SFJ Awards Level 3 Diploma in Emergency Fire and Rescue Services

Qualification Handbook

SFJ Awards Level 3 Diploma in Emergency Fire and Rescue Services

Qualification Numbers:

Qualification Wales: C00/1239/0

Ofqual: 610/0363/3

Operational Start Dates:

Wales: 1 June 2018

England: 1 February 2022

Version	Date of issue	Amendment(s)	Page
V2	13.01.2022	• Regulated in England • Unit amplification • Change to simulation for units 3, 5 & 6 • Remove multiple choice questions and task-based controlled assessment as assessment methods	2, 7 9-40 28, 37, 39, 46 42
V1	18.05.2018	N/A	

Contents

1   Introduction

1.1   About us

SFJ Awards is part of the Workforce Development Trust, together with Skills for Justice and Skills for Health. For over 10 years Skills for Health and Skills for Justice have 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 both Skills for Health and Skills for Justice have earned an enviable reputation for their knowledge of the health and justice sectors and their proactive approach to the development of skills and qualifications, along with an ability to deliver genuinely workable solutions for the employers they represent.

SFJ Awards is an awarding organisation that builds upon this reputation. We work with employers in the policing, community safety, legal, armed forces, security and health sectors and understand their specific challenges, 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 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
Website: www.sfjawards.com

2   The Qualification

2.1   Qualification objective

This handbook relates to the following qualification:

SFJ Awards Level 3 Diploma in Emergency Fire and Rescue Services

The main objective of this qualification is to provide the knowledge, understanding and skills required to perform the varied roles of a firefighter, to include:

- Resolving fire and rescue operational incidents
- Supporting the effectiveness of the operational response to risks within the community
- Protecting the environment from the effects of incidents involving hazardous materials
- Taking responsibility for personal performance and support the development of colleagues
- Informing and educating the community to improve awareness of safety matters.

The qualification is aimed at individuals who are working as an operational firefighter. It is included on the Emergency Fire Service Operations apprenticeship framework in Wales.

2.2   Pre-entry requirements

There are no pre-entry requirements for enrolling on this qualification.

2.3   Qualification structure

This qualification is made up of six mandatory units. To be awarded this qualification the learner must achieve all six mandatory units as shown in the table below.

Mandatory Units					
Unit Number	Odyssey Ref	Unit Title	Level	GLH	Credit Value
1	1330	Understanding the roles, responsibilities and requirements of a firefighter	3	110	17
2	1331	Resolve fire and rescue operational incidents	3	95	14
3	1332	Support the effectiveness of the operational response to risks within the community	3	30	5
4	1333	Protect the environment from the effects of incidents involving hazardous materials	3	20	3
5	1334	Take responsibility for personal performance and support the development of colleagues	3	20	3
6	1335	Inform and educate the community to improve awareness of safety matters	3	20	3

2.4   Total Qualification Time (TQT)

Values for Total Qualification Time[1], including Guided Learning, are calculated by considering the different activities that Learners would typically complete to achieve and demonstrate the learning outcomes of a qualification. They do not include activities which are required by a Learner's Teacher based on the requirements of an individual Learner and/or cohort. Individual Learners' requirements and individual teaching styles mean there will be variation in the actual time taken to complete a qualification. Values for Total Qualification Time, including Guided Learning, are estimates.

Some examples of activities which can contribute to Total Qualification Time include

- Independent and unsupervised research/learning
- Unsupervised compilation of a portfolio of work experience
- Unsupervised e-learning
- Unsupervised e-assessment
- Unsupervised coursework
- Watching a pre-recorded podcast or webinar
- Unsupervised work-based learning
- All Guided Learning

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[1] Total Qualification Time, Ofqual
https://www.gov.uk/guidance/ofqual-handbook/section-e-design-and-development-of-qualifications

Some examples of activities which can contribute to Guided Learning include:

- Classroom-based learning supervised by a Teacher
- Work-based learning supervised by a Teacher
- Live webinar or telephone tutorial with a Teacher in real time
- E-learning supervised by a Teacher in real time
- All forms of assessment which take place under the Immediate Guidance or Supervision of a lecturer, supervisor, tutor or other appropriate provider of education or training, including where the assessment is competence-based and may be turned into a learning opportunity.

Please note these are estimated hours. 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.

The Total Qualification Time and Guided Learning Hours for this qualification are as follows:

Qualification Title	TQT	GLH
SFJ Awards Level 3 Diploma in Emergency Fire and Rescue Services	450	295

2.5   Age range and geographical coverage

This qualification is available to learners aged 18 years and over in England and Wales.

2.6   Opportunities for progression

This qualification creates a number of opportunities for progression for firefighters, including development into specialist areas of the role (incident command, community safety, water rescue, breathing apparatus), or occupational progression to more senior roles within the fire service.

2.7   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 or on request from SFJ Awards.

3   Qualification Units

Title	Understanding the roles, responsibilities and requirements of a firefighter
Level	3
Unit Number	1
Credit Value	17
GLH	110

Learning Outcomes *The learner will:*	Assessment Criteria *The learner can:*	Guidance
1. Understand the roles and responsibilities of the fire and rescue service	1.1 Explain the roles, responsibilities and limits of authorities applicable of a firefighter	• NJC conditions of service (Grey Book) • NJC, role maps • Fire Services Act 2004 (core duties, limits of authority etc).
	1.2 Explain how organisational responsibilities are devolved through different roles within the fire rescue service	How legislation and national guidance is transposed into organisational policies and procedures, role maps etc.

