



# Compartment Fire Behaviour Training



# Qualifications Handbook

## SFJ Awards Level 3 Award in Compartment Fire Behaviour Training

Qualification Number: 601/2762/4

## SFJ Awards Level 3 Certificate in Compartment Fire Behaviour Training

Qualification Number: 601/2763/6

Version	Date of issue	Amendment(s)	Page
V3	20.10.17	Section 2.4: Add Total Qualification Time	6-7
		Section 2.9: Update Use of Languages	7
		Section 3: Update Centre Requirements (no change to requirements)	8
		Section 4: Incorporate updated SFJ Awards Assessment Strategy (no change to requirements, additional information provided)	9-18
		SFJ Awards branding and copyright information updated	Various
		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

## 2.1 Overall Objective for the Qualifications

This handbook relates to the following qualifications:

- SFJ Awards Level 3 Award in Compartment Fire Behaviour Training
- SFJ Awards Level 3 Certificate in Compartment Fire Behaviour Training

The main objective of these qualifications is to provide:

- education and training for those working in the fire and rescue services with a responsibility to provide compartment fire training for firefighters
- opportunities for fire instructors in the fire and rescue services to achieve a nationally-recognised, Level 3 vocational qualification
- the knowledge and understanding those working in the fire and rescue services need to train firefighters in compartment fire behaviour.

## 2.2 Pre-entry Requirements

There are no pre-entry requirements for enrolling to complete these qualifications. However it is expected that learners will be employed in the fire and rescue services sector with a working knowledge of firefighting operations within the community in order to be able to evidence the learning outcomes.

## 2.3 Units and Rules of Combination

### 2.3.1 Level 3 Award in Compartment Fire Behaviour Training

This qualification is made up of a total of 2 mandatory units. To be awarded this qualification the learner must achieve a total of 8 credits from the mandatory units as shown in the table below.

Mandatory Units				
Unit Number	Ofqual Unit Reference	Unit Title	Level	Credit Value
L3-CFBT-01	H/502/6822	Theory of Compartment Fire Behaviour	3	4
L3-CFBT-02	K/506/0454	Application of Compartment Fire Behaviour Training	3	4

### 2.3.2 Level 3 Certificate in Compartment Fire Behaviour Training

This qualification is made up of a total of 3 mandatory units. To be awarded this qualification the learner must achieve a total of 13 credits from the mandatory units as shown in the table below.

Mandatory Units				
Unit Number	Ofqual Unit Reference	Unit Title	Level	Credit Value
L3-CFBT-01	H/502/6822	Theory of Compartment Fire Behaviour	3	4
L3-CFBT-02	K/506/0454	Application of Compartment Fire Behaviour Training	3	4
L3-CFBT-03	R/502/8341	Application and Theory of Positive Pressure Ventilation Training	3	5

### 2.4 Total Qualification Time (TQT)

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.

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.

Guided learning hours consist of all occasions when a member of training centre staff is present to give specific guidance towards the learning aim of the programme. This definition includes lectures, tutorials, supervised study and assignments.

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

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

Qualification Title	TQT	GLH
SFJ Awards Level 3 Award in Compartment Fire Behaviour Training	80	60
SFJ Awards Level 3 Certificate in Compartment Fire Behaviour Training	130	100

## 2.5 Age Restriction

These qualifications are available to learners aged 18 years and over.

## 2.6 Opportunities for Progression

This qualification creates opportunities for progression to a range of qualifications available in the fire and rescue sector.

## 2.7 Exemption

No exemptions have been identified.

## 2.8 Credit Transfer

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

## 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.

# 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

SFJ Awards Level 3 Award in Compartment Fire Behaviour Training  
SFJ Awards Level 3 Certificate in Compartment Fire Behaviour Training

These qualifications are assessed through a Portfolio of Evidence, which can include for example records of professional discussions, question and answer sessions, reflective accounts, written assignments, observation reports and other evidence which demonstrates that the learner has met the assessment criteria.

## 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.

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

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

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

- 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 is responsible for ensuring that their external quality assurance team have:

- sufficient occupational knowledge
- current experience of external quality assurance
- access to appropriate training and support.

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

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 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). 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.<sup>4</sup> Further information on qualification levels is included in the SFJ Awards Assessment Policy.

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.

#### **4.7 Methods for Assessing Competence**

Qualifications may be assessed using any method, or combination of methods in Section 4.1, 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 a decision about an individual's occupational competence. Further information on assessment methods is provided below and also in the SFJ Awards Assessment Policy.

##### **4.7.1 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.

##### **4.7.2 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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<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)

Testimony can also be provided by expert witnesses who are occupationally competent **and** familiar with the qualification unit(s). Assessors will not need to spend as long assessing expert witness testimony as they would a witness testimony from a non-expert. Therefore if expert witnesses are involved in the assessment strategy for a qualification a greater number of learners can be managed by a smaller number of assessors.

The assessor is however responsible for making the final judgement in terms of the learner meeting the evidence requirements for the qualification unit(s).

#### **4.7.3 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.

#### **4.7.4 Professional discussion**

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.

#### **4.7.5 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 records of all questioning must be maintained.

#### **4.7.6 Simulations**

Simulations may take place either in a non-operational environment which is not the learner's workplace, for example a training centre, or in the 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. There should be a range of simulations to cover the same aspect of a unit and they should be rotated regularly.

#### **4.8 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.<sup>5</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.

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<sup>5</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)

## **4.9 Methods for Assessing Knowledge**

Qualifications may be assessed using any method, or combination of methods in Section 4.1, 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 sufficient bank of assignments which are changed regularly.

## **4.10 Assessment Planning**

Planning assessment allows a holistic approach to be taken, which focuses 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
- 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.

