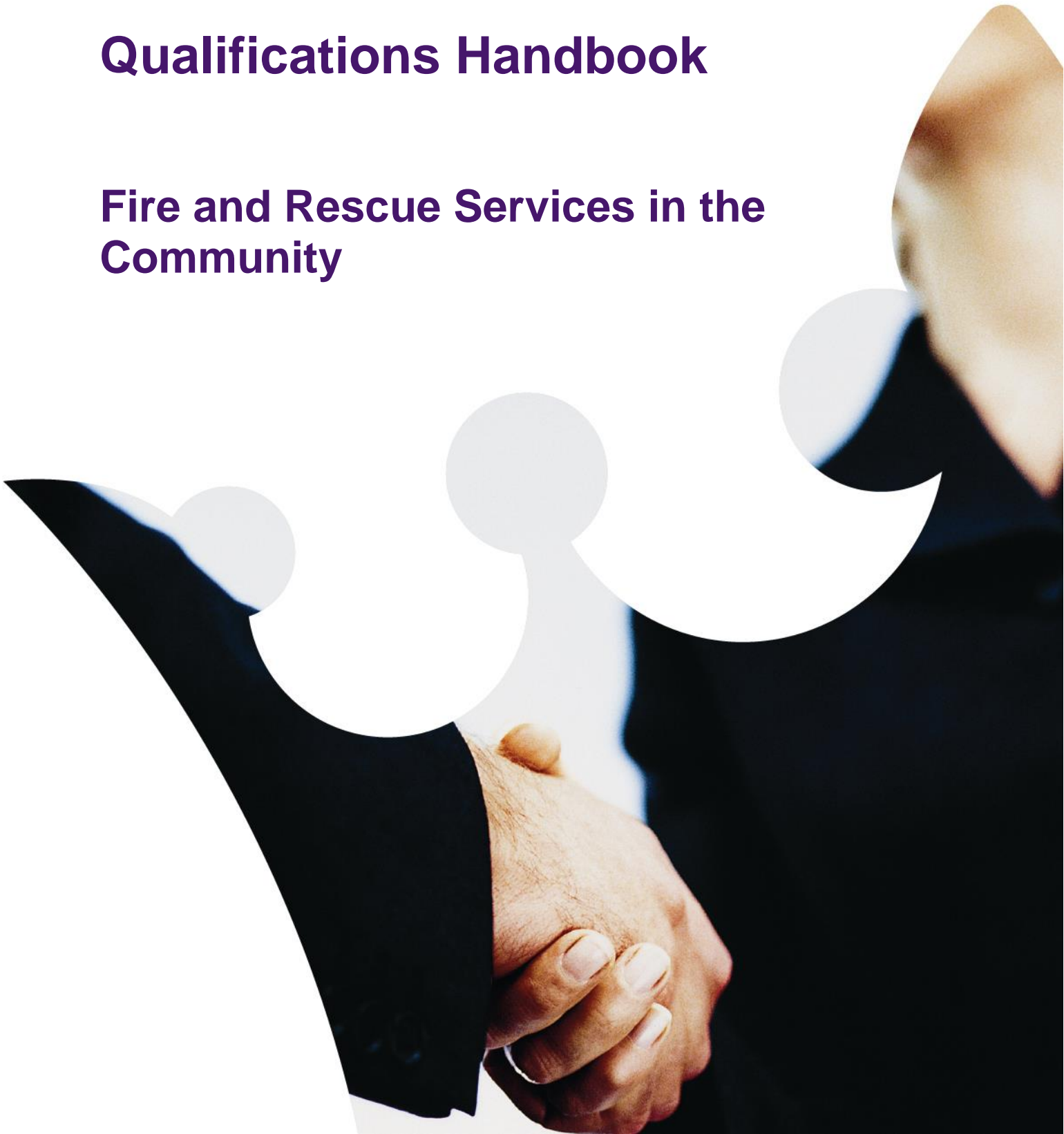


# **Qualifications Handbook**

## **Fire and Rescue Services in the Community**



# Qualifications Handbook

## SFJ Awards Level 2 Award in Fire and Rescue Services in the Community

Qualification No: 601/0787/X

## SFJ Awards Level 2 Certificate in Fire and Rescue Services in the Community

Qualification No: 601/0788/1

Version	Date of issue	Amendment(s)	Page(s)
V2	03.05.17	Section 2.8 Add Total Qualification Time	8
		Section 2.9 Use of Languages updated	8
		Add copyright information	41
V1	23.03.16	Section 3 Centre Requirements text updated	9
		Section 4 Assessment: updated to provide additional information	10-16
		Section 5 Qualification Units: content and unit numbering added	17-39
V0.3	05.01.16	Update SFJ Awards contact details	4
		Remove references to QCF	Various

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# 1 Introduction

## 1.1 About us

SFJ Awards is part of the Skills for Justice Group. For the last 10 years Skills for Justice has been working with employers, Governments of the UK and agencies within the skills system, to better equip workforces with the right skills now and for the future.

During this time Skills for Justice has earned an enviable reputation for its knowledge of the sector and its proactive approach to the development of skills and qualifications, along with an ability to deliver genuinely workable solutions for the employers it represents.

SFJ Awards is an awarding organisation that builds upon this reputation, and understands the specific challenges facing the Policing, Community Safety, Legal and Armed Forces sectors, enabling us to quality assure learning outcomes that are suited to the needs of the sectors.

Customer satisfaction is the cornerstone of our organisation, and is delivered through an efficient, customer-led service, providing excellent value for money.

## 1.2 Customer Service Statement

Our Customer Service Statement is published on SFJ Awards website giving the minimum level of service that Centres can expect. The Statement will be reviewed annually and revised as necessary in response to customer feedback, changes in legislation, and guidance from the qualifications Regulators.