	1.3	Explain the roles, responsibilities and limits of authority of self, others and other agencies during fire and rescue operational incidents	• Role maps • Fire Services Act 2004 (core duties, limits of authority) • Roles of other agencies i.e. police, ambulance, Environment Agency, local councils, other FRS, JESIP etc.
	1.4	Explain how the role and responsibilities of a firefighter contribute to the mission, vision and values of the fire and rescue organisation	Core values, own organisation's mission framework, National Occupational Standards (NOS), National Occupational Guidance (NOG) and Fire and Rescue Services Act 2004 etc.
2. Understand relevant legislation, regulation, guidance and procedures for resolving fire and rescue operational incidents	2.1	Identify the legislation, regulation and guidance that apply to working in the fire and rescue service	Legislation, regulation and guidance relevant to operational incidents, for example: • Fire and Rescue Services Act 2004 • Fire and Rescue National Framework document • Regulatory Reform (Fire Safety) Order 2005 • Health and Safety at Work Act 1974 • Management of Health and Safety at Work Regulations 1999 • Operational Guidance Breathing Apparatus (OGBA) • National Operational Guidance (NOG) • Equalities Act 2010 • Civil Contingencies Act 2004 etc.

	2.2	Explain how legislation, regulation and guidance impacts on the organisational policies of the fire and rescue service	The learner should include examples to clarify/illustrate their answer.
	2.3	Explain the organisation's policies and procedures, objectives, systems of work and working practices	The learner should identify those relevant to a firefighter, for example: • Incident command • Breathing apparatus • Road traffic collisions • Casualty care • Working at height • Water rescue • Hazardous materials • Communications • Mobilisation • Salvage • Special service incidents Please note: This list is not exhaustive and should be relevant to station footprints Explanation of systems of work and working practices and legislation i.e. Health and Safety at Work Act 1974 and Management of Health and Safety at Work Regulations 1999 etc.

		2.4	Explain the procedures for identifying and preserving evidence at the scene	Reference to Fire and Rescue Services Act 2004. Why identifying and preserving evidence is important i.e. learning from fatal incidents, trends etc.
3.	Understand health and safety in the workplace	3.1	Explain the relevant health, safety and environmental requirements for working in the fire and rescue service	Health and Safety at Work Act 1974, Management of Health and Safety at Work Regulations 1999, OGBA, NOG etc. Safe systems of work, work practices etc.
		3.2	Explain the use of generic, specific and dynamic risk assessment and control measures	Different risk assessments used by FRS (best practice to include individual / personal and analytical risk assessments). Inter relationship between risk assessments. Who carries out the DRA, information gathering i.e. turnout sheet, local knowledge, operational intelligence, audio and visual indicators, responsible person, recce, databases on MDT and specialists etc. Why gather information?
		3.3	Explain how to identify practices that minimise hazards in the workplace	Workplace can include the following: • Operational • Community • Station • Training

				Risk assessment (e.g. use of TILE – Task, Individual, Load, Environment), safe systems of work, information gathering. See for example tactical actions Control measure - Correct manual handling techniques
	3.4	Explain how to identify risks arising from hazards in the workplace	Risk assessment – definition, breakdown of component parts.
	3.5	Explain how to apply control measures for hazards and risks in the workplace	What is a control measure, how are control measures identified?
	3.6	Explain the principles of taking action based on assessment of risk	Hierarchy of control; safe person principles etc.
4. Understand how to test, use and maintain operational equipment, resources and personal protective equipment	4.1	Explain how operational equipment, resources and personal protective equipment are tested and maintained	Reference to relevant legislation, how frequency of testing is determined, recording, defective equipment etc.
	4.2	Explain the importance of testing and maintaining operational equipment, resources and personal protective equipment	Consequences of failure, different frequencies of testing, legislation, reputational aspects etc
	4.3	Explain how to select and use operational equipment, resources and personal protective equipment	Dynamic risk assessment by Incident Commander, safe systems of work, work practices, OGBA, NOG etc.
5. Understand communication methods and protocols in the workplace	5.1	Explain the communication methods and protocols used during operational incidents	Message formats, communication devices, data protection etc.

	5.2	Explain the importance of gathering and sharing information during operational incidents	Prevent risk and escalation, FRS sources of information not available to other agencies All personnel tactical action ([NOG control measure - Situational awareness](#))
	5.3	Explain communication methods appropriate for diverse audiences in the workplace	Workplace can include the following: • Operational • Community • Station • Training Different types of audience, make information relevant to audience, restrict information, data protection etc.
	5.4	Explain the use of communication as a way of reducing the likelihood of conflict in the workplace	Effects of poor and/or ineffective communication, missed deadlines, missed opportunities and misunderstandings especially when people send mixed messages.
	5.5	Explain the principles of effective team working	Shared objectives, members work interdependently and regularly reviewing team effectiveness.
6. Understand fire science and behaviour	6.1	Explain the classification of fire	Learners to provide a detailed explanation of each classification.
	6.2	Explain the causes, effects and behaviour of different classification of fires	Effects of fire on structures and on the body.