## **4.11 Standardisation**

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

### **4.11.1 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.



#### **4.11.2 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.

#### **4.12 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.

#### **4.13 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.

#### **4.14 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.

# 5 Qualification Units

<b>Unit no:</b>	L3-CFBT-01	
<b>Ofqual reference:</b>	H/502/6822	
<b>Title</b>	Theory of Compartment Fire Behaviour	
<b>Level</b>	3	
<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. Understand the principles of combustion	1.1 Explain the triangle of combustion 1.2 Explain pyrolysis 1.3 Explain complete, incomplete combustion and passives 1.4 Describe flammable range 1.5 Explain the chemistry of combustion 1.6 Explain extinguishing media	
2. Understand how fire develops and spreads within compartments	2.1 Explain flashover 2.2 Explain backdraught 2.3 Explain fire gas explosion 2.4 Explain the factors which affect the development and spread of a compartment fire	
3. Understand methods used by firefighters to deal with and prevent fire development within a compartment	3.1 Explain branch techniques 3.2 Explain compartment entry procedures	
4. Understand the safety procedures relating to training in fire development within compartment fire	4.1 Explain need for continual dynamic risk assessment 4.2 Describe relevant safety briefs 4.3 Explain why emergency withdrawal and first aid procedures are needed during compartment fire behaviour 4.4 Explain health, safety and welfare procedures	

5. Understand how to implement safety procedures	5.1 Explain how health, safety and welfare procedures are implemented during compartment fire safety
<b>Additional information about the unit</b>	
Unit aim(s)	The aim of this unit is to provide the knowledge and understanding a compartment fire behaviour training (CFBT) trainer needs to deliver theoretical training covering the fundamentals of fire behaviour and the development of a fire within a compartment.
Assessment requirements specified by a sector or regulatory body (if appropriate)	N/A

<b>Unit no:</b>	L3-CFBT-02	
<b>Ofqual reference:</b>	K/506/0454	
<b>Title</b>	Application of Compartment Fire Behaviour Training	
<b>Level</b>	3	
<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. Be able to respond to the conditions within compartments	1.1	Identify hazards and risks of the neutral zone horizontal positions
	1.2	Apply dynamic risk assessments, based on the changing conditions of the fire environment
	1.3	Apply ventilation techniques
2. Be able to demonstrate firefighting techniques prior to and after compartment entry	2.1	Apply methods of gaining entry to compartments
	2.2	Apply branch techniques in fire compartments
	2.3	Apply branch techniques in compartment adjacent to the fire compartments
	2.4	Apply branch techniques to prevent further pyrolysis
3. Be able to demonstrate procedures for operating a carbonaceous compartment fire behaviour training facility	3.1	Inform users of the carbonaceous systems in use, including their physical properties
	3.2	Apply loading protocols of the carbonaceous system in use
	3.3	Apply health, safety and welfare monitoring procedures required during delivery of carbonaceous compartment fire behaviour training
	3.4	Apply risk assessment for carbonaceous compartment fire behaviour training facility
	3.5	Apply emergency safety procedures

4. Be able to conduct a compartment fire behaviour training session	4.1 Deliver safety brief prior to training session 4.2 Deliver brief prior to training session 4.3 Set safe and controlled conditions within the compartment 4.4 Carry out structured debrief and close session
<b>Additional information about the unit</b>	
Unit aim(s)	The aim of this unit is to enable learners to apply their knowledge and understanding of compartment fire behaviour to practical firefighting situations, so that they are familiar with them when teaching others.
Assessment requirements specified by a sector or regulatory body (if appropriate)	N/A

<b>Unit no:</b>	L3-CFBT-03	
<b>Ofqual reference:</b>	R/502/8341	
<b>Title</b>	Application and Theory of Positive Pressure Ventilation Training	
<b>Level</b>	3	
<b>Credit Value</b>	5	
<b>GLH</b>	40	
<b>Learning Outcomes</b> <i>The learner will:</i>	<b>Assessment Criteria</b> <i>The learner can:</i>	
1. Be able to demonstrate Positive Pressure Ventilation (PPV) techniques	1.1	Explain operational PPV techniques in specific locations
	1.2	Apply sequential ventilation techniques in compartments
	1.3	Apply inlet, outlet and air flow management techniques
2. Be able to demonstrate entry and air control techniques, and procedures in compartments	2.1	Identify signs and symptoms associated with flashover and backdraught
	2.2	Identify hazards and risks associated with flashover and backdraught
	2.3	Apply entry and air control techniques in compartments
	2.4	Apply tactics to respond to flashover and backdraught
	2.5	Implement emergency safety procedures
3. Be able to apply operating procedures for the Positive Pressure Ventilation (PPV) training facility	3.1	Explain the need for continual dynamic risk assessment
	3.2	Apply the generic risk assessment for the PPV training facility
	3.3	Apply health, safety and welfare monitoring procedures required during delivery of PPV training
	3.4	Apply the dynamic risk assessment used in the delivery of PPV training

<p>4. Be able to conduct Positive Pressure Ventilation Training Session</p>	<p>4.1 Deliver relevant safety brief prior to session</p> <p>4.2 Deliver session brief prior to session</p> <p>4.3 Set safe and controlled conditions within the compartment</p> <p>4.4 Carry out structured debrief and close session</p>
<p><b>Additional information about the unit</b></p>	
<p>Unit aim(s)</p>	<p>The aim of this unit is to enable learners to develop the knowledge, understanding and skills needed to underpin firefighting procedures during the various stages of fire development which may be encountered on the incident ground.</p> <p>The unit involves using positive pressure ventilation techniques and entry and air control techniques and implementing emergency procedures as required. Learners will use a positive pressure ventilation training facility.</p>
<p>Assessment requirements specified by a sector or regulatory body (if appropriate)</p>	<p>N/A</p>



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