## 1.3 Centre Support

SFJ Awards works in partnership with its customers. For help or advice contact:

SFJ Awards  
Consult House  
Meadowcourt Business Park  
4 Hayland Street  
Sheffield  
S9 1BY

Tel: 0114 284 1970

E-mail: [info@sfjawards.com](mailto:info@sfjawards.com)

Website: [www.sfjawards.com](http://www.sfjawards.com)

## 2 The Qualifications

This handbook relates to the following qualifications:

- SFJ Awards Level 2 Award in Fire and Rescue Services in the Community
- SFJ Awards Level 2 Certificate in Fire and Rescue Services in the Community

### 2.1 Overall Objective for the Qualifications

These qualifications are aimed at learners interested in the work of the fire and rescue services. They provide an opportunity for young people (14 to 18 years old) to gain an insight into the work of the fire and rescue services and progress to further vocational qualifications for the public services.

### 2.2 Pre-entry Requirements

There are no pre-entry requirements for enrolling to complete these qualifications.

### 2.3 Units and Rules of Combination

#### 2.3.1 Level 2 Award in Fire and Rescue Services in the Community

This qualification consists of one mandatory unit which provides a total of 4 credits (see below).

Mandatory Unit				
Unit Number	Ofqual Reference	Unit Title	Level	Credit Value
L2-FRSC-01	J/502/7610	Functions and responsibilities of the fire and rescue service in the community	2	4

#### 2.3.2 Level 2 Certificate in Fire and Rescue Services in the Community

This qualification consists of a single mandatory unit plus optional units. Learners must achieve the mandatory unit and sufficient optional units to make up 13 credits in total. The qualification structure is shown on the following pages.

Mandatory Unit				
Unit Number	Ofqual Reference	Unit Title	Level	Credit Value
L2-FRSC-01	J/502/7610	Functions and responsibilities of the fire and rescue service in the community	2	4

<b>Optional Units</b>				
<b>Unit Number</b>	<b>Ofqual Reference</b>	<b>Unit Title</b>	<b>Level</b>	<b>Credit Value</b>
L2-FRSC-02	D/502/7676	Respond to Fire and Rescue Service Exercise Ground Scenarios	2	2
L2-FRSC-03	D/502/7757	Team and Leadership Skills used in the Emergency Services	2	1
L2-FRSC-04	D/502/7760	Effective Communication in the Fire and Rescue Service	2	1
L2-FRSC-05	D/502/7774	Water Safety and Water Rescue Techniques used by the Fire and Rescue Service	2	1
L2-FRSC-06	F/502/7752	Breathing Apparatus Equipment and Procedures	2	2
L2-FRSC-07	J/502/7753	Casualty Extrication in the Fire and Rescue Service	2	2
L2-FRSC-08	K/502/7678	Science of Fire	2	1
L2-FRSC-09	K/502/7776	Careers Related to the Fire and Rescue Service	2	1
L2-FRSC-10	L/502/7771	Navigation Skills used in the Fire and Rescue Service	2	1
L2-FRSC-11	M/502/7679	Fire investigation in the Fire and Rescue Service	2	1
L2-FRSC-12	R/502/7674	Preservation of Artefacts in the Fire and Rescue Service	2	1
L2-FRSC-13	Y/502/7675	Planning, Participating in and Reviewing Residential Excursion	2	2
L2-FRSC-14	Y/502/7613	Emergency Services Community	2	1
L2-FRSC-15	A/502/7667	Pumping Appliances used by the Fire and Rescue Service	2	2

Optional Units				
Unit Number	Ofqual Reference	Unit Title	Level	Credit Value
L2-FRSC-16	D/502/7662	Operation and Use of Ladders in the Fire and Rescue Service	2	2
L2-FRSC-17	J/502/7672	Citizenship and Community Project in the Fire and Rescue Service	2	2
L2-FRSC-18	M/502/7665	Special Appliances used by the Fire and Rescue Service	2	1
L2-FRSC-19	F/502/7671	Community Safety	2	1
L2-FRSC-20	T/502/7909	Healthy Living for Working in the Fire and Rescue Service	2	1
L2-FRSC-21	T/502/7618	Using Fire and Rescue Service Hoses, Lines and Associated Equipment	2	2
L2-FRSC-22	H/502/7615	History and Changing Functions of the Fire and Rescue Service	2	2
L2-FRSC-23	J/502/7669	Resource Management in the Fire and Rescue Service	2	1

The detailed content of the units can be found in Section 5: Qualification Units.

## 2.4 Age Restriction

This qualification is available to learners aged 14 to 18 years old.

## 2.5 Opportunities for Progression

This qualification creates a number of opportunities for progression into other vocational qualifications relevant to fire and rescue services.

## 2.6 Exemption

No exemptions have been identified.

## 2.7 Credit Transfer

Credits from identical units that have already been achieved by the learner may be transferred.

## 2.8 Total Qualification Time

Total Qualification Time comprises of the following two elements.<sup>1</sup>

- (a) The number of hours which an awarding organisation has assigned to a qualification for Guided Learning, and
- (b) An estimate of the number of hours a Learner will reasonably be likely to spend in preparation, study or any other form of participation in education or training, including assessment, which takes place as directed by – but, unlike Guided Learning, not under the immediate guidance or supervision of – a lecturer, supervisor, tutor or other appropriate provider of education or training.

The Total Qualification Time and Guided Learning Hours (GLH) for the qualifications are as follows:

Qualification Title	TQT	GLH
SFJ Awards Level 2 Award in Fire and Rescue Services in the Community	40	30-40
SFJ Awards Level 2 Certificate in Fire and Rescue Services in the Community	130	80-130

Guided Learning Hours are estimates. It is the responsibility of centres to decide the appropriate course duration, based on their learners' ability and level of existing knowledge. It is possible, therefore, that the number of Guided Learning Hours will vary from one centre to another according to learners' needs.