				For each classification of fire, the learner should provide a detailed explanation of causes, effects and its behaviour.
		6.3	Explain methods of controlling and extinguishing fires during incidents	Resource requirements for firefighting. For each classification of fire, the learner should provide a detailed explanation of methods of controlling and extinguishing fires during incidents.
7. Understand responsibilities for protecting the environment from the effects of hazardous materials during incidents		7.1	Explain the health, safety and environmental requirements related to incidents involving hazardous materials	Core functions, other eventualities (section 11 of the Fire and Rescue Services Act 2004), Management of Health and Safety at Work Regulations 1999, Environmental Protection Act 1990 etc.
		7.2	Explain the principles of implementing actions based on the assessment of risk for incidents involving hazardous materials	Hierarchy of control in a hazmat context.
		7.3	Describe the capabilities and limitations of additional personal protective and operational equipment used during incidents involving hazardous materials	Additional personal protective equipment may include: • Gas tight suits • Powered respiratory protective suits (PRPS) • Liquid tight suits • Structural firefighting personal protective equipment

			PPE as a control measure, PPE at Work Regulations 1992 – employers and employee responsibilities, physiological and psychological effect of PPE on the wearer etc.
	7.4	Identify the sources and availability of information relating to dealing with incidents involving hazardous materials and decontamination	Turnout sheet, local knowledge, operational intelligence, audio & visual indicators, responsible person, recce, signage, databases on MDT, hazmat officers, specialists etc.
	7.5	Explain the decontamination strategies suitable for dealing with incidents involving hazardous materials	Default method decontamination for unknown substances, including reason, detailed explanation of different methods including mass decontamination
	7.6	Interpret the information contained within sources related to hazardous materials and decontamination	Different types of hazmats signage, the learner to use diagrams (e.g. hazchem information board etc. for a specific chemical/substance) and interpret the information
8. Understand the components of operational intelligence important for working within the community	8.1	Identify the sources and availability of information relating to operational risks within the community	Generic risk assessment, operational intelligence visits, turnout sheet, local knowledge, operational intelligence, audio and visual indicators, responsible person, recce, signage, databases on MDT, specialists etc.

	8.2	Describe the characteristics of the local community - its people, risks, geography and topography	
	8.3	Explain how intelligence can be used to inform operations	The learner's answer must include an understanding of how building systems and construction, and firefighting facilities can be used to assist fire and rescue services at operational incidents. Assist IC with formulating tactical plan etc.
9. Understand the requirements for informing and educating the community to improve awareness of safety matters	9.1	Summarise the national and service objectives for community safety	• Community fire safety • A minimum of one other aspect of broader community safety, relevant to the local agenda and priorities • Knowledge of safeguarding issues and how to report them
	9.2	Identify sources of information on community safety matters	Website, social media accounts, community safety campaigns, posters, leaflets, booklets etc.
	9.3	Explain the health, safety and environmental requirements related to giving information, demonstrations and instructions	Risk assessment, on and off station community events etc.
	9.4	Summarise the principles of implementing actions based on the assessment of risk when giving information, demonstrations and instructions	

	9.5	Explain the types and uses of resources available for improving awareness of safety matters	For example, community safety initiatives, demonstrations, events etc.
	9.6	Describe the safety advice needed to improve safety in the community	Include for example statistical analysis.
	9.7	Explain the principles of facilitating and evaluating learning in the context of safety advice	Non-FRS jargon and abbreviations, providing the public with a service, engaging with the audience, evaluating delivery to improve the effectiveness of initiatives and programmes.
10. Understand the requirements for taking responsibility for personal performance in fire and rescue	10.1	Explain organisational values and their impact on self and others	Core values, leadership, example to others, reputational aspects (both positive and negative), legislation, ethical code of conduct etc.
	10.2	Describe the organisation's procedures for performance review and development	For example, role map, leadership framework, internal review process etc.
	10.3	Explain how to maintain physical and mental health in the fire and rescue service	Why is physical and mental health important in the fire and rescue service, how is physical and mental health maintained in the fire and rescue service, support provided by FRS etc.
	10.4	Explain the personal performance standards to the levels required in the fire and rescue service	Detailed explanation of standards and why they are important.

	10.5	Identify personal development needs and set related objectives and actions to address	Development plans, role specific qualifications and skills, personal development, taking ownership of own continuing professional development etc.
11. Understand the requirements for supporting the development of colleagues in fire and rescue	11.1	Summarise roles, responsibilities and limits of authority for supporting the development of colleagues	Role map, Fire and Rescue Services Act 2004 etc.
	11.2	Identify ways to support the development of colleagues	Observation, discussion, assessment, development plans, encouragement etc.
	11.3	Describe how to identify and respond to the physical and mental health needs of colleagues within the limits of authority	Observation, discussion, assessment, development plans, encouragement, support provided by FRS etc.

Additional information about the unit	
Unit aim(s)	This unit aims to provide learners with the underpinning knowledge for those who wish to become a firefighter. It covers the roles and responsibilities of a firefighter, including understanding of legislation, regulations, guidelines, policies and procedures relating to health and safety, personal protective equipment, communication, working in the community. In addition, it covers ways learners can manage their own performance and support others.
Assessment guidance	Whenever possible, the learner should use FRS example(s) to assist in making their answer authentic.
Details of the relationship between the unit and relevant national occupational standards	FF1, FF2, FF3, FF4, FF5, FF6, FF7

Title	Resolve fire and rescue operational incidents
Level	3
Unit Number	2
Credit Value	14
GLH	95

Learning Outcomes *The learner will:*	Assessment Criteria *The learner can:*		Guidance
1. Be able to control and extinguish fires	1.1	Confirm operational requirements for controlling and extinguishing fires with the relevant people	What was the brief and who provided it?
	1.2	Assess and report the extent, nature and location of the fire in accordance with operational procedures	Learner can explain what they found, who they reported it to and how.
	1.3	Select and use the optimum methods of controlling and extinguishing fires	Learner can describe the extinguishing medium they are using, branch techniques etc.
	1.4	Monitor conditions at the fire scene for changes which may affect progress in controlling and extinguishing fires	Whenever carrying out a search the learner should be able to provide evidence for this assessment criteria. Learner should be able to describe how to monitor the conditions.

