

## Tactical Assessment Sub Charter

### Tactical Rope Sub Charter

#### **T1. Tactical rope systems should consist of two ropes where possible.**

Operational realities will often negate the use of two rope systems; this needs to be identified in ITRA training and assessment. Where possible (especially in training) a second rope or other backup system should be employed. For the sake of reality based training and mental conditioning, however a single rope system is permissible as long as all parties are in agreement & a comprehensive risk assessment validates this course of action.

#### **T2. Rope functions may be interchangeable.**

The function of the ropes may be completely interchangeable during an evolution / task, so long as rope diameter and MBS / WLL remains appropriate (i.e. micro rope systems in the 8 - 6mm range may not safely afford immediate interchangeability of roles).

#### **T3. Rope systems should pass the *hands-off* test where possible.**

The hands-off or 'whistle' test may not be applicable in tactical scenarios. If all participants are in agreement prior to any assessment activity that a hands-off test is both appropriate and applicable it may be implemented, otherwise this test may be void.

#### **T4. Rope systems may pass a *critical point analysis* if appropriate & agreed on.**

Unlike other roping disciplines, tactical roping will inevitably make use of single rope, non-redundant systems and highly improvised anchors. Trainers and assessors running ITRA tactical roping programs will not always (and in some cases will never) be able to apply critical point analysis to different situations. Traditionally, the below items have been considered *bombproof* elements, but experience has shown that these too can, and have, failed. Pre-operation inspection is still required!

- a) Rigging plates / rings rated 36 KN and higher (smaller rigging plates go down to 30 KN)
- b) Heavy rescue pulley (such as Kootney) rated 36KN or greater
- c) Harnesses (sit or full body, proprietary or improvised webbing type)
- c) Unquestionably sound anchors (large tree, concrete column, steel beam etc)

Acceptable elements may include:

Vegetation anchors, parapet hooks, grappling hooks, escape system hooks, human anchors, active & passive climbing protection, pitons, bolts, ground stakes, vehicle component anchors, and single ropes rated for rescue loads (minimum 20KN) that have been adequately protected on all edges.

#### **T5. Rope systems must be capable of supporting a fully equipped operator & possibly a rescue (2kN) load.**

In the context of the assessment activity, if there is any likelihood an anchor or anchor system (say used for tactical access) may be co-opted into a rescue anchor or anchor system (say to retrieve a downed operator), this anchor or anchor system must be capable of supporting a minimum 2kN rescue load.

#### **T6. Assessors operate safe and effective ratio to candidates.**

Assessors may not exceed assessing more than eight rope candidates per day unless operational context dictates a larger group. In this instance a second assessor may be required.

#### **T7. Canine activities.**

Canine simulation dummies will be preferable over live animals where possible.

#### **T8. Assessment Independence.**

ITRA's goal for assessment is to ultimately have an independent assessor who has not instructed a candidate perform the assessment. This is the ultimate goal of the tactical discipline as well. However, based on the current paucity of tactical assessors, and often the access restrictions and security clearances mandated at military installations / law enforcement special operations, this requirement will not always be possible.

Some special operations instructors will seek ITRA instructor / assessor qualification with the intent to train in-house operators that will not permit outside assessors due to operational security. Current culture in military / LE professional training accepts that in most cases, some instructor cadre will also be tasked to perform certain assessments, especially where some skills are group / team oriented (like night operations, team window entry, weapons management, remote rigging over structures, some specific intervention skills), or where one instructor has the specific prowess to perform instructor quality demonstrations for the course. In some cases, team based drills and training operations require several cadre members to teach and provide feedback at once, perhaps at different points along a team entry. This is a common practice worldwide in military / special operations field training.

The greater goal in this capacity is to ensure impartiality, versus independence. Tactical assessors MAY be required to assess certain students (in their course) in certain learning objectives. If this is anticipated to occur, the team affiliations and personal relationships between assessor and student must be disclosed prior to assessment, and if a direct conflict of interest exists, that assessment will be postponed until an impartial assessor can be secured, regardless of which assessment model is intended.

The current ITRA Assessment charter lists 5 assessment models:

1. True total independence: Instructor / assessor performing the assessment has had no contact with the candidates within 90 days and has no conflicts of interests as described above.
2. Split Instruction / Assessment: The course is split in half or thirds. Each group is taught by their own instructor. For assessment, the instructors switch groups to assess a group they did not instruct.
3. Split by Learning Objectives: Learning objectives (or clusters of them) are taught and assessed by different instructor / assessors during the course of a class. In disciplines where there are many TEAM BASED skills to be assessed (tactical, USAR, swift water, etc.), a very high burden of demonstration, and / or a need for a very large number of instructors given the risk analysis (ex. tactical...easily a 2 to 1 student to instructor ratio in some cases), all students will receive some instruction from all instructors, but will have their LO's taught and assessed by different cadre.
4. Exceptional Circumstance Model: If a special situation is anticipated at a certain venue where one of the above assessment models is not suitable, a proposal may be submitted to the relevant working group for review at least 60 days in advance of the proposed training / assessment. The reason none of the pre-approved assessment models will work must be articulated in detail. The assessment plan must be described in as much detail as possible. The working group will make a recommendation about the proposed custom assessment model and forward it to the board of directors for final review and disposition. (If need be, this will be an electronic vote.) This may take time, so if a departure from the approved models is anticipated, at least 60 days notice must be given to the ITRA working group so as to allow processing of the request. A robust justification will be needed to gain permission from the pre-approved models, but ITRA recognizes that in some special cases, the needs of the host nation or student group may benefit from it.
5. TEAM BASED ASSESSMENT (TBA) model: For some disciplines (namely USAR, Swift water, and Tactical) some learning objectives either cannot be performed alone, or the skills are graded in context with performance with adjacent operators. In these cases, candidates to be assessed will be assessed as a group / team, and will ALL pass or fail together. Learning objectives with this requirement should be listed in the qualification syllabus as TBA, and this should also be mentioned in the comments section for each learning objective in ITM. For TBA learning objectives, the same assessment models / requirement apply as above.

The tactical working group has as its goal to only use models 1 and 2, but until a sufficient population of tactical instructor cadre is established, model 3 is also accepted without prior authorization. Once a region has collectively obtained 30 instructor / assessors, model 3 should only be used on a case-by-case, special request basis, akin to the custom model stipulations described under model 4.

Model 5 deals with Team Based Assessments. This applies to those LO's listed as TBS (Team Based Skills) in the syllabus, or at the discretion of the instructor with advance approval from the TacWG. This merely means that candidates assessing those LO's will be assessed as a group of some size. Models 1, 2, and 3 equally for this requirement.

**Tactical Rope Sub Charter UPDATE ver. 2.0 February 2022**