## 2.9 Use of Languages

SFJ Awards business language is English and we provide assessment materials and qualification specifications that are expressed in English. Assessment specifications and assessment materials may be requested in Welsh or Irish and, where possible, SFJ Awards will try to fulfil such requests. SFJ Awards will provide assessment materials and qualification specifications that are expressed in Welsh or Irish and support the assessment of those learners, where the number of learners makes it economically viable for SFJ Awards to do so. More information is provided in the SFJ Awards' Use of Language Policy.

For learners seeking to take a qualification and be assessed in British Sign Language or Irish Sign Language, please refer to SFJ Awards' Reasonable Adjustments Policy. A learner may be assessed in British Sign Language or Irish Sign Language where it is permitted by SFJ Awards for the purpose of Reasonable Adjustment.

Policies are available on our website [www.sfjawards.com](http://www.sfjawards.com) or on request from SFJ Awards.

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<sup>1</sup> Total Qualification Time criteria, Ofqual September 2015  
<https://www.gov.uk/government/publications/total-qualification-time-criteria>



# 3 Centre Requirements

Centres must be approved by SFJ Awards and also have approval to deliver the qualifications they wish to offer. This is to ensure centres have the processes and resources in place to deliver the qualifications. Approved centres must adhere to the requirements detailed in the SFJ Awards Centre Handbook, which includes information for centres on assessment and internal quality assurance processes and procedures and is available in the centres' area of the SFJ Awards website <http://sfjawards.com/approved-centres>.

Centres are responsible for ensuring that their assessor and internal quality assurance staff:

- are occupationally competent and/or knowledgeable as appropriate to the assessor or IQA role they are carrying out
- have current experience of assessing/internal quality assuring as appropriate to the assessor or IQA role they are carrying out, and
- have access to appropriate training and support.

Information on the induction and continuing professional development of those carrying out assessment and internal quality assurance must be made available by centres to SFJ Awards through the external quality assurance process.

This qualification handbook should be used in conjunction with the SFJ Awards Centre Handbook, the SFJ Awards Assessment Policy and the SFJ Awards Quality Assurance (Internal and External) Policy. All policies are available on the website [www.sfjawards.com](http://www.sfjawards.com) or on request from SFJ Awards.

# 4 Assessment

## 4.1 Qualification Assessment Methods

Assessment methods that can be used for these qualifications are as follows:

- E-assessment
- Multiple Choice Examination
- Oral Examination
- Portfolio of Evidence (including for example records of professional discussions, question and answer sessions, reflective accounts)
- Practical Demonstration / Assignment
- Written Examination

## 4.2 Assessors

### 4.2.1 Occupational Competence

Due to the risk-critical nature of the work, particularly when assessing in the justice and health sectors, and the legal implications of the assessment process, assessors must understand the nature and context of the learners' work. This means that assessors must be occupationally competent. Each assessor must therefore be, according to current sector practice, competent in the functions covered by the units they are assessing. They will have gained their occupational competence by working within the sector relating to the units or qualification they are assessing.

Assessors must be able to demonstrate consistent application of the skills and the current supporting knowledge and understanding in the context of a recent role directly related to the qualification units they are assessing as a practitioner, trainer or manager.

### 4.2.2 Occupational Knowledge

Where assessors are assessing knowledge-based qualifications, they must be occupationally knowledgeable.

### 4.2.3 Qualification Knowledge

Assessors must be familiar with the qualification units they are assessing. They must be able to interpret and make judgements on current working practices and technologies within the area of work.

#### **4.2.4 Assessor Competence**

Assessors must be able to make valid, reliable and fair assessment decisions. To demonstrate their competence, assessors must be:

- qualified with a recognised assessor qualification, or
- working towards a recognised assessor qualification, or
- able to prove equivalent competence through training to appropriate national standards, for example, National Occupational Standard 9: Assess learner achievement<sup>2</sup> or Police Sector Standard for the Training of Assessors, Assessor Standard.

Approved centres will be required to provide SFJ Awards with current evidence of how each assessor meets these requirements, for example certificates of achievement or testimonials.

#### **4.2.5 Continuing Professional Development**

Assessors must actively engage in continuous professional development activities to maintain:

- occupational competence and knowledge by keeping up-to-date with the changes taking place in the sector(s) for which they carry out assessments
- professional competence and knowledge as an assessor.

### **4.3 Internal Quality Assurers**

#### **4.3.1 Occupational Knowledge**

Internal quality assurers (IQAs) must be occupationally knowledgeable across the range of units for which they are responsible prior to commencing the role. Due to the risk-critical nature of the work, particularly in the justice and health sectors, and the legal implications of the assessment process, they must understand the nature and context of the assessors' work and that of their learners. This means that they must have worked closely with staff who carry out the functions covered by the qualifications, possibly by training or supervising them, and have sufficient knowledge of these functions to be able to offer credible advice on the interpretation of the units.

#### **4.3.2 Qualification Knowledge**

IQAs must understand the content, structure and assessment requirements for the qualification(s) they are internal quality assuring.

Centres should provide IQAs with an induction to the qualifications that they are responsible for quality assuring. IQAs should also have access to ongoing training and updates on current issues relevant to these qualifications.

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<sup>2</sup> National Occupational Standards for Learning and Development, LLUK 2010

### **4.3.3 Internal Quality Assurer Competence**

IQAs must occupy a position in the organisation that gives them the authority and resources to:

- coordinate the work of assessors
- provide authoritative advice
- call meetings as appropriate
- conduct pre-delivery internal quality assurance on centre assessment plans, for example, to ensure that any proposed simulations are fit for purpose
- visit and observe assessment practice
- review the assessment process by sampling assessment decisions
- ensure that assessment has been carried out by assessors who are occupationally competent, or for knowledge-based qualifications occupationally knowledgeable, in the area they are assessing
- lead internal standardisation activity
- resolve differences and conflicts on assessment decisions.