	1.5 Report progress in controlling and extinguishing fires to the designated person in line with agreed protocol	This could be to the IC, BAECO, paramedic, colleague etc. Learner should be able to explain who they reported to and how.
2. Be able to conduct a search for life	2.1 Confirm the search requirements with the relevant people	What was the brief and who provided it?
	2.2 Use equipment, safely and within its limitations, to carry out the search and deal with known and anticipated risks	Whenever carrying out a search the learner should be able to provide evidence for this assessment criteria e.g. hose reel, thermal image camera etc.
	2.3 Carry out the search within the designated area	Learner should be able to explain how they have followed their designated brief.
	2.4 Monitor the search area conditions for changes which may affect the continuation of the search	Whenever carrying out a search the learner should be able to provide evidence for this assessment criteria. Learner should be able to describe how they monitored the conditions.
	2.5 Report progress in the search to the designated person in line with agreed protocol	Whenever carrying out a search the learner should be able to provide evidence for this assessment criteria. Learner should be able to explain who they reported progress to and how.
3. Be able to rescue life involved in incidents	3.1 Administer aid to minimise further injury and suffering	Learner should do this any time they remove a casualty from the risk area.

	3.2	Use equipment safely and within its limitations to carry out the rescue	Learner should do this any time they remove a casualty from the risk area, without hurting themself, someone else or damaging equipment.
	3.3	Contribute to removing casualties to a place of safety	Learner should do this any time they remove a casualty from the risk area.
4. Be able to provide triage to casualties	4.1	Prioritise casualties according to their signs and symptoms	To prioritise there must be at least two live casualties.
	4.2	Provide treatment to support the stabilisation of casualties' condition	Learner should be able to explain treatment they have provided e.g. holding casualty's head, placing them on a spinal board etc.
	4.3	Monitor casualties' condition until appropriate agencies take over	Learner should be able to describe how they monitored the casualties' condition and who relieved them.
	4.4	Reassure casualties about their circumstances and the next stages of their handling in a calm and considerate manner	Evidence for this AC may also be applicable for Unit 2: AC 6.1.
	4.5	Give clear information to relevant people on actions taken and any treatment casualties have received	For example, paramedic, IC etc.
	4.6	Take action to protect the remains of the deceased from further harm	Learner should be able to describe what actions they took.
	4.7	Report the location of the deceased to the designated person	Learner should be able to say who they reported the location to

		i.e. fellow BA wearer, BAECO, IC, ambulance or police personnel etc.
5. Be able to contribute to the resolution of incidents other than those involving fire or hazardous materials	5.1 Confirm operational requirements for resolving incidents with the relevant people	Special service incidents • Road traffic collisions • Casualty care • Working at height • Water rescue • Communications • Mobilisation • Salvage Please note: This list is not exhaustive and should be relevant to station footprints. This should not include incidents involving a fire or hazmats; this learning outcome is regarding special service calls i.e. flooding RTC, lift rescues etc. Flooding and RTC incidents may involve decontamination of equipment i.e. Unit 4.
	5.2 Assess and report the nature of the incident to the relevant people in accordance with operational procedures	Learner can explain what they found, who they reported it to and how.
	5.3 Use equipment and materials safely within their limitations to deal with the incident and its known and anticipated risks	Learner should do this any time they remove a casualty from the risk area, without hurting themself, someone else or damaging equipment.

6. Be able to support people involved in an operational incident	6.1 Provide appropriate support to people in a controlled, considerate and compassionate way	Evidence for this AC may also be applicable for Unit 2: AC 4.4. Support may include administering immediate emergency care.
	6.2 Take appropriate action to restrict other people's view of the incident	Use of a cordon, salvage sheet, privacy boards etc.
	6.3 Take appropriate action to meet scene preservation requirements	For example, to assist in determining the cause of the incident.
	6.4 Report factors which may adversely affect the safety of those involved to the relevant person	For example sharp edges, failing debris, slip hazards etc. to fellow crew members, other emergency service personnel etc.
	6.5 Provide support using ICT and communication equipment	For example, mobile data terminals and radios.
Additional information about the unit		
Unit aim(s)	This unit aims to provide learners with the skills to resolve a range of operational incidents in a fire and rescue context. It covers: • Controlling and extinguishing fires • Conducting a search for life • Rescuing life and providing treatment to casualties • Resolving incidents other than those involving fire or hazardous materials (e.g. persons trapped in vehicles, emergency provision of water, support to other agencies) • Supporting people involved in an operational incident	
Assessment guidance	This unit requires the workplace assessment of occupational competence wherever practicable. However, it is accepted that the assessment of some skills may take place in a different environment, for example, in a training and development centre.	

