolated residents, forestry worker families, livestock-dependent households, and medically fragile individuals in geographically dispersed communities. Emphasize data integration, equity considerations, and dynamic reassessment during prolonged incidents.	**A) Successfully identifies and maps** all required vulnerability categories across multiple geographically dispersed communities **B) Demonstrates the ability to** utilize mapping tools to visualize intersecting risks within remote rural geographies, particularly under single-road access constraints **C) Effectively synthesizes** disparate data sources—such as health records for the medically fragile, agricultural registries for livestock-dependent households **D) Accurately prioritizes assistance** by identifying overlapping vulnerabilities **E) Ensures the initial vulnerability** mapping informs the development of specific community re-entry protocols for populations facing prolonged displacement **F) Establishes protocols for** the dynamic reassessment of vulnerability data throughout a one-week evacuation and recovery operation cycle
	Module 2	Title	**Designing Integrated Support Systems for Extended Evacuation Operations**	Evaluation Criteria for Module 2

		Description	Design and implement coordinated support systems to sustain extended evacuations. Covers sheltering adaptations, medical continuity, caregiver support, mobility logistics, livestock and livelihood preservation, and family reunification across multiple vulnerable population categories.	**G) Demonstrate the ability to** design a support system that integrates at least two distinct vulnerable population categories simultaneously across multiple remote communities **H) Assess the ability to** maintain these support systems for a full 1-week evacuation and recovery cycle, including managing the transition between phases **I) Specify required adaptations for** emergency shelters to accommodate the physical and medical needs of mobility-impaired and elderly populations, including medication storage and medical equipment power continuity **J) Design of effective, redundant systems for** family reunification specifically tailored for dispersed rural communities with limited infrastructure. **K) Design of logistical plans for** the evacuation, sheltering, and maintenance of livestock, integrating these needs into the broader community evacuation timeline **L) establishing safety-validated protocols for** the phased re-entry of residents and livestock after a prolonged displacement scenario
	Module 3	Title	**Cross-Sector Coordination with Agricultural and Health Authorities**	Evaluation Criteria for Module 3

		Description	Examines strategies for operational coordination with agricultural agencies, animal welfare authorities, health services, and forestry organizations. Learner's practice aligning evacuation, livestock management, medication access, and workforce family support within unified command and multi-agency frameworks.	**M) Ability to design a unified** coordination framework that aligns the operational priorities of agricultural agencies, animal welfare authorities, health services, and forestry organizations **N) Evidence of establishing protocols** that are validated by both health and agricultural authorities to ensure the safe and equitable treatment of all vulnerable categories during a 1-week operation **O) Demonstrated skill in managing** the simultaneous flow of specialized resources, such as prioritizing road access for medical transport convoys while coordinating livestock evacuation trailers **P) Ability to implement** a 168-hour coordination plan that ensures medical supplies are maintained for the fragile and fodder/water is secured for livestock in temporary shelters **Q) Navigating the differing regulatory requirements** of agricultural authorities (e.g., animal transport laws) and health services (e.g., patient privacy) during rapid-response evacuations **R) Ability to lead a multi-agency task** force to establish and execute community re-entry protocols that account for both public health safety and agricultural site readiness
	Module 4	Title	**Community Re-Entry and Recovery Planning for Prolonged Displacement**	Evaluation Criteria for Module 4

		Description	Addresses planning and implementation of phased re-entry protocols following extended displacement. Focuses on safety verification, accessibility restoration, medical follow-up, psychosocial support, and livelihood recovery for vulnerable populations returning to remote communities.	**S) Ability to define** phased re-entry criteria based on safety, accessibility, and infrastructure status **T) Ability to coordinate** medical follow-up and continuity of care for returning vulnerable populations **U) Ability to integrate** psychosocial and livelihood recovery considerations into re-entry planning **V) Ability to adapt** re-entry plans based on evolving environmental or safety conditions

SCENARIO	CLO	SKILL	PROFILE	LEVEL
Forest fire	Deliver wildfire preparedness education programs to remote rural communities emphasizing evacuation planning and fire-adapted community resilience	Conduct disaster preparedness training for communities	**CREO**	**Foundation**

Learning title	**Community-level wildfire preparedness in remote rural areas**

Unit description	**Summary of the Unit**			
Content structure	**Module 1**	Title	**The Rural Exit Strategy: Evacuation Planning**	Evaluation Criteria for Module 1
		Description	This section focuses on the "When, Where, and How" of leaving safely. Since remote areas often have limited exit routes and poor cell service, this module teaches participants how to identify primary and secondary evacuation paths. It covers the establishment of "Phone Trees" and non-digital communication methods to ensure everyone in the community is alerted, even when the power is out.	**A) Identify primary and secondary evacuation** routes for a remote rural community, considering limited road access and terrain constraints. **B) Explain the importance of** early evacuation timing in wildfire scenarios and the risks associated with delayed departure. **C) Demonstrate the ability to** describe non-digital alert methods (e.g., phone trees, door-to-door notification) suitable for communities with limited connectivity. **D) Correctly outline** the basic steps residents should follow once an evacuation alert is issued, including preparation and departure actions.
	Module 2	Title	**Hardening the Home: Defensible Space Basics**	Evaluation Criteria for Module 2
		Description	Participants will learn the science of how homes burn—primarily through embers—and how to prevent it using the "Zone System." This session demonstrates how to clear flammable vegetation and debris within 30 to 100 feet of structures. We emphasize low-cost,	**E) Identify the main mechanisms** by which wildfires ignite residential structures, with emphasis on ember exposure. **F) Correctly describe the key** defensible space zones (0–30 ft, 30–100 ft) and their respective risk-reduction purposes. **G) List at least three** low-cost, high-impact actions residents can take to reduce wildfire risk around their homes.

			high-impact actions like cleaning gutters and moving firewood piles, which are essential for properties in resource-limited mountainous areas.	**H) Explain why** defensible space measures are particularly critical in remote, resource-limited rural and mountainous areas.
	Module 3	Title	**The Remote Survival Pack: Emergency Kit Essentials**	Evaluation Criteria for Module 3
		Description	When help is hours or days away, the contents of an emergency kit change. This module moves beyond the standard "72-hour bag" to focus on long-term survival and resourcefulness. Participants will learn how to build a kit using items they likely already have on the farm or in the forest, focusing on clean water, emergency medical supplies, and physical copies of land deeds and maps.	**I) Identify essential items required for** an emergency kit suitable for remote rural wildfire evacuation scenarios. **J) Explain why standard "72-hour kits" may** be insufficient in remote or hard-to-access communities. **K) Correctly categorize emergency kit** items according to function (water, medical needs, documentation, tools). **L) Demonstrate understanding of** the importance of including physical copies of critical documents and maps in low-connectivity environments.
	Module 4	Title	**The Practice Run: Hands-On Drills and Demonstrations**	Evaluation Criteria for Module 4
		Description	Strategies for communicating evacuation orders to populations with sensory impairments (hearing/vision), cognitive decline (dementia), digital isolation (no internet/cell service), and psychological resistance to leaving property, especially among the elderly. Methodologies for prioritizing evacuation based on mobility needs, coordinating	**M) Identify different categories of** residents who may require additional evacuation support (e.g., elderly, mobility-impaired, cognitively impaired). **N) Explain basic strategies for** communicating evacuation instructions to individuals with sensory impairments or limited digital access. **O) Describe the concept of** evacuation prioritisation based on mobility needs and time-to-safety considerations. **P) Demonstrate awareness of** the role of accessible transport options

			accessible transport (lift-equipped vehicles), and managing time-to-safety calculations.	(e.g., lift-equipped vehicles) in inclusive evacuation planning.

SCENARIO	CLO	SKILL	PROFILE	LEVEL
Forest fire	Deliver wildfire preparedness education programs to remote rural communities emphasizing evacuation planning and fire-adapted community resilience	Conduct disaster preparedness training for communities	**CREO**	**Proficient**

Learning title			**Community-level wildfire preparedness in remote rural areas**	
Unit description		**Summary of the Unit**		
Content structure	**Module 1**	Title	**Strategic Regional Planning & Program Coordination**	Evaluation Criteria for Module 1
		Description	This module moves beyond individual town planning to regional management. Participants will learn how to design a standardized preparedness framework that can be scaled across 8+ distinct communities. We focus on resource allocation, establishing unified timelines for "extended preparedness cycles," and creating a centralized reporting system to track progress across multiple geographic zones.	**A) Design a standardized wildfire** preparedness framework applicable across multiple remote rural communities. **B) Demonstrate the ability to** coordinate preparedness activities and timelines across at least two distinct geographic areas. **C) Identify key resource allocation** challenges when scaling community preparedness programs regionally. **D) Propose basic monitoring or** reporting mechanisms to track preparedness progress across multiple communities.
	Module 2	Title	**Landscape-Scale Integration: Forestry and Watersheds**	Evaluation Criteria for Module 2
		Description	A proficient practitioner must align community safety with environmental health. This section	**E) Explain the relationship** between wildfire mitigation activities and watershed protection in rural environments.