To demonstrate their competence, IQAs must be:

- qualified with a recognised internal quality assurance qualification, or
- working towards a recognised internal quality assurance qualification, or
- able to prove equivalent competence through training to appropriate national standards, for example National Occupational Standard 11: Internally monitor and maintain the quality of assessment<sup>3</sup> or Police Sector Standard for the Training of Internal Verifiers, Internal Verifier Standard.

Approved centres will be required to provide SFJ Awards with current evidence of how each IQA meets these requirements, for example certificates of achievement or testimonials.

### **4.3.4 Continuing Professional Development**

IQAs must actively engage in continuous professional development activities to maintain:

- occupational knowledge by keeping up-to-date with the changes taking place in the sector(s) for which they carry out assessments
- professional competence and knowledge as an IQA.

## **4.4 External Quality Assurers**

External quality assurers (EQAs) are appointed by SFJ Awards to approve centres and to monitor the assessment and internal quality assurance carried out by centres. SFJ Awards are responsible for ensuring that their external quality assurance team have:

- sufficient occupational knowledge
- current experience of external quality assurance

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<sup>3</sup> National Occupational Standards for Learning and Development, LLUK 2010

- access to appropriate training and support.

External quality assurance is carried out to ensure that there is compliance, validity, reliability and good practice in centres. EQAs must have appropriate occupational and verifying knowledge and expertise.

#### **4.4.1 External Quality Assurer Competence**

To demonstrate their competence, EQAs must be:

- qualified with a recognised external quality assurance qualification, or
- working towards a recognised external quality assurance qualification.

#### **4.4.2 Continuing Professional Development**

EQAs must maintain their occupational and external quality assurance knowledge. They will attend training and development designed to keep them up-to-date, facilitate standardisation between staff and share good practice.

### **4.5 Expert Witnesses**

Expert witnesses, for example line managers and supervisors, can provide evidence that a learner has demonstrated competence in an activity. Their evidence contributes to performance evidence and has parity with assessor observation. Expert witnesses do not however perform the role of assessor.

#### **4.5.1 Occupational Competence**

Expert witnesses must, according to current sector practice, be competent in the functions covered by the units for which they are providing evidence. They must be able to demonstrate consistent application of the skills and the current supporting knowledge and understanding in the context of a recent role directly related to the qualification unit that they are witnessing as a practitioner, trainer or manager.

#### **4.5.2 Qualification Knowledge**

Expert witnesses must be familiar with the qualification unit(s) and must be able to interpret current working practices and technologies within the area of work.

### **4.6 Assessing the Qualifications**

These qualifications aim to prepare learners for further learning or training and are therefore not designed to confer competence in the workplace. Learners will need to be given the opportunity to participate in a range of fire and rescue service operational activities. They must however be given the appropriate underpinning knowledge and instruction before any involvement in practical activities.

#### 4.6.1 Knowledge-based assessment

Knowledge-based assessment involves establishing what the learner knows or understands at a level appropriate to the qualification. The depth and breadth of knowledge required at the different qualification levels are defined in Ofqual's level descriptors.<sup>4</sup> Further information on qualification levels is included in the SFJ Awards Assessment Policy.

Assessments must be:

- Fair
- Robust
- Rigorous
- Authentic
- Sufficient
- Transparent
- Appropriate.

Good practice when assessing knowledge includes use of a combination of assessment methods to ensure that as well as being able to recall information, the learner has a broader understanding of its application in the workplace. This ensures that qualifications are a valid measure of a learner's knowledge and understanding.

A proportion of any summative assessment may be conducted in controlled environments to ensure conditions are the same for all learners. This could include use of:

- Closed book conditions, where learners are not allowed access to reference materials
- Time bound conditions
- Invigilation.

SFJ Awards expect assessors to use a variety of different assessment methods to make a decision about an individual's knowledge and understanding, which are likely to include a combination of the following:

- a) Written tests in a controlled environment
- b) Multiple choice questions
- c) Evidenced question and answer sessions with assessors
- d) Written assignments (including scenario-based written assignments).

Where written assessments are used centres must maintain a sufficient bank of assignments which are changed regularly.

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<sup>4</sup> Qualification and Component Levels: Requirements and Guidance for All Awarding Organisations and All Qualifications, Ofqual 2015 [www.gov.uk/government/publications/qualification-and-component-levels](http://www.gov.uk/government/publications/qualification-and-component-levels)

#### **4.6.2 Assessment of practical activities**

The primary assessment for fire and rescue service operational activities should be practical using direct observations of performance. Where appropriate for the units, assessments should make use of scenario-based simulations.

Discussions allow the learner to describe and reflect on their performance and knowledge in relation to the standards. Assessors can use discussions to test the authenticity, validity and reliability of a learner's evidence. Written/audio records of discussions must be maintained.

Questioning can be carried out orally or in written form and used to cover any gaps in assessment or corroborate other forms of evidence. Written/audio records of all questioning must be maintained.

#### **4.7 Assessment Planning**

Planning assessment allows a holistic approach to be taken, which focuses on assessment of the learner's learning activity as a whole. This means that the assessment:

- reflects the skills requirements of future employers in the fire and rescue service
- saves time
- streamlines processes
- makes the most of naturally occurring evidence opportunities.

Planning assessment enables assessors to track learners' progress and incorporate feedback into the learning process; assessors can therefore be sure that learners have had sufficient opportunity to acquire the skills and knowledge to perform competently and consistently to the standards before being assessed. The assessment is therefore a more efficient, cost effective process which minimises the burden on learners, assessors and employers / training providers.