<table>
<tr>
<td></td>
<td>Simulation is only acceptable for this unit in the absence of opportunity for demonstration of competence through actual workplace performance.

Learners must provide evidence to demonstrate competence of dealing with incidents in each of the following contexts at least once during this unit:

- Wearing breathing apparatus at a property fire where there are persons reported
- Road traffic collision with persons trapped
- An incident involving casualty care (e.g. ambulance assist)
- One other incident, for example:
  - Animal rescue
  - Water rescue</td>
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<tr>
<td>Details of the relationship between the unit and relevant national occupational standards</td>
<td>FF3, FF4</td>
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</table>

Title	Support the effectiveness of fire service activity in response to risks in the community
Level	3
Unit Number	3
Credit Value	5
GLH	30

Learning Outcomes *The learner will:*	Assessment Criteria *The learner can:*	Guidance
1. Be able to collect information on risks in the community	1.1 Confirm requirements for collecting information on risks in the community with the relevant people	Brief from line manager to arrange the 72d visit.
	1.2 Confirm the accuracy of existing information on known and possible risks in the community	To ensure that the information currently held regarding the risk is accurate.
	1.3 Identify and report any changes or new risks in the community affecting people, property and the environment	
2. Be able to collect information on resources in own community	2.1 Confirm requirements for collecting information on resources in the community with the relevant people	Brief from line manager to arrange the 72d visit.
	2.2 Confirm the accuracy of existing information on the availability of actual and potential resources in the community	To ensure that the information currently held regarding non- FRS controlled resources

			i.e. hydrants, open water, specialist extinguishing media etc. for the risk is accurate.
	2.3	Identify and report any change in available resources to the relevant people	Changes to non- FRS controlled resources i.e. broken hydrant post, hydrant tarmacked over etc that the learner cannot remedy themselves.
	2.4	Rectify any defects and deficiencies within the agreed level of authority	Changes to non- FRS controlled resources i.e. vegetation obscuring a hydrant etc that the learner can remedy themselves.
3. Be able to maintain internal resources	3.1	Confirm requirements for the maintenance of internal resources with the relevant people	Learner's brief e.g. being nominated as a BA wearer and testing BA set, recording procedures etc.
	3.2	Use equipment safely and within its limitations to carry out any required routine maintenance and testing	Whenever carrying out a standard test, the learner should generate evidence for this assessment criteria.
	3.3	Identify and report any shortages of supplies, defects and deficiencies which are beyond agreed level of authority	BA set defective, appliance water tank needing replenishing, spare BA cylinders required etc. Learner should be able to explain their actions to remedy the situation.

Additional information about the unit	
Unit aim(s)	This unit aims to provide learners with the skills to ensure that the information and the resources used for operational responses are available as required. It covers:

	• Collecting information on risks in the community. The learner must be able to work to collect new, or update existing, information on risks in their community. Examples could include:
	  • sites that contain hazards that need special responses: e.g. chemical, biological and radioactive
	  • sites that by their nature need special responses: e.g. hospitals, shipyards, zoos, airports
	  • risks that might lead to an incident: e.g. property that is disused or unoccupied
	
	• Collecting information on resources in the community. The learner must be able to work to collect new or update existing information on resources in their community. Examples could include:
	
	  • fixed installations
	  • bulk storage of fire-fighting media
	  • bulk storage of decontamination media
	  • storage of fire-fighting equipment
	  • water supplies and fire service access
	
	• Maintaining internal resources. The learner must be able to work to test, maintain and commission equipment on or in the following locations:
	  • stations, for example, spare fire-fighting and rescue equipment and internal resources
	  • fire and rescue vehicles, for example, fire-fighting and rescue equipment and media

Assessment guidance	This unit requires the workplace assessment of occupational competence. Simulation cannot be used for this unit. Learners must provide evidence of collecting information using a range of current assessments, for example:

	• Two separate equipment checks • One fault identification of equipment • One Site-Specific Risk Information (SSRI) • One Arson Vulnerability Assessment (AVA) • One Emergency Water Supply Check
Details of the relationship between the unit and relevant national occupational standards	FF6, FF7, FF8

Title	Protect the environment from the effects of incidents involving hazardous materials
Level	3
Unit Number	4
Credit Value	3
GLH	20

Learning Outcomes *The learner will:*	Assessment Criteria *The learner can:*	Guidance
1. Be able to minimise damage to the environment from hazardous materials	1.1 Confirm operational requirements for dealing with incidents involving hazardous materials with the relevant people	Learner should be able to explain their brief.
	1.2 Assess and report on the type, location, quantity and physical properties of the hazardous materials in line with operational procedures	Hazchem board, MDT etc. Learner should be able to explain what they found, who they reported too and how.
	1.3 Select and use equipment safely and within its limitations to minimise the effects of hazardous materials	Whenever dealing with hazmat incidents the learner should generate evidence for this assessment criteria.
	1.4 Secure the affected area to minimise risk of harm to people, property and the environment	For example, use of cordons, stopping the chemical from polluting the environment, protecting water courses etc.
	1.5 Report progress in controlling the affected area to the designated person in line with agreed protocol	For example, contact with decontamination team, IC etc. Learner should be able to explain what they found, who they reported too and how.