			teaches how to integrate forestry operations (like fuel thinning) with watershed protection priorities. Participants will analyze how wildfire impacts water quality and learn to coordinate with soil and water scientists to ensure that defensible space activities do not compromise local ecosystems or water security.	**F) Demonstrate the ability to** integrate defensible space planning with basic forestry and land management considerations. **G) Identify potential environmental risks** associated with poorly coordinated wildfire mitigation actions. **H) Describe coordination approaches** with forestry, soil, or water management experts to balance safety and environmental protection.
	Module 3	Title	**Partnership Diplomacy: Community-Agency Facilitation**	Evaluation Criteria for Module 3
		Description	The success of large-scale programs depends on relationship management. This module focuses on the "soft skills" of disaster management: facilitating high-level partnerships between local community leaders and government forestry agencies. We cover negotiation techniques for resource sharing, building formal Memorandums of Understanding (MOUs), and ensuring that agency priorities align with the unique needs of remote, rural populations.	**I) Demonstrate the ability to** identify key stakeholders involved in community-level wildfire preparedness. **J) Describe techniques for facilitating** cooperation between community representatives and government or forestry agencies. **K) Explain the purpose and basic structure of** formal agreements such as Memorandums of Understanding (MOUs). **L) Illustrate how effective partnership** management contributes to sustainable preparedness and resilience outcomes.
	Module 4	Title	**Multi-Season Resilience & Climate Adaptation**	Evaluation Criteria for Module 4
		Description	Wildfire risk is no longer limited to a	**M) Explain how wildfire risk** and evacuation challenges vary across

			"summer season." This module covers multi-season evacuation planning, accounting for winter road closures, flooding after fires, and remote communication failures during extreme weather. Participants will learn to establish long-term resilience networks that can sustain themselves for years, using climate-adapted forest management data to predict and prepare for future fire behavior shifts.	different seasons and climatic conditions. **N) Identify planning considerations for** evacuation and preparedness during non-summer wildfire scenarios (e.g., winter access constraints, post-fire flooding). **O) Describe the use of climate-adapted data** or projections to inform long-term community resilience planning. **P) Demonstrate the ability to** integrate multi-season risk considerations into community preparedness education programs.

SCENARIO	CLO	SKILL	PROFILE	LEVEL
Earthquake	Coordinate multi-channel emergency communication to diverse urban populations during infrastructure failure and mass evacuation operations	Manage crisis communication channels	**CREO**	**Foundation**

Learning title			**Crisis communication and community support coordination during urban earthquake evacuations**	
Unit description	**Summary of the Unit**			
Content structure	**Module 1**	Title	**Shelter Entry & Registration Procedures**	Evaluation Criteria for Module 1
		Description	This module teaches the first step of recovery: welcoming and documenting displaced persons. Participants will learn how to set up a registration desk and use standard intake forms to record who is entering the shelter. The focus is on accuracy, data privacy, and the physical layout of a safe sheltering environment under conditions of infrastructure disruption and high-volume intake pressure.	**A) Correctly explain the purpose of** shelter registration in supporting safety, accountability, and service coordination during mass evacuation. **B) Demonstrate the ability to** follow a standard shelter intake process in the correct sequence, ensuring clarity and consistency. **C) Identify essential information** required during registration while respecting survivor dignity and privacy. **D) Describe basic principles for** organizing a shelter entry area to support safe flow, accessibility, and clear communication.
	Module 2	Title	**Equitable Distribution of Relief Supplies**	Evaluation Criteria for Module 2
		Description	Managing supplies in a disaster requires more than just handing out blankets. This session covers the logistics of receiving, sorting, and distributing food, water, and hygiene kits. Learners will practice inventory tracking and learn "fair-share" distribution techniques to ensure that resources are	**E) Explain the principles of** equitable and needs-based distribution of relief supplies during urban disaster response. **F) Demonstrate understanding of** basic inventory control concepts used in emergency supply management. **G) Identify common challenges** associated with limited resources and high demand in mass evacuation contexts.

			available for everyone in the neighborhood, even when supplies are limited.	**H) Describe fair distribution approaches** that reduce tension and support community trust during relief operations.
	Module 3	Title	**Vulnerability Screening & Documentation**	Evaluation Criteria for Module 3
		Description	In high-stress or mass casualty contexts, some people need help faster than others. This module teaches participants how to use a vulnerability checklist to identify individuals requiring specialized assistance (such as the elderly, people with disabilities, or unaccompanied minors). You will learn how to document these needs clearly so that professional medical or social workers can prioritize their care	**I) Identify common vulnerability categories** relevant to urban earthquake evacuation scenarios. **J) Demonstrate the ability to** use a basic vulnerability screening tool to recognise individuals requiring additional support. **K) Explain the importance of** accurate and timely documentation of vulnerability-related information. **L) Describe how documented** vulnerability information supports prioritisation by medical and social service professionals.
	Module 4	Title	**Navigating Medical & Social Service Referrals**	Evaluation Criteria for Module 4
		Description	A foundation responder is a "connector." This module introduces the different partners involved in recovery, such as local health clinics, mental health teams, and social services. Participants will learn the "referral path"—knowing exactly which agency to contact for specific survivor needs—and how to communicate those needs effectively to supervisors within the recovery network.	**M) Identify key medical**, psychological, and social service partners involved in post-earthquake recovery operations. **N) Explain the role of** referral pathways in ensuring timely support for affected populations. **O) Demonstrate understanding of** when and how to escalate cases requiring urgent or specialised assistance. **P) Describe effective communication** practices when relaying survivor needs to supervisors or partner organisations.

SCENARIO	CLO	SKILL	PROFILE	LEVEL
Earthquake	Coordinate multi-channel emergency communication to diverse urban populations during infrastructure failure and mass evacuation operations	Manage crisis communication channels	**CREO**	**Proficient**
Learning title		**Crisis communication and community support coordination during urban earthquake evacuations**		

Unit description		**Summary of the Unit**		
Content structure	**Module 1**	Title	**Coordinated Shelter Registration and Information Flow**	Evaluation Criteria for Module 1
		Description	This module introduces learners to the initial point of contact between displaced populations and emergency response systems following an urban earthquake. Participants learn how shelter entry and registration support accountability, safety, and access to services. The module focuses on clear procedures, respectful interaction with survivors, protection of personal data, and the organization of shelter entry spaces to ensure accessibility and orderly flow during high-volume evacuations.	**A) Coordinate shelter registration** processes to ensure consistent information flow across multiple intake points. **B) Supervise registration teams** to maintain accuracy, accessibility, and data protection standards under high-volume conditions. **C) Identify information gaps** or bottlenecks that may affect situational awareness and decision-making. **D) Adapt registration procedures** in response to changing population flows or infrastructure constraints.
	Module 2	Title	**Strategic Management of Relief Supply Distribution**	Evaluation Criteria for Module 2
		Description	This module focuses on the principles and challenges of distributing relief supplies fairly during mass evacuation scenarios.	**E) Coordinate equitable distribution** strategies across multiple shelters or distribution points. **F) Analyse supply demand** trends to anticipate shortages and adjust distribution plans accordingly.

			Learners explore how limited resources, high population density, and stress can affect distribution processes. The module introduces basic concepts of inventory awareness, needs-based allocation, and transparent communication to maintain trust and reduce conflict within affected communities.	**G) Manage communication** with affected populations regarding supply availability and prioritisation decisions. **H) Implement corrective actions to** address distribution challenges or community tensions.
	Module 3	Title	**Prioritisation of Vulnerable Populations and Information Integration**	Evaluation Criteria for Module 3
		Description	This module develops learners' ability to recognise and document vulnerability among displaced populations in urban earthquake contexts. Participants learn how to identify individuals requiring additional assistance, understand why accurate documentation is critical for prioritisation, and support the work of medical and social service professionals through timely and clear information sharing.	**I) Coordinate vulnerability screening** processes across teams or locations to ensure consistent prioritisation. **J) Analyse vulnerability data to** support operational decision-making and referral planning. **K) Ensure accurate information** sharing between shelter teams and specialised service providers. **L) Monitor and adjust prioritisation** approaches as population needs evolve during the response.
	Module 4	Title	**Navigating Medical & Social Service Referrals**	Evaluation Criteria for Module 4
		Description	This module introduces learners to the referral role of community-level responders during earthquake recovery. Participants learn how to identify appropriate medical, psychological,	**M) Identify key medical**, psychological, and social service partners involved in post-earthquake recovery operations. **N) Explain the role of** referral pathways in ensuring timely support for affected populations.

			and social service pathways, understand escalation thresholds, and communicate survivor needs effectively within the response network to ensure timely and appropriate support.	**O) Demonstrate understanding of** when and how to escalate cases requiring urgent or specialised assistance. **P) Describe effective communication** practices when relaying survivor needs to supervisors or partner organisations.

IDRC

SCENARIO	CLO	SKILL	PROFILE	LEVEL
Forest fire	Oversee complex supply chains and resource deployment across remote mountainous terrain during extended international forest fire suppression operations	Manage international logistics operations	**IDRC**	**Foundation**

Learning title			**International logistics operations**	
Unit description		**Summary of the Unit**		
Content structure	**Module 1**	Title	**Management of international logistics transportation in remote mountainous terrain**	Evaluation Criteria for Module 1
		Description	For international logistics operations you learn to manage 2-5 resource categories (in specific: aerial firefighting aircraft, ground crews (professional and volunteers, first responders, suppression equipment) across remote forest fire operations (in remote mountainous terrain	**A) The student is capable of managing and coordinating** multiple resource categories (aerial firefighting aircraft, ground crews—professional and volunteer—first responders, and suppression equipment) within international forest fire operations. **B) The student is capable of planning and allocating** logistics resources effectively across remote and mountainous terrain, adapting to environmental constraints and operational priorities. **C) The student is capable of integrating and coordinating** aerial and ground firefighting operations within a unified operational framework, ensuring effective communication, safety, and response efficiency. **D) The student is capable of adapting decision-making and logistics strategies** in response to dynamic fire behaviour, changing weather conditions, and high-risk, time-critical operational environments.