#### **4.8 Standardisation**

Internal and external standardisation is required to ensure the consistency of evidence, assessment decisions and qualifications awarded over time.

##### **4.8.1 Internal standardisation**

IQAs should facilitate internal standardisation events for assessors to attend and participate, in order to review evidence used, make judgments, compare quality and come to a common understanding of what is sufficient.

##### **4.8.2 External standardisation**

SFJ Awards will enable access to external standardisation opportunities for centres and EQAs over time.

Further information on standardisation is available in the SFJ Awards Quality Assurance (Internal and External) Policy and the SFJ Awards Standardisation Policy.

#### **4.9 Recognition of Prior Learning (RPL)**

‘Recognition of prior learning (RPL) is the process of recognising previous formal, informal or experiential learning so that the learner avoids having to repeat learning/assessment within a new qualification. RPL is a broad concept and covers a range of possible approaches and outcomes to the recognition of prior learning (including credit transfer where an awarding organisation has decided to attribute credit to a qualification)’.<sup>5</sup>

The use of RPL encourages transferability of qualifications and/or units, which benefits both learners and employers. SFJ Awards support the use of RPL and centres must work to the principles included in Section 6 Assessment and Quality Assurance of the SFJ Awards Centre Handbook and outlined in SFJ Awards Recognition of Prior Learning Policy.

#### **4.10 Equality and Diversity**

Centres must comply with legislation and the requirements of the RQF relating to equality and diversity. There should be no barriers to achieving a qualification based on:

- Age
- Disability
- Gender
- Gender reassignment
- Marriage and civil partnerships
- Pregnancy and maternity
- Race
- Religion and belief
- Sexual orientation

Reasonable adjustments are made to ensure that learners who are disabled are not disadvantaged in any way. Learners must declare their needs prior to the assessment and all necessary reasonable adjustment arrangements must have been approved by SFJ Awards and implemented before the time of their assessment.

Further information is available in the SFJ Awards Reasonable Adjustments and Special Considerations Policy and the SFJ Awards Equality of Opportunity Policy.

#### **4.11 Health and Safety**

SFJ Awards are committed to safeguarding and promoting the welfare of learners, employees and volunteers and expect everyone to share this commitment. SFJ Awards foster an open and supportive culture to encourage the safety and well-being of employees, learners and partner organisations to enable:

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<sup>5</sup> After the QCF: A New Qualifications Framework, Ofqual 2015  
<https://www.gov.uk/government/consultations/after-the-qcf-a-new-qualifications-framework>



- learners to thrive and achieve
- employees, volunteers and visitors to feel secure
- everyone to feel assured that their welfare is a high priority.

Assessment of competence based qualifications in the justice sector can carry a high risk level due to the nature of some roles. Centres must therefore ensure that due regard is taken to assess and manage risk and have procedures in place to ensure that:

- qualifications can be delivered safely with risks to learners and those involved in the assessment process minimised as far as possible
- working / simulation environments meet relevant health and safety requirements.

## 5 Qualification Units

<b>Unit Number</b>	L2-FRSC-01		
<b>Title</b>	Functions and responsibilities of the Fire and Rescue Service in the Community		
<b>Level</b>	2		
<b>Credit Value</b>	4		
<b>GLH</b>	30		
<b>Learning Outcomes</b> <i>The learner will:</i>		<b>Assessment Criteria</b> <i>The learner can:</i>	
1	Know the functions and responsibilities of the fire and rescue service	1.1	Describe the structure, functions and responsibilities of the fire and rescue service
		1.2	Describe how anti-social behaviour can affect the fire and rescue community
		1.3	Identify hazards and risks associated with fire and rescue work
		1.4	Describe safety control measures in place to reduce risks
		1.5	Identify appliances and equipment used in the fire and rescue service
2	Be able to demonstrate basic skills needed to work in fire and rescue service situations	2.1	Use appropriate communication methods in different situations confirming understanding
		2.2	Use problem solving skills to inform decision making
		2.3	Implement action plans to achieve identified outcomes
		2.4	Treat people with respect and consideration
		2.5	Review own performance

<b>Unit Number</b>	L2-FRSC-02		
<b>Title</b>	Respond to Fire and Rescue Service Exercise Ground Scenarios		
<b>Level</b>	2		
<b>Credit Value</b>	2		
<b>GLH</b>	10		
<b>Learning Outcomes</b> <i>The learner will:</i>		<b>Assessment Criteria</b> <i>The learner can:</i>	
1	Be able to participate in exercise ground scenarios as a member of a team	1.1	Use the appropriate equipment, skills and procedures to meet the objectives of the brief
		1.2	Communicate progress with team members
2	Be able to apply risk assessment and control measures in exercise ground scenarios	2.1	Identify hazards and risks
		2.2	Use safe systems of work during exercise ground scenarios
3	Be able to review own performance following exercise ground scenarios	3.1	Explain how own actions contributed to meeting the brief
		3.2	Evaluate own performance

<b>Unit Number</b>	L2-FRSC-03		
<b>Title</b>	Team and Leadership Skills used in the Emergency Services		
<b>Level</b>	2		
<b>Credit Value</b>	1		
<b>GLH</b>	10		
<b>Learning Outcomes</b> <i>The learner will:</i>		<b>Assessment Criteria</b> <i>The learner can:</i>	
1	Know how teams work in the emergency services	1.1	Identify key features of effective teams
		1.2	Explain the importance of teamwork in the emergency services
		1.3	Describe the responsibilities of teams in the fire and rescue service
		1.4	Identify the functions of teams in other emergency services
2	Understand leadership in the emergency services	2.1	Explain the importance of leadership in the emergency services
		2.2	Describe key features of effective leaders
3	Be able to participate in team activities	3.1	Take part in team activities to achieve objectives
		3.2	Lead team activities to achieve objectives