2. Be able to decontaminate people and property	2.1 Confirm operational requirements for a decontamination process with the relevant people	Learner should be able to explain their brief.
	2.2 Assist in setting up a decontamination area for people and property	Learner should be able to explain how they assisted in setting up the decontamination area.
	2.3 Help to apply chosen decontamination methods for people and property	Learner should be able to describe what they did to assist decontaminating individuals or/and equipment.
	2.4 Select and use equipment safely and within its limitations to carry out decontamination	Learner should do this any time they carry out decontamination, without hurting themself, someone else or damaging equipment.
	2.5 Assist in the disposal and decontamination of contaminated items and materials	This could include putting latex gloves contaminated with body fluids into the sharps bag at the back of the ambulance.
3. Be able to support people affected by incidents involving hazardous materials	3.1 Provide appropriate support to people in a controlled, considerate and compassionate way	Evidence must be within a hazmat context. Evidence for this AC may also be applicable for Unit 2: AC 6.1. Learner should take into account societal and culture differences when decontaminating people.
	3.2 Take appropriate action to restrict other people's view of the incident by establishing cordons	Evidence must be within a hazmat context. Evidence for this AC may also be applicable for Unit 2: AC 6.2.

	3.3 Report factors which may adversely affect the safety of those involved to the relevant person	For example, sharp edges, failing debris, slip hazards to fellow crew members, other emergency service personnel etc. within a hazmats context.
		Evidence for this AC may also be applicable for Unit 2: AC 6.4.

Additional information about the unit		
Unit aim(s)	This unit aims to provide learners with the skills to work as a member of a team to respond to emergencies involving hazardous material (i.e. any materials that potentially present a hazard to health or the environment), involving single or multiple crews. The learner will be required to use appropriate personal protective equipment and operate other appropriate equipment to:	
	• minimise damage to the environment from hazardous materials • decontaminate	
	Limiting damage to the environment from hazardous materials – The learner must be able to work as a member of a team to respond to hazardous material incidents.	
	Decontaminating – The learner must be able to work as a member of a team to decontaminate people involved in hazardous material incidents. Examples could include:	
	• people and/or casualties in line with the initial operational response • fire and rescue and other agencies' staff	
Assessment guidance	This unit requires the workplace assessment of occupational competence wherever practicable. However, it is accepted that the assessment of some knowledge, understanding and skills may take place in a different environment, for example, in a training and development centre or similar. Simulation is only acceptable for this unit in the absence of opportunity for demonstration of competence through actual workplace performance.	

Details of the relationship between the unit and relevant national occupational standards	FF5

Title	Take responsibility for personal performance and support the development of colleagues
Level	3
Unit Number	5
Credit Value	3
GLH	20

Learning Outcomes *The learner will:*	Assessment Criteria *The learner can:*	Guidance
1. Be able to take responsibility for personal performance	1.1 Behave in a way that avoids threat, harm or damage to others, the environment and upholds the organisational values	Learner should generate evidence for this assessment criteria on all events they undertake.
	1.2 Work to the appropriate level of authority and responsibility to meet fire and rescue operational requirements	Learner should generate evidence for this assessment criteria on all events they undertake.
	1.3 Contribute constructively to debriefs	This refers to incident debriefs.
	1.4 Maintain personal fitness levels required for fire and rescue services	
	1.5 Report factors that affect personal ability to meet responsibilities to the relevant people	Evidence may be generated when the learner undertakes a developmental review and assess their own skills and knowledge to identify personal development needs (Unit 5: AC 3.2).
	1.6 Maintain records in accordance with organisational procedures	

	1.7 Maintain a safe working environment	Individual risk assessment, wearing correct PPE etc.
	1.8 Use resources in accordance with organisational procedures	Learner should generate evidence for this assessment criteria on all events they undertake.
	1.9 Support and promote the organisation's values, ethics and codes of practice	Learner should generate evidence for this assessment criteria on all events they undertake.
2. Be able to work with others	2.1 Act constructively to minimise or resolve conflict	Others must include: • Colleagues • Members of the public • Other agencies Learner should understand that they can minimise conflict by the way they speak and interact with people.
	2.2 Communicate in a constructive, supportive manner	Learner should generate evidence for this assessment criteria when they communicate with a member of the public who has been involved in or witnessed an incident.
	2.3 Promote cooperation and a positive image of the organisation	For example, when dealing with organisations and people outside their own organisation.
	2.4 Promote a safe working environment for all	Individual risk assessment, wearing correct PPE etc.

3. Be able to develop own skills and knowledge	3.1 Contribute constructively to own performance reviews	
	3.2 Assess own skills and knowledge to identify personal development needs	
	3.3 Agree a personal development plan ensuring that objectives are specific, measurable, achievable and realistic	Learner should be able to identify why their development plan is SMART. The plan should demonstrate how the learner takes ownership of their own continued personal development.
	3.4 Take part in development activities consistent with the plan, using any feedback to improve performance	Learner should record the activities they have undertaken to satisfy their SMART development plan.
	3.5 Review and update the development plan at appropriate intervals	
4. Be able to support the development of colleagues	4.1 Encourage colleagues to ask for help on work related issues	
	4.2 Provide development support to colleagues including using any necessary learning resources	Learner should ensure the resources they require are available, fit for use and up to date. Learner should be able to describe the resources, activities, tasks they use.
	4.3 Confirm that colleagues have understood the information and support given	For example, learner could ask colleagues questions at the end of the presentation etc. as a demonstration of learning.