	Module 2	Title	**Establish safe base camp and supply staging areas in remote mountainous terrain**	Evaluation Criteria for Module 2
		Description	Establish a base camp for teams (people: for firefighters, medical team and canines) and for equipment in a safe space at the boarder/ in mountainous terrain. Create mobile staging areas and equip/ stage in appropriate distance to the emergency location. Keep them functional and accessible	**E) The student is capable of knowing and applying** United Nations (UN) protocols to local contexts, adapting procedures to specific localities, population figures, security distances, and operational constraints. **F) The student is capable of identifying and understanding** the generic needs, dependencies, and operational requirements of different emergency response team types. **G) The student is capable of recognising** the interdependencies between emergency teams, equipment, tools, and supply chains in complex response operations. **H) The student is capable of applying this knowledge** to support effective planning, coordination, and decision-making in multi-agency emergency response contexts.
	Module 3	Title	**Ensure equipment compatibility over time and international team**	Evaluation Criteria for Module 3
		Description	Learn to check / use standard assessment criteria, for equipment compatibility for use across international teams over time of emergency	**I) The student is capable of checking and applying** standard assessment criteria to evaluate equipment compatibility across international emergency response teams. **J) The student is capable of identifying** technical, operational, and procedural compatibility requirements for equipment used jointly by multinational teams during emergency operations. **K) The student is capable of assessing** the suitability of equipment for sustained use over the duration of an emergency, considering interoperability, maintenance, and logistical constraints. **L) The student is capable of using** equipment compatibility assessments to support coordination, planning, and

				decision-making in international emergency response contexts.
	Module 4	Title	**Information management and communication in wildfire logistics coordination**	Evaluation Criteria for Module 4
		Description	You learn to support information management and communication processes related to logistics coordination, ensuring accurate tracking of resources and timely information exchange in forest fire response operations.	**M) The student is capable of supporting** basic logistics information management and reporting. **N) The student is capable of communicating** logistics-related information to operational and coordination teams. **O) The student is capable of identifying** information gaps that may affect logistics decision-making. **P) The student is capable of contributing** to accurate documentation of resource deployment and usage.

SCENARIO	CLO	SKILL	PROFILE	LEVEL
Forest fire	Oversee complex supply chains and resource deployment across remote mountainous terrain during extended international forest fire suppression operations	Manage international logistics operations	**IDRC**	**Proficient**

Learning title	**International logistics operations**
Unit description	**Summary of the Unit**

Content structure	**Module 1**	Title	**Design of comprehensive international logistics networks in mountainous terrain**	Evaluation Criteria for Module 1
		Description	Learners develop the ability to design comprehensive international logistics networks supporting large-scale forest fire suppression operations in mountainous terrain,	**A) The student is capable of designing** comprehensive international logistics networks to support large-scale forest fire suppression operations in mountainous terrain.

			integrating multinational aerial firefighting resources, international crew rotation schedules, and structured resource flows between aerial coordination and ground operations in line with forestry agency and Local Emergency Management Authority (LEMA) protocols.	**B) The student is capable of integrating** aerial firefighting resources from multiple nations into a coherent logistics network. **C) The student is capable of planning** crew rotation schedules across international teams to ensure operational continuity. **D) The student is capable of incorporating** forestry agency and LEMA protocols into logistics network design and resource flow planning.
	Module 2	Title	**Coordination and regular reassessment of established comprehensive international logistics networks, establishing sustainable supply chains through challenging terrain with limited access,**	Evaluation Criteria for Module 2
		Description	Learners develop the ability to coordinate and regularly reassess established international logistics networks supporting extended forest fire suppression operations in mountainous terrain, ensuring sustainable supply chains in areas with limited access, effective customs coordination for specialised firefighting equipment, and optimised resource flows between aviation coordination and ground operations while balancing environmental protection requirements and forestry agency protocols.	**E) The student is capable of coordinating** and reassessing international logistics networks during extended forest fire suppression operations. **F) The student is capable of applying** appropriate assessment strategies and techniques to evaluate logistics effectiveness in the given operational context. **G) The student is capable of analysing** assessment data to inform logistics-related decision-making and leadership actions. **H) The student is capable of implementing** adaptations to logistics networks based on assessment results, environmental considerations, and forestry agency protocols.
	Module 3	Title	**Coordination of international logistics operations with command, operations and external partners**	Evaluation Criteria for Module 3

		Description	Learners develop the ability to coordinate international logistics operations with command structures, operational firefighting units, and external partners, ensuring alignment between logistics planning, operational priorities, safety requirements, and the tempo of extended forest fire suppression operations.	**I) The student is capable of coordinating** logistics operations with command and operational firefighting units. **J) The student is capable of integrating** logistics considerations into operational planning and decision-making processes. **K) The student is capable of managing** interdependencies between logistics, safety, and operational tempo. **L) The student is capable of facilitating** effective coordination with external logistics and support partners.
	Module 4	Title	**Adaptive logistics decision-making and resource optimisation in evolving wildfire scenarios**	Evaluation Criteria for Module 4
		Description	Learners develop the ability to adapt logistics coordination and resource deployment strategies in response to evolving wildfire behaviour, prolonged operational demands, and emerging risks in mountainous environments, ensuring continuity of logistical support under dynamic and uncertain conditions.	**M) The student is capable of adapting** logistics plans and resource deployment strategies in response to changing wildfire conditions. **N) The student is capable of reassessing** logistics priorities during prolonged and complex suppression operations. **O) The student is capable of identifying** and mitigating emerging logistics risks affecting operational effectiveness. **P) The student is capable of maintaining** logistics continuity and operational support despite disruptions or resource constraints.

SCENARIO	CLO	SKILL	PROFILE	LEVEL
Forest fire	Facilitate multilingual crisis communication	Facilitate multilingual crisis communication	IDRC	Foundation
Learning title		**Facilitate multilingual crisis communication**		
Prerequisites		Basic understanding of emergency response coordination and international operations		

Unit description	**Summary of the Unit**		
Content structure	**Module 1**	Title	**Facilitation of multilingual crisis communication for operational briefings and safety instructions in forest fire response**
		Description	Learners develop the ability to facilitate multilingual crisis communication across 2–4 international teams, coordinating interpretation services and translation protocols for operational briefings and safety instructions during forest fire suppression operations.
	Module 2	Title	**Culturally appropriate messaging for multinational forest fire response teams**
		Description	Learners develop the ability to deliver culturally appropriate operational messages to diverse international crews within critical timeframes, ensuring alignment with Local Emergency Management Authorities (LEMA).

Evaluation Criteria for Module 1
A) The student is capable of facilitating multilingual operational briefings and safety instructions across international forest fire response teams. **B) The student is capable of applying** standardised operational phrases and terminology in two or more working languages. **C) The student is capable of using** translation tools and communication support applications to enhance message clarity. **D) The student is capable of ensuring** that critical safety messages are clearly understood by all teams.
Evaluation Criteria for Module 2
E) The student is capable of adapting operational messages to cultural norms of multinational teams. **F) The student is capable of communicating** safety and tactical instructions in a culturally sensitive manner under time pressure. **G) The student is capable of aligning** culturally adapted messages with LEMA coordination structures.

				H) The student is capable of identifying cultural factors that may affect communication effectiveness.
	Module 3	Title	**Use of multilingual communication tools and protocols in wildfire operations**	Evaluation Criteria for Module 3
		Description	Learners acquire practical skills in using communication platforms, radio protocols, translation technologies, and predefined message formats to support multilingual coordination during forest fire response.	**I) The student is capable of selecting appropriate communication** tools for multilingual wildfire coordination. **J) The student is capable of applying** agreed communication protocols to ensure message consistency. **K) The student is capable of managing** information flow between teams using digital and radio-based systems. **L) The student is capable of identifying** limitations of communication tools in wildfire environments.
	Module 4	Title	**Multilingual communication for safety and situational awareness in forest fire environments**	Evaluation Criteria for Module 4
		Description	Learners develop the ability to support shared situational awareness through multilingual communication, focusing on safety alerts, evacuation instructions, and hazard updates during forest fire operations.	**M) The student is capable of communicating** safety-critical information across language barriers. **N) The student is capable of supporting** shared situational awareness among international teams. **O) The student is capable of ensuring** timely dissemination of hazard and evacuation information. **P) The student is capable of recognising** communication gaps that may compromise safety.

SCENARIO	CLO	SKILL	PROFILE	LEVEL
Forest fire	Facilitate multilingual crisis communication	Facilitate multilingual crisis communication	**IDRC**	**Proficient**
Learning title		**Facilitate multilingual crisis communication**		
Prerequisites				

Unit description	**Summary of the Unit**		
Content structure	**Module 1**	Title	**Advanced facilitation of multilingual crisis communication in complex forest fire operations**	Evaluation Criteria for Module 1
		Description	Learners develop advanced competencies to facilitate multilingual communication between operational and strategic levels during complex, rapidly evolving forest fire emergencies.	**A) The student is capable of facilitating** multilingual communication between operational and strategic command levels. **B) The student is capable of maintaining** clarity of messaging during high-pressure wildfire situations. **C) The student is capable of adapting** communication strategies to evolving fire behaviour. **D) The student is capable of ensuring** continuity of communication under operational stress.
	Module 2	Title	**Mediation of linguistic and cultural communication breakdowns during wildfire response**	Evaluation Criteria for Module 2
		Description	Learners develop skills to identify and mediate communication breakdowns caused by linguistic or cultural differences among multinational forest fire response teams.	**E) The student is capable of identifying** communication breakdowns in multinational wildfire operations. **F) The student is capable of mediating** linguistic and cultural misunderstandings. **G) The student is capable of restoring** effective communication between teams. **H) The student is capable of preventing** recurrence of communication failures.