<b>Unit Number</b>	L2-FRSC-04		
<b>Title</b>	Effective Communication in the Fire and Rescue Service		
<b>Level</b>	2		
<b>Credit Value</b>	1		
<b>GLH</b>	10		
<b>Learning Outcomes</b> <i>The learner will:</i>		<b>Assessment Criteria</b> <i>The learner can:</i>	
1	Understand the importance of communication within the Fire and Rescue Service	1.1	Explain the importance of communication
		1.2	Explain the difficulties encountered with poor communication
2	Understand the methods of communication and types of equipment used within the Fire and Rescue Service	2.1	Explain methods of communication used in the Fire and Rescue Service
		2.2	Identify the equipment used to communicate in the Fire and Rescue Service
3	Be able to demonstrate communication methods and equipment used within the Fire and Rescue Service	3.1	Demonstrate methods of communication
		3.2	Demonstrate effective use of communication equipment

<b>Unit Number</b>	L2-FRSC-05		
<b>Title</b>	Water Safety and Water Rescue Techniques used by the Fire and Rescue Service		
<b>Level</b>	2		
<b>Credit Value</b>	1		
<b>GLH</b>	10		
<b>Learning Outcomes</b> <i>The learner will:</i>		<b>Assessment Criteria</b> <i>The learner can:</i>	
1	Understand hazards, risks and safety control measures associated with moving in and around water sources	1.1	Identify water sources
		1.2	Explain hazards and risks associated with moving in and around identified water sources
		1.3	Explain safety control measures associated with moving in and around identified water sources
2	Know actions, equipment and procedures used by the fire and rescue service when dealing with emergencies in and around water sources	2.1	Identify actions to be taken in emergency situations
		2.2	Identify items of fire and rescue service water rescue equipment
		2.3	Explain the procedures for dealing with water rescue emergencies

<b>Unit Number</b>	L2-FRSC-06		
<b>Title</b>	Breathing Apparatus Equipment and Procedures		
<b>Level</b>	2		
<b>Credit Value</b>	2		
<b>GLH</b>	20		
<b>Learning Outcomes</b> <i>The learner will:</i>		<b>Assessment Criteria</b> <i>The learner can:</i>	
1	Understand the use of breathing apparatus and ancillary equipment	1.1	Identify breathing apparatus and ancillary equipment used in the fire and rescue service
		1.2	Explain how breathing apparatus and ancillary equipment are used in the fire and rescue service
2	Understand breathing apparatus procedures	2.1	Describe breathing apparatus general checks
		2.2	Describe breathing apparatus start-up procedures
3	Be able to demonstrate the use of breathing apparatus search and rescue techniques	3.1	Identify the hazards, risks and control measures when working with breathing apparatus
		3.2	Use breathing apparatus search and rescue techniques to achieve team objectives

<b>Unit Number</b>	L2-FRSC-07		
<b>Title</b>	Casualty Extrication in the Fire and Rescue Service		
<b>Level</b>	2		
<b>Credit Value</b>	2		
<b>GLH</b>	10		
<b>Learning Outcomes</b> <i>The learner will:</i>		<b>Assessment Criteria</b> <i>The learner can:</i>	
1	Understand standard operational procedures applied by the fire and rescue service when attending rescue incidents	1.1	Explain incident assessment procedures
		1.2	Explain scene management procedures
2	Be able to assess casualties at incidents	2.1	Demonstrate casualty assessment using fire and rescue service techniques
3	Be able to extricate casualties using fire and rescue service techniques and equipment	3.1	Demonstrate casualty extrication using fire and rescue service equipment
		3.2	Demonstrate how to maintain the health and safety of casualties during extrication at fire and rescue service incidents



<b>Unit Number</b>	L2-FRSC-08		
<b>Title</b>	Science of fire		
<b>Level</b>	2		
<b>Credit Value</b>	1		
<b>GLH</b>	10		
<b>Learning Outcomes</b> <i>The learner will:</i>		<b>Assessment Criteria</b> <i>The learner can:</i>	
1	Understand the development and behaviour of fire	1.1	Define the term fire
		1.2	Explain the triangle of fire
		1.3	Identify an example for each side of the triangle of fire
		1.4	Identify the classes of fire
		1.5	Explain the ways in which fire can spread
2	Know the methods of fire extinction	2.1	Explain the methods of extinguishing fire
3	Know applicable extinguishing media	3.1	Explain what types of extinguishing media are used to extinguish different classes of fire

<b>Unit Number</b>	L2-FRSC-09		
<b>Title</b>	Careers Related to the Fire and Rescue Service		
<b>Level</b>	2		
<b>Credit Value</b>	1		
<b>GLH</b>	10		
<b>Learning Outcomes</b> <i>The learner will:</i>		<b>Assessment Criteria</b> <i>The learner can:</i>	
1	Know job roles in the fire and rescue service	1.1	Describe operational job roles within the fire and rescue service
		1.2	Describe other job roles within the fire and rescue service
2	Know the stages of recruitment and selection process within the Fire and Rescue service	2.1	Describe the stages of recruitment and selection process within the fire and rescue service