	4.4 Promote the organisation's standards, values and ethics	For example, learner could encourage colleagues to ask questions, provide assistance, abide by core values by treating people fairly, equitably and with respect.
	4.5 Encourage colleagues to develop self and make independent decisions	

Additional information about the unit	
Unit aim(s)	This unit aims to provide learners with the skills to take responsibility for personal performance during day to day working, either at the workplace or in the community. It covers the responsibility to make sure that actions do not adversely affect health and fitness and the ability to work safely. It also covers working well with others (e.g. colleagues, external agencies and people in the community). Learners must improve their personal skills and knowledge through personal development and must review their own performance at regular intervals. They must also support and develop others to maintain and promote organisational standards and values.
Assessment guidance	This unit requires the workplace assessment of occupational competence. Simulation cannot be used for this unit.
Details of the relationship between the unit and relevant national occupational standards	FF2, FF7

Title	Inform and educate the community to improve awareness of safety matters
Level	3
Unit Number	6
Credit Value	3
GLH	20

Learning Outcomes *The learner will:*	Assessment Criteria *The learner can:*	Guidance
1. Be able to provide safety information to the community	1.1 Select appropriate modes of response to a need for safety information for the community	May include fire safety / safe and well visits. If the learner carries out a safe and well visit check or community event they will generate evidence for this assessment criteria.
	1.2 Provide relevant, accurate and appropriate information in relation to safety to different audiences	Learner should be able to, for example, use relevant checklist(s), describe what information they provided etc.
	1.3 Direct the enquirer to the relevant person if the information required is not appropriate to their job role	This may include for example being asked about a business, arranging a safe and well visit outside their area etc.
	1.4 Clarify and confirm understanding of the information given	For example by asking the homeowner questions at the end of the safe and well visit as a demonstration of learning.

2. Be able to give demonstrations in relation to safety matters	2.1 Apply control measures based on risk assessment before and during the event using appropriate resources	For example, use of correct PPE etc.
	2.2 Resolve any issues promptly before and during the event	This may include ensuring they have the correct resources prior to a visit i.e. smoke alarms, checklists and appliance(s) ready for immediate redeployment.
	2.3 Return and secure resources	For example, resources should not be left inside premises, dwellings etc.
	2.4 Ensure the need for replenishment or repair of resources is reported to an appropriate person	The learner should be able to explain which supplies they replenished and from where.

Additional information about the unit	
Unit aim(s)	This unit aims to provide learners with the skills to meet the organisation's targets in relation to specific community safety needs. It covers promoting safety to the community, e.g. responding to requests for safety information and taking part in community events. It might involve working without direct supervision or in the team at events organised within the community.
	This unit also covers demonstrations and instructions designed to help people in the community get a better understanding of safety matters, e.g. demonstration of targeted safety responses to the community and everyday hazards. It includes involvement in both formal and informal activities within the local community.
Assessment guidance	This unit requires the workplace assessment of occupational competence. Simulation cannot be used for this unit. To meet the minimum requirements for this unit, learners must be assessed providing information, or demonstrating advice or guidance that relates to community fire safety **AND** at least one other broader community safety matter relevant to the local agenda/priorities.

Details of the relationship between the unit and relevant national occupational standards	FF1

4   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 (IQA) 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 or on request from SFJ Awards.

5 Assessment

5.1 Qualification assessment methods

Assessment methods[2] that can be used for the SFJ Awards Level 3 Diploma in Emergency Fire and Rescue Services are as follows:

- E-assessment
- Portfolio of Evidence (including for example records of professional discussions, question and answer sessions, work products, witness testimony)
- Practical Demonstration / Assignment
- Practical Examination
- Written Examination

5.2 Assessor and internal quality assurer and requirements

5.2.1 Occupational knowledge and competence

All assessors, internal and external quality assurers must:
- be occupationally knowledgeable across the range of units for which they are responsible prior to commencing the role
- 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.

Assessors must also:

- be occupationally competent in the functions covered by the units they are assessing
- have gained their occupational competence by working in the sector relating to the units or qualifications they are assessing. This means 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 units they are assessing as a practitioner, trainer or manager
- be able to interpret and make judgements on current working practices and technologies within the area of work.

Internal quality assurers (IQAs) must also:

- 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

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[2] Selected from assessment methods listed on Ofqual's regulatory system (Portal)

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

- 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.

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

5.2.2   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[3] 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.

5.2.3   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

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[3] National Occupational Standards for Learning and Development, LLUK 2010
https://www.excellencegateway.org.uk/

- 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[4] 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.

5.3 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.

5.3.1 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.

5.3.2 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.

5.4 Assessing competence

The purpose of assessing competence is to make sure that an individual is competent to carry out the activities required in their work. Assessors gather and judge evidence during normal work activities to determine whether the learner demonstrates their competence against the standards in the qualification unit(s).

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[4] National Occupational Standards for Learning and Development, LLUK 2010
https://www.excellencegateway.org.uk/

Competence should be demonstrated at a level appropriate to the qualification. The skills required at the different qualification levels are defined in Ofqual's level descriptors.[5] Further information on qualification levels is included in the SFJ Awards Assessment Guidance.

Evidence must be:

- Valid
- Authentic
- Sufficient
- Current
- Reliable

Assessment should be integrated into everyday work to make the most of opportunities that arise naturally within the workplace.

5.5 Methods for assessing competence

Qualifications may be assessed using any method, or combination of methods in Section 5.1, which clearly demonstrate that the learning outcomes and assessment criteria have been met.