	Module 3	Title	**Coordination of multilingual crisis communication with authorities and partner organisations**	Evaluation Criteria for Module 3
		Description	Learners develop the ability to coordinate multilingual communication with authorities, partner organisations, and international coordination mechanisms during forest fire emergencies.	**I) The student is capable of supporting multilingual** communication with local, national, and international authorities. **J) The student is capable of aligning** inter-agency communication across languages. **K) The student is capable of contributing** to consistent institutional messaging. **L) The student is capable of supporting** coordination with international response partners.
	Module 4	Title	**Multilingual communication with affected communities and public information management**	Evaluation Criteria for Module 4
		Description	Learners develop advanced competencies to support multilingual communication with affected communities and the public, ensuring accuracy, cultural appropriateness, and alignment with safety priorities.	**M) The student is capable of supporting** multilingual communication with affected populations. **N) The student is capable of contributing** to coherent public information strategies across languages. **O) The student is capable of ensuring** culturally appropriate messaging for diverse communities. **P) The student is capable of aligning** public communication with operational and safety priorities.

<table>
<tr><th>SCENARIO</th><th>CLO</th><th>SKILL</th><th>PROFILE</th><th>LEVEL</th></tr>
<tr><td>Earthquake</td><td>Organize and direct multinational urban search and rescue operations involving personnel from multiple countries following catastrophic urban earthquake</td><td>Coordinate multinational emergency response teams</td><td>IDRC</td><td>Foundation</td></tr>
<tr><td colspan="2">Learning title</td><td colspan="3">Coordinate multinational emergency response teams</td></tr>
<tr><td colspan="2">Prerequisites</td><td colspan="3">Knowledge of emergency response structures and basic principles of urban search and rescue</td></tr>
<tr><td colspan="2">Unit description</td><td colspan="3">Summary of the Unit</td></tr>
<tr><td rowspan="4">Content structure</td><td rowspan="2">Module 1</td><td>Title</td><td>Coordination of multinational emergency response teams</td><td>Evaluation Criteria for Module 1</td></tr>
<tr><td>Description</td><td>Learners develop the ability to coordinate multinational emergency response teams from 2–4 countries during urban earthquake operations, ensuring basic interoperability, information sharing, and task alignment.</td><td>A) The student is capable of coordinating the activities of multinational emergency response teams during urban earthquake response.

B) The student is capable of facilitating information exchange between teams from different countries.

C) The student is capable of aligning team activities with common operational objectives.

D) The student is capable of identifying coordination challenges arising from language, procedural, or organisational differences.</td></tr>
<tr><td rowspan="2">Module 2</td><td>Title</td><td>Establishment of unified command structures for urban search and rescue teams</td><td>Evaluation Criteria for Module 2</td></tr>
<tr><td>Description</td><td>Learners develop the ability to establish and support a unified command structure for urban search and rescue operations across multiple collapse sites following a catastrophic earthquake.</td><td>E) The student is capable of identifying appropriate command structures for multinational USAR operations.

F) The student is capable of defining roles and responsibilities within a unified command framework.</td></tr>
</table>

				G) The student is capable of supporting coordination between national command elements. **H) The student is capable of recognising** risks associated with fragmented or unclear command arrangements.
	Module 3	Title	**Tactical coordination between international USAR teams during the critical response phase**	Evaluation Criteria for Module 3
		Description	Learners develop the ability to ensure tactical coordination between international USAR teams, applying international guidelines and managing operational integration within the critical 72-hour survival window.	**I) The student is capable of coordinating** tactical USAR activities across multiple international teams. **J) The student is capable of applying** international guidelines such as UN INSARAG protocols to tactical operations. **K) The student is capable of managing** operational integration across teams working simultaneously at different collapse sites. **L) The student is capable of monitoring** tactical progress and identifying coordination gaps during the critical response phase.
	Module 4	Title	**Information management and situational awareness in multinational USAR operations**	Evaluation Criteria for Module 4
		Description	Learners develop the ability to support information management and shared situational awareness across multinational USAR teams operating in complex urban earthquake environments.	**M) The student is capable of supporting** shared situational awareness across multinational response teams. **N) The student is capable of managing** information flow between command and operational levels.

				O) The student is capable of identifying information gaps that may affect decision-making. **P) The student is capable of contributing** to accurate and timely operational reporting.

SCENARIO	CLO	SKILL	PROFILE	LEVEL
Earthquake	Organize and direct multinational urban search and rescue operations involving personnel from multiple countries following catastrophic urban earthquake	Coordinate multinational emergency response teams	**IDRC**	**Proficient**

Learning title			**Coordinate multinational emergency response teams**	
Unit description		**Summary of the Unit**		
Content structure	**Module 1**	Title	**Leadership of comprehensive multinational urban earthquake response operations**	Evaluation Criteria for Module 1
		Description	Learners develop advanced leadership competencies to direct comprehensive multinational response operations integrating 10 or more international teams across extensive urban disaster environments.	**A) The student is capable of leading** large-scale multinational USAR operations involving multiple agencies and countries. **B) The student is capable of directing** unified command structures under extreme operational pressure. **C) The student is capable of prioritising** resources and response actions across multiple collapse sites. **D) The student is capable of maintaining** strategic oversight of complex multinational operations.
	Module 2	Title	**Tactical implementation across different national systems and equipment standards**	Evaluation Criteria for Module 2
		Description	Learners develop the ability to manage tactical implementation across different national systems, procedures,	**E) The student is capable of coordinating** tactical operations across teams using different national systems and equipment.

			and equipment standards while ensuring cohesive USAR operations.	**F) The student is capable of mitigating** interoperability challenges arising from technical or procedural differences. **G) The student is capable of adapting** coordination approaches to ensure operational cohesion. **H) The student is capable of maintaining** operational effectiveness despite system heterogeneity.
	Module 3	Title	**Coordination with international assistance mechanisms and humanitarian actors**	Evaluation Criteria for Module 3
		Description	Learners develop advanced competencies to coordinate multinational USAR operations with international assistance mechanisms, humanitarian organisations, and external support actors.	**I) The student is capable of coordinating** USAR operations with international assistance and coordination mechanisms. **J) The student is capable of integrating** humanitarian actors into ongoing response operations. **K) The student is capable of aligning** multinational USAR activities with international response frameworks. **L) The student is capable of facilitating** liaison between operational teams and external stakeholders.
	Module 4	Title	**Adaptive decision-making and strategic coordination in evolving earthquake response scenarios**	Evaluation Criteria for Module 4
		Description	Learners develop the ability to adapt strategies and coordination approaches in response to evolving conditions, secondary collapses, and changing operational priorities during urban earthquake response.	**M) The student is capable of adapting** response strategies based on evolving situational information. **N) The student is capable of making** strategic coordination decisions under uncertainty.

				O) The student is capable of reassessing priorities in response to secondary hazards or resource constraints. **P) The student is capable of maintaining** continuity of operations during rapidly changing response conditions.
	Module 5	Title	**Strategic transition and exit strategy in multinational earthquake response**	Evaluation Criteria for Module 5
		Description	Learners develop the ability to design and implement structured demobilisation and transition strategies following multinational urban earthquake response operations. This includes phased withdrawal planning, prevention of coordination gaps, structured handover to Local Emergency Management Authorities (LEMA), transfer of operational intelligence and databases, and management of political and operational pressures during drawdown phases.	**Q) The student is capable of planning** a structured and phased demobilisation of multinational emergency response teams. **R) The student is capable of preventing** coordination gaps and operational vacuum during withdrawal phases. **S) The student is capable of transferring** operational intelligence, documentation, and resource inventories to local authorities without data loss or disruption. **T) The student is capable of coordinating** formal handover procedures to LEMA and relevant national structures. **U) The student is capable of ensuring** continuity of operational and psychological support mechanisms during and after the withdrawal phase.

SCENARIO	CLO	SKILL	PROFILE	LEVEL
Earthquake	Facilitate multilingual crisis communication	Facilitate multilingual crisis communication	**IDRC**	**Foundation**
Learning title		**Multilingual crisis communication in multinational earthquake response**		
Prerequisites				

Unit description		**Summary of the Unit**		
Content structure	**Module 1**	Title	**Multilingual communication frameworks in earthquake response**	Evaluation Criteria for Module 1
		Description	Introduction to multilingual communication frameworks, actors, channels, and coordination mechanisms used during large-scale earthquake response operations.	**A) The student is capable of identifying** key actors and communication flows involved in multinational earthquake response operations. **B) The student is capable of recognising** the role of multilingual communication in maintaining operational coherence during earthquake response. **C) The student is capable of selecting** appropriate communication channels for different phases of earthquake response. **D) The student is capable of identifying** risks associated with delayed, fragmented, or inaccurate communication.
	Module 2	Title	**Basic multilingual operational communication in urban earthquake contexts**	Evaluation Criteria for Module 2
		Description	Functional multilingual communication applied to daily operational coordination between multinational teams working in urban earthquake response scenarios.	**E) The student is capable of delivering** clear operational instructions in a shared working language during earthquake response operations. **F) The student is capable of using** standardised terminology and agreed communication protocols with multinational teams. **G) The student is capable of confirming** understanding of messages across language barriers in time-critical situations.