<b>Unit Number</b>	L2-FRSC-10		
<b>Title</b>	Navigation Skills used in the Fire and Rescue Service		
<b>Level</b>	2		
<b>Credit Value</b>	1		
<b>GLH</b>	10		
<b>Learning Outcomes</b> <i>The learner will:</i>		<b>Assessment Criteria</b> <i>The learner can:</i>	
1	Understand how navigation aids and techniques are used in the fire and rescue service	1.1	Describe how different navigation aids and techniques are used in the fire and rescue service
		1.2	Explain how Mobile Data Terminals aid the fire and rescue service at operational incidents
2	Understand how to extract information from maps	2.1	Describe how maps are used to navigate to incidents
		2.2	Describe how maps are used at incidents
3	Be able to navigate from one point to another in a time critical situation	3.1	Use appropriate resources to navigate between different points
		3.2	Plan routes between alternative points focusing on the times of the day to achieve the quickest journey time

<b>Unit Number</b>	L2-FRSC-11		
<b>Title</b>	Fire investigation in the Fire and Rescue Service		
<b>Level</b>	2		
<b>Credit Value</b>	1		
<b>GLH</b>	10		
<b>Learning Outcomes</b> <i>The learner will:</i>		<b>Assessment Criteria</b> <i>The learner can:</i>	
1	Know the functions of fire investigation	1.1	Explain why fire investigation is important
		1.2	State what information fire investigators may identify
2	Know the methods, techniques and resources used for fire investigation	2.1	State the methods used in fire investigation
		2.2	Explain what techniques are used to analyse the cause and spread of fire
		2.3	Describe fire investigation resources
3	Understand the cause of simulated fire scenarios	3.1	Identify the seat of a fire
		3.2	Explain the cause of a fire

<b>Unit Number</b>	L2-FRSC-12		
<b>Title</b>	Preservation of Artefacts in the Fire and Rescue Service		
<b>Level</b>	2		
<b>Credit Value</b>	1		
<b>GLH</b>	10		
<b>Learning Outcomes</b> <i>The learner will:</i>		<b>Assessment Criteria</b> <i>The learner can:</i>	
1	Know why fire and rescue service artefacts should be preserved	1.1	Define the term 'artefact'
		1.2	Describe fire and rescue service artefacts that may be preserved
		1.3	Describe the purpose of preserving artefacts
2	Know how fire and rescue artefacts are preserved	2.1	Describe preservation methods used by museums
		2.2	Identify factors which may affect preservation
		2.3	Describe how artefacts may be damaged
3	Be able to present different artefacts using different methods and techniques	3.1	Use different display techniques when presenting artefacts

<b>Unit Number</b>	L2-FRSC-13		
<b>Title</b>	Planning, Participating in and Reviewing Residential Excursion		
<b>Level</b>	2		
<b>Credit Value</b>	2		
<b>GLH</b>	20		
<b>Learning Outcomes</b> <i>The learner will:</i>		<b>Assessment Criteria</b> <i>The learner can:</i>	
1	Know how to maintain personal wellbeing during residential excursions	1.1	Describe issues relating to personal wellbeing for activities during residential excursions
2	Be able to act responsibly in residential accommodation	2.1	Identify types of residential accommodation
		2.2	Act responsibly for the type of residential accommodation
3	Be able to participate in residential excursions	3.1	Prepare for an overnight stay as part of a team
		3.2	Participate in an overnight stay during residential excursions
		3.3	Review residential excursions

<b>Unit Number</b>	L2-FRSC-14		
<b>Title</b>	Emergency Services Community		
<b>Level</b>	2		
<b>Credit Value</b>	1		
<b>GLH</b>	10		
<b>Learning Outcomes</b> <i>The learner will:</i>		<b>Assessment Criteria</b> <i>The learner can:</i>	
1	Know the functions and responsibilities of emergency services	1.1	Describe the functions and responsibilities of other emergency service providers
2	Understand how the fire and rescue service works with other emergency service providers	2.1	Identify when the Fire and Rescue Service works with other emergency service providers
		2.2	Explain how other emergency service providers work with the Fire and Rescue Service at incidents

<b>Unit Number</b>	L2-FRSC-15		
<b>Title</b>	Pumping Appliances used by the Fire and Rescue Service		
<b>Level</b>	2		
<b>Credit Value</b>	2		
<b>GLH</b>	20		
<b>Learning Outcomes</b> <i>The learner will:</i>		<b>Assessment Criteria</b> <i>The learner can:</i>	
1	Know the basic principles and limitations of fire and rescue service pumps	1.1	Describe the basic principles of pumps
		1.2	Identify pumps and pumping appliances used within the fire and rescue service
		1.3	Describe the limitations of pumps as used within the fire and rescue service
2	Understand the function of pumps and pumping appliances at operational incidents	2.1	Describe the function of pumps and pumping appliances at operational incidents
3	Be able to operate fire and rescue service pumps	3.1	Describe hazards, risks and safety control measures when working with pumps and pumping appliances
		3.2	Demonstrate how to operate pumps



<b>Unit Number</b>	L2-FRSC-16		
<b>Title</b>	Operation and Use of Ladders in the Fire and Rescue Service		
<b>Level</b>	2		
<b>Credit Value</b>	2		
<b>GLH</b>	10		
<b>Learning Outcomes</b> <i>The learner will:</i>		<b>Assessment Criteria</b> <i>The learner can:</i>	
1	Know the use of fire and rescue service ladders	1.1	Identify fire and rescue service ladders
		1.2	Define the features of fire and rescue service ladders
2	Know safe techniques for working with ladders	2.1	Describe safe techniques for working with ladders
3	Be able to demonstrate the main uses of Fire and Rescue Service ladders	3.1	Demonstrate how to use standard operating techniques to operate fire and rescue service ladders
		3.2	Use ladder terminology appropriately when using ladders