Assessors need to be able to select the right assessment methods for the competences that are being assessed, without overburdening the learner or the assessment process, or interfering with everyday work activities. SFJ Awards expects assessors to use a combination of different assessment methods to make decisions about an individual's occupational competence. Further information on assessment methods is provided below and in the SFJ Awards Assessment Guidance.

5.5.1 Observation

SFJ Awards believes that direct observation in the workplace by an assessor or testimony from an expert witness is preferable as it allows for authenticated, valid and reliable evidence. Where learners demonstrate their competence in a real work situation, this must be done without the intervention from a tutor, supervisor or colleague.

However, SFJ Awards recognises that alternative sources of evidence and assessment methods may have to be used where direct observation is not possible or practical.

5.5.2 Testimony of witnesses and expert witnesses

Witness testimonies are an accepted form of evidence by learners when compiling portfolios. Witness testimonies can be generated by peers, line managers and other individuals working closely with the learner. Witnesses are defined as being those people who are occupationally expert in their role.

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[5] Ofqual Handbook – Level Requirements
https://www.gov.uk/guidance/ofqual-handbook/section-e-design-and-development-of-qualifications

Testimony can also be provided by expert witnesses who are occupationally competent and familiar with the qualification/unit(s)/criteria. Expert witnesses are the preferred witness type recommended by SFJ Awards as they provide a stronger form of evidence which is more easily authenticated and verified.

The assessor should consider witness testimonies of either type as a typical form of evidence. Assessors are therefore responsible for making the final judgement in terms of the learner meeting the evidence requirements of the qualification/unit(s)/criteria.

5.5.3   Work outputs (product evidence)

Examples of work outputs include plans, reports, budgets, photographs, videos or notes of an event. Assessors can use work outputs in conjunction with other assessment methods, such as observation and discussion, to confirm competence and assure authenticity of the evidence presented.

5.5.4   Professional discussion

Professional discussions are a free-flowing two-way dialogue between the assessor and learner. It should not be confused with questioning where the assessor asks specific questions and the learner provides answers. 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/electronic records of discussions must be maintained.

5.5.5   Questioning the learner

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/electronic records of all questioning must be maintained.

5.5.6   Simulations

Simulation may only be used for units 2 and 4:

- Resolve fire and rescue operational incidents
- Protect the environment from the effects of incidents involving hazardous materials

Simulations may take place either in an operational or non-operational environment, for example a training centre, or in the learner's workplace. Proposed simulations must be reviewed to ensure they are fit for purpose as part of the IQA's pre-delivery activity.

Simulations can be used when:

- the employer or assessor consider that evidence in the workplace will not be demonstrated within a reasonable timeframe
- there are limited opportunities to demonstrate competence in the workplace against all the assessment criteria

- there are health and safety implications due to the high-risk nature of the work activity
- the work activity is non-routine and assessment cannot easily be planned for
- assessment is required in more difficult circumstances than is likely to happen day to day.

Simulations must follow the principles below:

1. The nature of the contingency and the physical environment for the simulation must be realistic
2. Learners should be given no indication as to exactly what contingencies they may come across in the simulation
3. The demands on the learner during the simulation should be no more or less than they would be in a real work situation
4. Simulations must be planned, developed and documented by the centre in a way that ensures the simulation correctly reflects what the specific qualification unit seeks to assess and all simulations should follow these documented plans
5. Simulations must be of a suitable quality to ensure learners benefit from demonstrating their skills in realistic conditions as far as possible
6. There should be a range of simulations to cover the same aspect of a unit and they should be rotated regularly.

5.6   Assessing knowledge and understanding

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.[6] 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:

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[6] https://www.gov.uk/guidance/ofqual-handbook/section-e-design-and-development-of-qualifications

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

5.7 Methods for assessing knowledge and understanding

Qualifications may be assessed using any method, or combination of methods in Section 5.1, which clearly demonstrate that knowledge-based learning outcomes and assessment criteria have been met. Evidence of assessment, examples listed below, can be included in a portfolio of evidence.

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

Where written assessments are used centres must maintain a bank of assessments that are sufficient to be changed regularly.

5.8 Assessment planning

Planning assessment allows a holistic approach to be taken. Holistic assessments are those which focus on assessment of the learner's work activity as a whole. This means that the assessment:

- reflects the skills requirements of the workplace
- saves time and 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. By effectively planning 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. As a consequence the assessment is a more efficient, cost effective process which minimises the burden on learners, assessors and employers.

5.9 Standardisation

Internal and external standardisation is required to ensure the consistency of evidence, assessment decisions and qualifications awarded over time. Written/audio/electronic records of all standardisation must be maintained, including records of all involved parties. IQAs should facilitate internal standardisation events for assessors to attend and participate to review evidence used, make judgments, compare quality and come to a common understanding of what is sufficient. In addition, it is also good practice to participate in

external standardisation activities. SFJ Awards will facilitate external standardisation events which are open to centres and their teams.

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

5.10   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).

The use of RPL encourages transferability of qualifications and/or units, which benefits both learners and employers. SFJ Awards supports 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.

5.11   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 have specific learning needs 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.

5.12   Health and safety

SFJ Awards is committed to safeguarding and promoting the welfare of learners, employees and volunteers and expect everyone to share this commitment.

SFJ Awards fosters an open and supportive culture to encourage the safety and well-being of employees, learners and partner organisations to enable:

- 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 environments meet relevant health and safety requirements.

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