				H) The student is capable of identifying situations where linguistic limitations may compromise safety or operational effectiveness.
	Module 3	Title	**Use of translation tools and interpretation resources**	Evaluation Criteria for Module 3
		Description	Use of translation tools, interpretation services, and predefined multilingual resources to support communication during earthquake response operations.	**I) The student is capable of using** translation applications and interpretation resources to support operational communication. **J) The student is capable of selecting** appropriate language support tools for different communication needs. **K) The student is capable of recognising** limitations of translation tools in emergency contexts. **L) The student is capable of mitigating** basic communication gaps caused by language barriers.
	Module 4	Title	**Culturally aware communication in multinational earthquake teams**	Evaluation Criteria for Module 4
		Description	Introduction to culturally aware communication practices to ensure effective interaction among multinational teams without compromising operational clarity.	**M) The student is capable of recognising** cultural factors that influence communication in multinational teams. **N) The student is capable of adapting** communication style to basic cultural expectations. **O) The student is capable of avoiding** common cultural misunderstandings in operational settings. **P) The student is capable of maintaining** clarity of operational messages while adapting communication approach.

SCENARIO	CLO	SKILL	PROFILE	LEVEL
Earthquake	Facilitate multilingual crisis communication	Facilitate multilingual crisis communication	IDRC	**Proficient**
Learning title		**Multilingual crisis communication in multinational earthquake response**		
Unit description	**Summary of the Unit**			

Content structure	**Module 1**	Title	**Coordination of multilingual crisis communication in complex earthquake operations**	Evaluation Criteria for Module 1
		Description	Coordination of multilingual crisis communication across multiple international teams and agencies during complex and large-scale earthquake response operations.	**A) The student is capable of coordinating** multilingual communication between multiple international response teams. **B) The student is capable of ensuring** consistency of operational messages across languages and agencies. **C) The student is capable of managing** multilingual communication in time-critical and high-pressure situations. **D) The student is capable of identifying** and addressing communication risks affecting coordination.
	Module 2	Title	**Multilingual information flow between command and operational levels**	Evaluation Criteria for Module 2
		Description	Management of multilingual information exchange between command structures and operational teams to support shared situational awareness.	**E) The student is capable of facilitating** multilingual information flow between command and field levels. **F) The student is capable of verifying** accuracy and comprehension of critical information. **G) The student is capable of resolving** communication breakdowns affecting situational awareness. **H) The student is capable of supporting** operational decision-making through effective information exchange.
	Module 3	Title	**Mediation of multilingual and intercultural communication challenges**	Evaluation Criteria for Module 3

		Description	Mediation of communication challenges arising from linguistic and cultural differences among international actors involved in earthquake response.	**I) The student is capable of identifying** multilingual or intercultural communication breakdowns. **J) The student is capable of mediating** misunderstandings between international teams. **K) The student is capable of restoring** effective communication in high-stress situations. **L) The student is capable of preventing** recurrence of communication conflicts.
	Module 4	Title	**Multilingual communication with authorities, media and affected populations**	Evaluation Criteria for Module 4
		Description	Coordination of multilingual communication with authorities, media representatives, and affected populations to ensure accurate, culturally appropriate, and operationally aligned messaging.	**M) The student is capable of coordinating** multilingual communication with national and international authorities. **N) The student is capable of contributing** to consistent public and institutional messaging across languages. **O) The student is capable of ensuring** culturally appropriate communication adapted to affected populations. **P) The student is capable of aligning** public communication with operational priorities and safety considerations.

SCENARIO	CLO	SKILL	PROFILE	LEVEL
Earthquake	Deliver psychological first aid and crisis intervention to emergency responders experiencing acute trauma during mass casualty urban earthquake operations	Provide emergency psychological support to emergency personnel	**IDRC**	**Foundation**

Learning title	**Psychological First Aid and crisis Intervention for Emergency Responders in mass casualty earthquake operations**
Prerequisites	

Unit description	**Summary of the Unit**			
Content structure	**Module 1**	Title	**Psychological first aid frameworks in mass casualty earthquake response**	Evaluation Criteria for Module 1
		Description	Introduction to the principles, objectives, and limitations of psychological first aid (PFA) when supporting emergency responders exposed to traumatic events during mass casualty urban earthquake operations.	**A) The student is capable of identifying** common acute stress reactions among emergency responders following mass casualty earthquake incidents. **B) The student is capable of explaining** the objectives and limits of psychological first aid in emergency response contexts. **C) The student is capable of recognising** situations that require immediate psychological support versus referral to specialised services. **D) The student is capable of identifying** ethical and confidentiality considerations when providing psychological support.
	Module 2	Title	**Basic psychological first aid techniques for emergency responders**	Evaluation Criteria for Module 2
		Description	Application of basic psychological first aid techniques to stabilise and support emergency responders experiencing acute stress during earthquake response operations.	**E) The student is capable of applying** basic psychological first aid techniques to support responders showing signs of acute stress. **F) The student is capable of establishing** a supportive and psychologically safe interaction with distressed responders.

				G) The student is capable of using appropriate verbal and non-verbal communication to reduce acute distress. **H) The student is capable of recognising** when a responder's psychological state may compromise operational safety.
	Module 3	Title	**Psychological safety and responder wellbeing during operations**	Evaluation Criteria for Module 3
		Description	Support of psychological safety and basic wellbeing of emergency responders during ongoing earthquake operations, including monitoring stress indicators and promoting short-term coping strategies.	**I) The student is capable of recognising** early indicators of psychological overload among responders. **J) The student is capable of promoting** basic coping strategies to support responder wellbeing during operations. **K) The student is capable of encouraging** peer support within response teams. **L) The student is capable of identifying** when immediate operational adjustments are needed to protect responder wellbeing.
	Module 4	Title	**Communication and boundaries in psychological support provision**	Evaluation Criteria for Module 4
		Description	Use of appropriate communication techniques and professional boundaries when providing psychological first aid to emergency responders in high-pressure earthquake environments.	**M) The student is capable of communicating** calmly and effectively with distressed responders. **N) The student is capable of maintaining** professional boundaries while providing psychological support. **O) The student is capable of avoiding** actions that may inadvertently increase distress or re-traumatisation. **P) The student is capable of respecting** confidentiality while

				operating within emergency response structures.

SCENARIO	CLO	SKILL	PROFILE	LEVEL
Earthquake	Deliver psychological first aid and crisis intervention to emergency responders experiencing acute trauma during mass casualty urban earthquake operations	Provide emergency psychological support to emergency personnel	**IDRC**	**Proficient**

Learning title			**Psychological First Aid and crisis Intervention for Emergency Responders in mass casualty earthquake operations**	
Prerequisites				
Unit description		**Summary of the Unit**		
Content structure	**Module 1**	Title	**Psychological crisis intervention in mass casualty earthquake operations**	Evaluation Criteria for Module 1
		Description	Delivery of structured psychological crisis intervention to emergency responders experiencing acute trauma during mass casualty earthquake response operations.	**A) The student is capable of delivering** structured psychological crisis intervention to responders experiencing acute trauma. **B) The student is capable of stabilising** responders in situations of intense emotional distress. **C) The student is capable of adapting** intervention approaches to rapidly evolving operational conditions. **D) The student is capable of balancing** psychological support with ongoing operational demands.
	Module 2	Title	**Monitoring and supporting team-level psychological wellbeing**	Evaluation Criteria for Module 2
		Description	Monitoring psychological wellbeing at team level and implementing support measures to prevent escalation of distress during prolonged earthquake response operations.	**E) The student is capable of monitoring** psychological wellbeing indicators within emergency response teams. **F) The student is capable of identifying** patterns of cumulative stress affecting team performance. **G) The student is capable of implementing** immediate team-

				level support measures to reduce psychological strain. **H) The student is capable of coordinating** psychological support actions without disrupting operational continuity.
	Module 3	Title	**Coordination of psychological support and referral pathways**	Evaluation Criteria for Module 3
		Description	Coordination of psychological support actions with mental health professionals, organisational support structures, and referral pathways during and after earthquake response operations.	**I) The student is capable of coordinating** psychological support with mental health professionals and support services. **J) The student is capable of initiating** appropriate referral processes for responders requiring specialised care. **K) The student is capable of ensuring** continuity between immediate support and follow-up mechanisms. **L) The student is capable of operating** within established organisational and ethical frameworks.
	Module 4	Title	**Integration of psychological support into operational leadership**	Evaluation Criteria for Module 4
		Description	Integration of psychological support considerations into operational leadership, planning, and decision-making during complex and prolonged earthquake response operations.	**M) The student is capable of integrating** psychological wellbeing considerations into operational planning and leadership decisions. **N) The student is capable of advising** leadership on psychological risks affecting responder performance. **O) The student is capable of contributing** to post-incident psychological stabilisation strategies. **P) The student is capable of supporting** organisational learning related to responder mental health and wellbeing.