<b>Unit Number</b>	L2-FRSC-17		
<b>Title</b>	Citizenship and Community Project in the Fire and Rescue Service		
<b>Level</b>	2		
<b>Credit Value</b>	2		
<b>GLH</b>	10		
<b>Learning Outcomes</b> <i>The learner will:</i>		<b>Assessment Criteria</b> <i>The learner can:</i>	
1	Understand an individual's responsibility within the community	1.1	Explain what is meant by citizenship
		1.2	Explain your responsibility as a citizen within the community
		1.3	Describe how citizens make positive contribution to the local community
2	Be able to plan projects to benefit the local community	2.1	Identify projects to benefit the local community
3	Be able to undertake projects to benefit the local community	3.1	State project aims and objectives
		3.2	Contribute to the planning of projects
4	Be able to evaluate projects that benefit the local community	4.1	Review how projects benefited the local community
		4.2	State improvements to projects

<b>Unit Number</b>	L2-FRSC-18		
<b>Title</b>	Special Appliances used by the Fire and Rescue Service		
<b>Level</b>	2		
<b>Credit Value</b>	1		
<b>GLH</b>	10		
<b>Learning Outcomes</b> <i>The learner will:</i>		<b>Assessment Criteria</b> <i>The learner can:</i>	
1	Know special appliances and their ancillary equipment	1.1	Identify special appliances and ancillary equipment used by the fire and rescue service
		1.2	Explain how special appliances and ancillary equipment are used by the fire and rescue service
		1.3	Describe the main risks and safety features when working with special appliances and ancillary equipment
2	Understand the function special appliances perform at incidents	2.1	Identify different incidents where special appliances are used
		2.2	Explain the function of special appliances at incidents

<b>Unit Number</b>	L2-FRSC-19		
<b>Title</b>	Community Safety		
<b>Level</b>	2		
<b>Credit Value</b>	1		
<b>GLH</b>	10		
<b>Learning Outcomes</b> <i>The learner will:</i>		<b>Assessment Criteria</b> <i>The learner can:</i>	
1	Understand the main strategies the fire and rescue service use to make the community safer	1.1	Describe the main strategies the fire and rescue service use to make the community safer
		1.2	Describe the key features of fire prevention and detection in homes
		1.3	Explain the key features of home fire safety checks
2	Be able to plan responses to fire	2.1	Identify the initial response on discovery of fire
		2.2	Design an escape plan
3	Understand how the fire and rescue service promote safety campaigns	3.1	Describe local prevention programmes delivered by the fire and rescue service
		3.2	Participate in local fire and rescue service safety campaigns

<b>Unit Number</b>	L2-FRSC-20		
<b>Title</b>	Healthy Living for Working in the Fire and Rescue Service		
<b>Level</b>	2		
<b>Credit Value</b>	1		
<b>GLH</b>	10		
<b>Learning Outcomes</b> <i>The learner will:</i>		<b>Assessment Criteria</b> <i>The learner can:</i>	
1	Understand the concept of healthy lifestyles	1.1	Describe features of a balanced diet that contribute to healthy lifestyles
		1.2	Describe how exercise and fitness contribute to healthy lifestyles
2	Understand how personal choices can impact on healthy lifestyles	2.1	Describe how personal choices can affect individuals' lifestyles
3	Be able to assess own lifestyle	3.1	Review aspects of own lifestyle in relation to national guidelines
		3.2	Set targets to improve own lifestyle

<b>Unit Number</b>	L2-FRSC-21		
<b>Title</b>	Using Fire and Rescue Service Hoses, Lines, and Associated Equipment		
<b>Level</b>	2		
<b>Credit Value</b>	2		
<b>GLH</b>	20		
<b>Learning Outcomes</b> <i>The learner will:</i>		<b>Assessment Criteria</b> <i>The learner can:</i>	
1	Know types of operational hoses and associated equipment used in the fire and rescue service	1.1	Identify types of operational hoses and associated equipment
		1.2	Describe how and where types of operational hoses are used
2	Know lines and their locations on appliances	2.1	Identify lines
		2.2	Identify where lines are located on appliances
3	Know hazards, risk and safety control measures relating to the use of hoses, lines and equipment	3.1	Describe hazards, risk and safety control measures when working with pressurised hoses, lines and associated equipment
4	Be able to use hoses and associated equipment	4.1	Set up hoses and associated equipment to operate with pumping appliances
5	Be able to use fire and rescue service knots and lines	5.1	Identify the characteristics of a good knot
		5.2	Use fire and rescue service lines
		5.3	Tie knots used regularly in the fire and rescue service

<b>Unit Number</b>	L2-FRSC-22		
<b>Title</b>	History and Changing Functions of the Fire and Rescue Service		
<b>Level</b>	2		
<b>Credit Value</b>	2		
<b>GLH</b>	10		
<b>Learning Outcomes</b> <i>The learner will:</i>		<b>Assessment Criteria</b> <i>The learner can:</i>	
1	Know the history of the fire and rescue service	1.1	Outline the history of the fire and rescue service nationally and locally
2	Understand how fire and rescue service work has changed over time	2.1	Describe how the functions of the fire and rescue service have changed over time
3	Know how equipment has changed over time	3.1	Describe how fire and rescue service equipment has changed over time

<b>Unit Number</b>	L2-FRSC-23		
<b>Title</b>	Resource Management in the Fire and Rescue Service		
<b>Level</b>	2		
<b>Credit Value</b>	1		
<b>GLH</b>	10		
<b>Learning Outcomes</b> <i>The learner will:</i>		<b>Assessment Criteria</b> <i>The learner can:</i>	
1	Understand the importance of resource management within the fire and rescue service	1.1	Explain the importance of resource management in the fire and rescue service
2	Understand how resources are managed within the fire and rescue service	2.1	Identify resources used in the fire and rescue service
		2.2	Describe how to obtain fire and rescue service resources
		2.3	Describe how to maintain fire and rescue service resources
3	Be able to manage resources for planned activities	3.1	Obtain resources for planned activities
		3.2	Maintain resources for planned activities
		3.3	Use resources during planned activities



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