SCENARIO	CLO	SKILL	PROFILE	LEVEL
Earthquake	Lead structured group discussions following traumatic building collapse incidents to help urban search and rescue responders process mass casualty experiences and promote psychological recovery	Facilitate post-incident stress debriefing sessions	**IDRC**	**Foundation**

Learning title			**Post-Incident stress debriefing and psychological recovery for USAR responders after urban earthquake building collapse**	
Prerequisites				
Unit description	**Summary of the Unit**			
Content structure	**Module 1**	Title	**Foundations of post-incident stress debriefing in USAR contexts**	Evaluation Criteria for Module 1
		Description	Introduction to the purpose, principles, scope, and limitations of post-incident stress debriefing following traumatic building collapse incidents during urban earthquake response operations.	**A) The student is capable of explaining** the objectives and limits of post-incident stress debriefing in USAR contexts. **B) The student is capable of identifying** common psychological responses of responders following mass casualty building collapse incidents. **C) The student is capable of distinguishing** between operational debriefing and psychological stress debriefing. **D) The student is capable of recognising** ethical principles and confidentiality requirements in group debriefing sessions.
	Module 2	Title	**Structuring basic group debriefing sessions after collapse incidents**	Evaluation Criteria for Module 2
		Description	Preparation and structuring of basic group debriefing sessions to allow USAR responders to safely reflect on experiences following traumatic	**E) The student is capable of preparing** a structured group debriefing session following a collapse incident. **F) The student is capable of defining** clear objectives and

			earthquake-related building collapses.	boundaries for a debriefing session. **G) The student is capable of sequencing** debriefing phases in a logical and supportive manner. **H) The student is capable of** creating a psychologically safe environment for group discussion.
	Module 3	Title	**Basic facilitation of group discussions with affected responders**	Evaluation Criteria for Module 3
		Description	Facilitation of basic group discussions that enable responders to share experiences and reactions without re-traumatisation or escalation of distress.	**I) The student is capable of facilitating** group discussions in a calm and supportive manner. **J) The student is capable of encouraging** respectful participation among group members. **K) The student is capable of recognising** signs of emotional overload during discussions. **L) The student is capable of managing** basic group dynamics in emotionally charged situations.
	Module 4	Title	**Psychological safety and boundaries in group debriefing**	Evaluation Criteria for Module 4
		Description	Application of psychological safety principles and professional boundaries during group debriefing sessions following traumatic building collapse incidents.	**M) The student is capable of maintaining** psychological safety throughout group debriefing sessions. **N) The student is capable of setting** and maintaining appropriate professional boundaries. **O) The student is capable of avoiding** facilitation practices that may increase distress or re-traumatisation. **P) The student is capable of respecting** confidentiality while operating within emergency response structures.

<table>
<tr><th>SCENARIO</th><th colspan="3">CLO</th><th>SKILL</th><th>PROFILE</th><th>LEVEL</th></tr>
<tr><td>Earthquake</td><td colspan="3">Lead structured group discussions following traumatic building collapse incidents to help urban search and rescue responders process mass casualty experiences and promote psychological recovery</td><td>Facilitate post-incident stress debriefing sessions</td><td>IDRC</td><td>Proficient</td></tr>
<tr><td colspan="3">Learning title</td><td colspan="4">Post-Incident stress debriefing and psychological recovery for USAR responders after urban earthquake building collapse</td></tr>
<tr><td colspan="3">Prerequisites</td><td colspan="4"></td></tr>
<tr><td colspan="2">Unit description</td><td colspan="5">Summary of the Unit</td></tr>
<tr><td rowspan="3">Content structure</td><td rowspan="2">Module 1</td><td>Title</td><td colspan="2">Proficient facilitation of structured post-incident stress debriefing sessions</td><td>Evaluation Criteria for Module 1</td></tr>
<tr><td>Description</td><td colspan="2">Leadership of structured post-incident stress debriefing sessions for USAR teams exposed to mass casualty building collapse incidents during earthquake response.</td><td>A) The student is capable of leading structured group debriefing sessions for USAR responders after mass casualty incidents.

B) The student is capable of guiding groups through reflective processes that support psychological recovery.

C) The student is capable of maintaining session structure while responding to group needs.

D) The student is capable of closing debriefing sessions in a stabilising and supportive manner.</td></tr>
<tr><td>Module 2</td><td>Title</td><td colspan="2">Managing intense emotional responses and complex group dynamics</td><td>Evaluation Criteria for Module 2</td></tr>
</table>

		Description	Management of intense emotional reactions, conflict, and complex group dynamics that may emerge during post-incident debriefing sessions.	**E) The student is capable of managing** strong emotional reactions expressed by group members. **F) The student is capable of de-escalating** tension or conflict during group discussions. **G) The student is capable of supporting** distressed individuals while maintaining group focus. **H) The student is capable of adapting** facilitation strategies to complex group dynamics.
	Module 3	Title	**Identification of unresolved distress and referral needs**	Evaluation Criteria for Module 3
		Description	Identification of responders showing signs of unresolved psychological distress during debriefing sessions and initiation of appropriate follow-up or referral actions.	**I) The student is capable of identifying** indicators of unresolved or escalating psychological distress. **J) The student is capable of distinguishing** between normal stress reactions and signals requiring further support. **K) The student is capable of initiating** appropriate referral or follow-up processes. **L) The student is capable of communicating** referral needs within organisational support frameworks.
	Module 4	Title	**Integration of debriefing outcomes into organisational recovery processes**	Evaluation Criteria for Module 4
		Description	Integration of insights from post-incident stress debriefing sessions into broader organisational recovery, learning, and wellbeing processes following urban earthquake operations.	**M) The student is capable of coordinating** debriefing activities with organisational leadership and support services. **N) The student is capable of contributing** debriefing insights to organisational learning while respecting confidentiality. **O) The student is capable of supporting** continuity between debriefing outcomes and longer-

				term psychological recovery measures. **P) The student is capable of embedding** psychological recovery considerations into post-incident operational planning.

MHRTES

SCENARIO	CLO	SKILL	PROFILE	LEVEL
Forest Fire	Track and evaluate ongoing mental health status of firefighting personnel	Forest Fire	**MHRTES**	**Foundation**
Learning title		**Monitoring psychological wellbeing of firefighting crews during extended forest fire operations**		

Unit description		**Summary of the Unit**		
Content structure	**Module 1**	Title	**Psychological wellbeing indicators in extended forest fire operations**	Evaluation Criteria for Module 1
		Description	Introduction to key psychological wellbeing concepts and early warning signs (fatigue, stress, burnout) in firefighting crews operating on rotation schedules during extended forest fire suppression operations. The module clarifies the advisory nature of MHRTES monitoring within the operational structure, defining the limits of intervention during active suppression phases and reinforcing alignment with incident command authority.	**A) The student is capable of identifying** early warning signs of fatigue, stress, and burnout in firefighting personnel during extended operations. **B) The student is capable of explaining** the purpose and limits of routine psychological wellbeing monitoring in operational environments. **C) The student is capable of recognising** work-pattern and rotation-related risk factors that may accelerate fatigue and burnout. **D) The student is capable of identifying** ethical and confidentiality considerations when monitoring and recording responder psychological wellbeing.
	Module 2	Title	**Standarized check-ins and observational monitoring techniques for firefighting crews and individuals**	Evaluation Criteria for Module 2
		Description	Application of structured check-ins and operational observation	**E) The student is capable of conducting** regular check-ins with crew members or individual fire-fighters using a structured

			techniques to monitor psychological wellbeing across firefighting crews and individuals during extended forest fire operations. Aditionally this module focuses on developing the skills needed to monitor and assess the psychological wellbeing of firefighting crews or individual responders during and after operational deployments.	approach appropriate for operational settings. **F) The student is capable of establishing** a psychologically safe interaction that encourages responders to share wellbeing concerns. **G) The student is capable of using** appropriate verbal and non-verbal communication to support effective observation and early identification of distress. **H) The student is capable of recognising** when a responder's psychological state may compromise safety, performance, or team functioning.
	Module 3	Title	**Assessment tools and documentation of psychological status within operational timeframes**	Evaluation Criteria for Module 3
		Description	Use of practical assessment tools and timely documentation methods to record crew psychological status during extended forest fire operations and within operational timeframes. This module develops the capacity to design and implement structured systems for monitoring psychological wellbeing across teams and operations.	**I) The student is capable of using** basic psychological wellbeing assessment tools appropriate for field conditions and crew monitoring. **J) The student is capable of documenting** psychological status accurately and consistently to support ongoing tracking across rotation schedules. **K) The student is capable of maintaining** confidentiality and secure handling of documented wellbeing information within emergency response structures. **L) The student is capable of recognising** patterns and changes over time by comparing repeated check-in and observation records.
	Module 4	Title	**Using monitoring results to inform crew rotation and support decisions**	Evaluation Criteria for Module 4
		Description	Interpretation and communication of monitoring findings	**M) The student is capable of interpreting** documented wellbeing

			to inform crew rotation decisions and operational adjustments while maintaining professional boundaries and confidentiality.	information to support evidence-informed crew rotation recommendations. **N) The student is capable of communicating** wellbeing observations calmly, clearly, and professionally to relevant operational leadership within time constraints. **O) The student is capable of identifying** when escalation, additional support measures, or referral pathways are needed for responders at heightened risk. **P) The student is capable of supporting** operational adjustments that protect crew wellbeing while maintaining professional boundaries and avoiding actions that may increase distress.

SCENARIO	CLO	SKILL	PROFILE	LEVEL
Forest Fire	Track and evaluate ongoing mental health status of firefighting personnel	Forest Fire	**MHRTES**	**Proficient**

Learning title	**Monitoring psychological wellbeing of firefighting crews during extended forest fire operations**
Prerequisites	

Unit description		**Summary of the Unit**		
Content structure	**Module 1**	Title	**Designing wellbeing monitoring systems for sustained, multi-team fire suppression**	Evaluation Criteria for Module 1
		Description	Design of comprehensive psychological wellbeing monitoring systems for international and national firefighting teams operating across sustained 2-week suppression deployments, defining indicators, workflows, roles, and reporting lines.	**A) The student is capable of designing** a structured psychological wellbeing monitoring system suitable for sustained suppression operations across multiple teams. **B) The student is capable of selecting** appropriate mental health indicators and monitoring frequency to reflect operational demands and rotation cycles. **C) The student is capable of defining** roles, responsibilities, and information flows for wellbeing monitoring within emergency response structures. **D) The student is capable of integrating** ethical, confidentiality, and data-

				protection requirements into the monitoring system design.
	Module 2	Title	**Tracking mental health indicators across aerial crews, ground teams, and forestry workers in remote conditions**	Evaluation Criteria for Module 2
		Description	Implementation of monitoring approaches that track mental health indicators across aerial crews, ground suppression teams, and forestry workers, accounting for cumulative stressors and remote operational constraints.	**E) The student is capable of implementing** monitoring methods that are operationally feasible across diverse responder groups (aerial, ground, forestry). **F) The student is capable of adapting** monitoring tools and communication methods to remote field conditions and limited access environments. **G) The student is capable of identifying** cumulative stress patterns by analyzing repeated monitoring data across the operational period. **H) The student is capable of recognising** when environmental and operational stressors amplify risk for operational fatigue and burnout in specific roles.
	Module 3	Title	**Psychological readiness assessments and incident command coordination for rotation optimization**	Evaluation Criteria for Module 3
		Description	Coordination with incident command to optimize crew rotation decisions using psychological readiness assessments and timely reporting of wellbeing risks within operational timeframes.	**I) The student is capable of** conducting or overseeing psychological readiness assessments that support rotation planning and safe task allocation. **J) The student is capable of** translating wellbeing findings into clear, actionable recommendations for incident command under time pressure. **K) The student is capable of** coordinating across national/international teams to ensure consistent monitoring standards and comparable readiness reporting. **L) The student is capable of** evaluating rotation decisions against wellbeing data

				to reduce cumulative stress and maintain operational effectiveness.
	Module 4	Title	**Early intervention protocols for responders showing signs of operational fatigue**	Evaluation Criteria for Module 4
		Description	Establishment and activation of early intervention protocols for responders showing signs of operational fatigue, including escalation pathways, supportive measures, and follow-up monitoring to prevent deterioration.	**M) The student is capable of** establishing early intervention protocols linked to defined thresholds and observable warning signs. **N) The student is capable of** initiating appropriate early interventions while maintaining professional boundaries and avoiding actions that may increase distress. **O) The student is capable of** coordinating escalation and referral pathways when responders require additional support beyond field-based interventions. **P) The student is capable of** monitoring the effectiveness of interventions over time and adjusting the operational approach based on updated wellbeing evidence.

SCENARIO	CLO	SKILL	PROFILE	LEVEL
Forest Fire	Identify and mitigate sources of occupational stress affecting emergency personnel during prolonged forest fire suppression operations in remote	Manage stress in the workplace	**MHRTES**	**Foundation**

Learning title			**Managing occupational stress in firefighting teams during prolonged remote forest fire suppression**	
Prerequisites				
Unit description	**Summary of the Unit**			
Content structure	**Module 1**	Title	**Occupational stressors in prolonged remote fire suppression operations**	Evaluation Criteria for Module 1
		Description	Introduction to primary occupational stressors affecting firefighting teams during extended forest fire suppression, including prolonged deployment, remote location isolation, and family separation.	**A) The student is capable of identifying** primary occupational stressors affecting firefighting teams during prolonged remote deployments. **B) The student is capable of explaining** how remote isolation and family separation contribute to stress levels in operational settings. **C) The student is capable of recognising** early signs that stress is negatively affecting individual functioning and team performance. **D) The student is capable of distinguishing** normal operational stress responses from warning signs that require additional support.
	Module 2	Title	**Basic assessment and communication for stress identification in teams**	Evaluation Criteria for Module 2
		Description	Application of basic approaches to identify workplace stress through structured check-ins, observation, and supportive communication with members of 3–5	**E) The student is capable of conducting** basic check-ins to identify stress-related concerns among team members during extended operations.

			firefighting teams within operational constraints.	**F) The student is capable of using** appropriate verbal and non-verbal communication to create a supportive interaction about stress and wellbeing. **G) The student is capable of recognising** when workplace stress may compromise operational safety, decision-making, or teamwork. **H) The student is capable of documenting** key observed stressors and concerns in a concise manner suitable for operational use.
	Module 3	Title	**Rest cycle protocols as a stress mitigation strategy**	Evaluation Criteria for Module 3
		Description	Implementation of basic stress mitigation measures through rest cycle protocols, including fatigue-aware scheduling and practical recovery practices suited to forest fire suppression environments	**I) The student is capable of explaining** the purpose of rest cycle protocols in reducing occupational stress and fatigue during extended operations. **J) The student is capable of applying** basic rest and recovery practices within the constraints of forest fire suppression operations. **K) The student is capable of recognising** when rest cycle adjustments are needed due to cumulative stress, fatigue, or reduced performance. **L) The student is capable of supporting** adherence to rest cycles by promoting a team culture that values recovery and operational readiness.
	Module 4	Title	**Peer support networks and operationally feasible coping strategies**	Evaluation Criteria for Module 4
		Description	Establishment and use of peer support networks and practical coping strategies to	**M) The student is capable of promoting** peer support networks within firefighting teams as a

			mitigate stress from isolation, prolonged deployment, and family separation while maintaining professional boundaries.	protective factor against occupational stress. **N) The student is capable of encouraging** practical coping strategies that are feasible in remote operational conditions. **O) The student is capable of maintaining** professional boundaries and avoiding actions that may increase distress when supporting stressed team members. **P) The student is capable of recognising** when peer support and basic strategies are insufficient and escalation or referral is required.

SCENARIO	**CLO**	**SKILL**	**PROFILE**	**LEVEL**
			MHRTES	**Proficient**

Learning title	**Leading workplace stress management programs in multinational forest fire suppression campaigns**
Prerequisites	

Unit description	**Summary of the Unit**			
Content structure	**Module 1**	Title	**Leading stress management programs across multinational 3-week fire campaigns**	Evaluation Criteria for Module 1

		Description	Leadership of comprehensive workplace stress management programs across multinational firefighting operations spanning 3-week campaigns, defining program structure, roles, and operational integration.	**A) The student is capable of leading** a structured workplace stress management program suitable for prolonged multinational fire suppression operations. **B) The student is capable of defining** roles, responsibilities, and reporting lines to embed stress management within operational command structures. **C) The student is capable of ensuring** consistent stress management standards across international teams with different practices and expectations. **D) The student is capable of integrating** ethical, confidentiality, and duty-of-care requirements into program leadership and delivery.
	Module 2	Title	**Analyzing complex stressor interactions in remote suppression environments**	Evaluation Criteria for Module 2
		Description	Analysis of complex, interacting occupational stressors including crew rotation pressures, international team integration challenges, remote hardships, weather-dependent uncertainty, and community evacuation responsibilities.	**E) The student is capable of analyzing** how multiple stressors interact and compound risk during prolonged remote fire suppression campaigns. **F) The student is capable of identifying** high-risk roles, periods, and operational conditions where stress escalation is most likely. **G) The student is capable of interpreting** operational information (e.g., rotation tempo, weather-driven shifts, evacuation demands) to anticipate stress impacts. **H) The student is capable of prioritising** stressors and mitigation needs using evidence-informed judgment within operational constraints.
	Module 3	Title	**Designing multilayered stress mitigation**	Evaluation Criteria for Module 3

			systems for teams and operations	
		Description	Design of multilayered stress mitigation systems that address individual, team, and organisational factors, including rotation support measures, integration practices, and resilience supports suited to remote conditions.	**I) The student is capable of designing** a multilayered stress mitigation system that combines prevention, early detection, and response measures. **J) The student is capable of developing** mitigation measures that reduce rotation pressures and sustain readiness across extended deployments. **K) The student is capable of designing** approaches that strengthen multinational team integration and reduce stress arising from coordination and cultural differences. **L) The student is capable of evaluating** mitigation feasibility and adapting system components to weather-driven operational changes and remote logistics.
	Module 4	Title	**Psychological first aid stations and coordinated early intervention pathways**	Evaluation Criteria for Module 4
		Description	Incorporation of psychological first aid stations into stress management systems, establishing early intervention pathways and coordinated support for responders under sustained operational strain.	**M) The student is capable of designing and positioning** psychological first aid stations to provide timely support within operational flow. **N) The student is capable of establishing** clear thresholds and pathways for early intervention when responders show signs of operational fatigue or distress. **O) The student is capable of coordinating** psychological first aid resources with incident command to balance wellbeing needs and operational demands. **P) The student is capable of reviewing** stress management outcomes and adjusting the program based on observed trends, feedback, and operational results.

SCENARIO	CLO	SKILL	PROFILE	LEVEL
Earthquake	Deliver psychological first aid and crisis intervention to emergency responders experiencing acute trauma during mass casualty urban earthquake operations	Provide emergency psychological support to emergency personnel	**MHRTES**	**Foundation**

Learning title		**Psychological First Aid and crisis intervention for emergency responders in mass casualty earthquake operations**		
Prerequisites				
Unit description	**Summary of the Unit**			
Content structure	**Module 1**	Title	**Psychological first aid frameworks in mass casualty earthquake response**	Evaluation Criteria for Module 1
		Description	Introduction to the principles, objectives, and limitations of psychological first aid (PFA) when supporting emergency responders exposed to traumatic events during mass casualty urban earthquake operations. The module explicitly defines the scope and operational limits of psychological first aid in acute response phases, clarifying when brief stabilisation support is appropriate and when referral to specialised services is required.	**A) The student is capable of identifying** common acute stress reactions among emergency responders following mass casualty earthquake incidents. **B) The student is capable of explaining** the objectives and limits of psychological first aid in emergency response contexts. **C) The student is capable of recognising** situations that require immediate psychological support versus referral to specialised services. **D) The student is capable of identifying** ethical and confidentiality considerations when providing psychological support.
	Module 2	Title	**Basic psychological first aid techniques for emergency responders**	Evaluation Criteria for Module 2
		Description	Application of basic psychological first aid techniques to stabilise and support	**E) The student is capable of applying** basic psychological first aid techniques to support responders showing signs of acute stress.

			emergency responders experiencing acute stress during earthquake response operations.	**F) The student is capable of establishing** a supportive and psychologically safe interaction with distressed responders. **G) The student is capable of using** appropriate verbal and non-verbal communication to reduce acute distress. **H) The student is capable of recognising** when a responder's psychological state may compromise operational safety.
	Module 3	Title	**Psychological safety and responder wellbeing during operations**	Evaluation Criteria for Module 3
		Description	Support of psychological safety and basic wellbeing of emergency responders during ongoing earthquake operations, including monitoring stress indicators and promoting short-term coping strategies.	**I) The student is capable of recognising** early indicators of psychological overload among responders. **J) The student is capable of promoting** basic coping strategies to support responder wellbeing during operations. **K) The student is capable of encouraging** peer support within response teams. **L) The student is capable of identifying** when immediate operational adjustments are needed to protect responder wellbeing.
	Module 4	Title	**Communication and boundaries in psychological support provision**	Evaluation Criteria for Module 4

		Description	Use of appropriate communication techniques and professional boundaries when providing psychological first aid to emergency responders in high-pressure earthquake environments.	**M) The student is capable of communicating** calmly and effectively with distressed responders. **N) The student is capable of maintaining** professional boundaries while providing psychological support. **O) The student is capable of avoiding** actions that may inadvertently increase distress or re-traumatisation. **P) The student is capable of respecting** confidentiality while operating within emergency response structures.

SCENARIO	CLO	SKILL	PROFILE	LEVEL
Earthquake	Deliver psychological first aid and crisis intervention to emergency responders experiencing acute trauma during mass casualty urban earthquake operations	Provide emergency psychological support to emergency personnel	MHRTES	**Proficient**

Learning title	**Psychological First Aid and crisis intervention for emergency responders in mass casualty earthquake operations**

Unit description		**Summary of the Unit**		
Content structure	**Module 1**	Title	**Psychological crisis intervention in mass casualty earthquake operations**	Evaluation Criteria for Module 1
		Description	Delivery of structured psychological crisis intervention to emergency responders experiencing acute trauma during mass casualty earthquake response operations.	**A) The student is capable of delivering** structured psychological crisis intervention to responders experiencing acute trauma. **B) The student is capable of stabilising** responders in situations of intense emotional distress. **C) The student is capable of adapting** intervention approaches to rapidly evolving operational conditions. **D) The student is capable of balancing** psychological support with ongoing operational demands.

	Module 2	Title	**Monitoring and supporting team-level psychological wellbeing**	Evaluation Criteria for Module 2
		Description	Monitoring psychological wellbeing at team level and implementing support measures to prevent escalation of distress during prolonged earthquake response operations.	**E) The student is capable of monitoring** psychological wellbeing indicators within emergency response teams. **F) The student is capable of identifying** patterns of cumulative stress affecting team performance. **G) The student is capable of implementing** immediate team-level support measures to reduce psychological strain. **H) The student is capable of coordinating** psychological support actions without disrupting operational continuity.
	Module 3	Title	**Coordination of psychological support and referral pathways**	Evaluation Criteria for Module 3
		Description	Coordination of psychological support actions with mental health professionals, organisational support structures, and referral pathways during and after earthquake response operations.	**I) The student is capable of coordinating** psychological support with mental health professionals and support services. **J) The student is capable of initiating** appropriate referral processes for responders requiring specialised care. **K) The student is capable of ensuring** continuity between immediate support and follow-up mechanisms. **L) The student is capable of operating** within established organisational and ethical frameworks.
	Module 4	Title	**Integration of psychological support into operational leadership**	Evaluation Criteria for Module 4
		Description	Integration of psychological support	**M) The student is capable of integrating** psychological wellbeing

			considerations into operational leadership, planning, and decision-making during complex and prolonged earthquake response operations.	considerations into operational planning and leadership decisions. **N) The student is capable of advising** leadership on psychological risks affecting responder performance. **O) The student is capable of contributing** to post-incident psychological stabilisation strategies. **P) The student is capable of supporting** organisational learning related to responder mental health and wellbeing.

SCENARIO	CLO	SKILL	PROFILE	LEVEL
Earthquake	Lead structured group discussions following traumatic building collapse incidents to help urban search and rescue responders process mass casualty experiences and promote psychological recovery	Facilitate post-incident stress debriefing sessions	MHRTES	Foundation

Learning title	**Post-Incident stress debriefing and psychological recovery for USAR responders after urban earthquake building collapse**
Prerequisites	

Unit description	**Summary of the Unit**		
Content structure	**Module 1**	Title	**Foundations of post-incident stress debriefing in USAR contexts**	Evaluation Criteria for Module 1
		Description	Introduction to the purpose, principles, scope, and limitations of post-incident stress debriefing following traumatic building collapse incidents during urban earthquake response operations.	**A) The student is capable of explaining** the objectives and limits of post-incident stress debriefing in USAR contexts. **B) The student is capable of identifying** common psychological responses of responders following mass casualty building collapse incidents. **C) The student is capable of distinguishing** between operational debriefing and psychological stress debriefing. **D) The student is capable of recognising** ethical principles and confidentiality requirements in group debriefing sessions.
	Module 2	Title	**Structuring basic group debriefing sessions after collapse incidents**	Evaluation Criteria for Module 2
		Description	Preparation and structuring of basic group debriefing sessions to allow USAR responders to safely reflect on experiences following traumatic earthquake-related building collapses.	**E) The student is capable of preparing** a structured group debriefing session following a collapse incident. **F) The student is capable of defining** clear objectives and boundaries for a debriefing session.

				G) The student is capable of sequencing debriefing phases in a logical and supportive manner. **H) The student is capable of** creating a psychologically safe environment for group discussion.
	Module 3	Title	**Basic facilitation of group discussions with affected responders**	Evaluation Criteria for Module 3
		Description	Facilitation of basic group discussions that enable responders to share experiences and reactions without re-traumatisation or escalation of distress.	**I) The student is capable of facilitating** group discussions in a calm and supportive manner. **J) The student is capable of encouraging** respectful participation among group members. **K) The student is capable of recognising** signs of emotional overload during discussions. **L) The student is capable of managing** basic group dynamics in emotionally charged situations.
	Module 4	Title	**Psychological safety and boundaries in group debriefing**	Evaluation Criteria for Module 4
		Description	Application of psychological safety principles and professional boundaries during group debriefing sessions following traumatic building collapse incidents.	**M) The student is capable of maintaining** psychological safety throughout group debriefing sessions. **N) The student is capable of setting** and maintaining appropriate professional boundaries. **O) The student is capable of avoiding** facilitation practices that may increase distress or re-traumatisation. **P) The student is capable of respecting** confidentiality while operating within emergency response structures.

SCENARIO	CLO	SKILL	PROFILE	LEVEL
Earthquake	Lead structured group discussions following traumatic building collapse incidents to help urban search and rescue responders process mass casualty experiences and promote psychological recovery	Facilitate post-incident stress debriefing sessions	**MHRTES**	**Proficient**

Learning title	**Post-Incident stress debriefing and psychological recovery for USAR responders after urban earthquake building collapse**

Unit description		**Summary of the Unit**		
Content structure	**Module 1**	Title	**Proficient facilitation of structured post-incident stress debriefing sessions**	Evaluation Criteria for Module 1
		Description	Leadership of structured post-incident stress debriefing sessions for USAR teams exposed to mass casualty building collapse incidents during earthquake response.	**A) The student is capable of leading** structured group debriefing sessions for USAR responders after mass casualty incidents. **B) The student is capable of guiding** groups through reflective processes that support psychological recovery. **C) The student is capable of maintaining** session structure while responding to group needs. **D) The student is capable of closing** debriefing sessions in a stabilising and supportive manner.
	Module 2	Title	**Managing intense emotional responses and complex group dynamics**	Evaluation Criteria for Module 2
		Description	Management of intense emotional reactions, conflict, and complex group dynamics that may emerge during post-incident debriefing sessions.	**E) The student is capable of managing** strong emotional reactions expressed by group members. **F) The student is capable of de-escalating** tension or conflict during group discussions. **G) The student is capable of supporting** distressed individuals while maintaining group focus.

				H) The student is capable of adapting facilitation strategies to complex group dynamics.
	Module 3	Title	**Identification of unresolved distress and referral needs**	Evaluation Criteria for Module 3
		Description	Identification of responders showing signs of unresolved psychological distress during debriefing sessions and initiation of appropriate follow-up or referral actions.	**I) The student is capable of identifying** indicators of unresolved or escalating psychological distress. **J) The student is capable of distinguishing** between normal stress reactions and signals requiring further support. **K) The student is capable of initiating** appropriate referral or follow-up processes. **L) The student is capable of communicating** referral needs within organisational support frameworks.
	Module 4	Title	**Integration of debriefing outcomes into organisational recovery processes**	Evaluation Criteria for Module 4
		Description	Integration of insights from post-incident stress debriefing sessions into broader organisational recovery, learning, and wellbeing processes following urban earthquake operations.	**M) The student is capable of coordinating** debriefing activities with organisational leadership and support services. **N) The student is capable of contributing** debriefing insights to organisational learning while respecting confidentiality. **O) The student is capable of supporting** continuity between debriefing outcomes and longer-term psychological recovery measures. **P) The student is capable of embedding** psychological recovery considerations into post-incident operational planning.

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