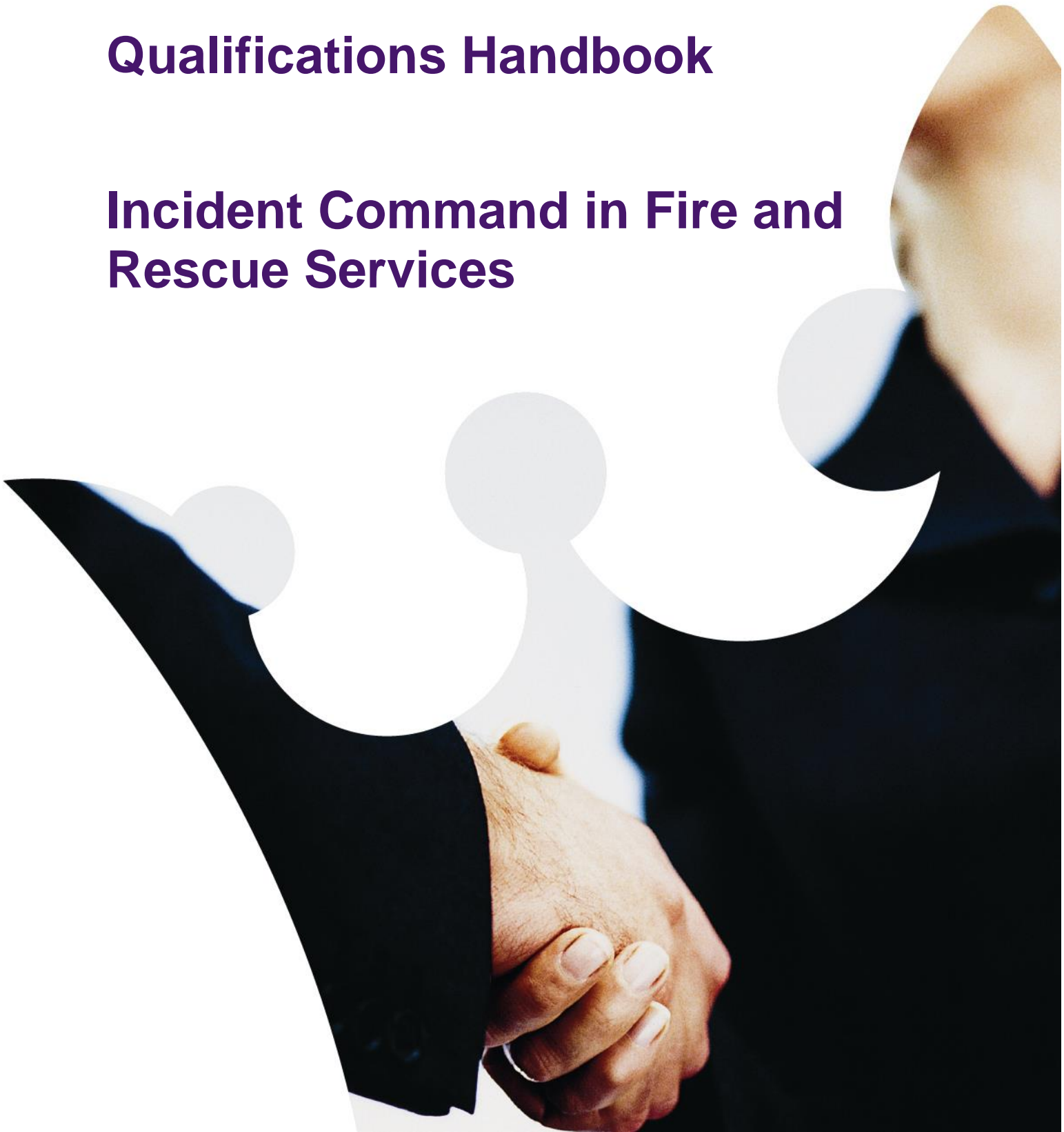# Qualifications Handbook

Incident Command in Fire and Rescue Services

Qualifications Handbook

SFJ Awards Level 3 Award in Initial Incident Command in Fire and Rescue Services

Qualification Number: 603/0587/3

SFJ Awards Level 4 Award in Intermediate Incident Command in Fire and Rescue Services

Qualification Number: 603/0588/5

SFJ Awards Level 6 Award in Advanced Incident Command in Fire and Rescue Services

Qualification Number: 603/0589/7

SFJ Awards Level 7 Award in Strategic Incident Command in Fire and Rescue Services

Qualification Number: 603/0590/3

Version	Date of issue	Amendment(s)	Page
V3	10.01.17	Amend AC numbering in LO9, Level 4 Award	27
V2	11.10.16	Additional guidance (AC1.1) re operational discretion	20
V1	30.09.16	N/A	

Contents

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 Charter

Our Customer Service Charter is published on SFJ Awards website giving the minimum level of service that Centres can expect. The Charter 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:

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1st Floor, Unit C
Meadowcourt Business Park
4 Hayland Street
Sheffield
S9 1BY

Tel: 0114 284 1970
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E-mail: info@sfjawards.com
Website: 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 Initial Incident Command in Fire and Rescue Services
- SFJ Awards Level 4 Award in Intermediate Incident Command in Fire and Rescue Services
- SFJ Awards Level 6 Award in Advanced Incident Command in Fire and Rescue Services
- SFJ Awards Level 7 Award in Strategic Incident Command in Fire and Rescue Services

The overall objective for these qualifications is to support the learner to update and continue their professional development, and to develop knowledge and skills relevant to incident command in the fire and rescue services.

The awards enable learners to be ready to work, but not yet competent, in incident command at the appropriate level. The level 3 award prepares the learner to work at the initial level; the level 4 award prepares the learner to work at intermediate level; the level 6 award prepares the learner to work at advanced level; the level 7 award prepares the learner to work at strategic level, representing the lead authority and as a supporting authority.

These qualifications align with the CFOA National Operational Guidance (NOG) 2015 for 'The Foundation for Incident Command' and 'Incident Command'.

2.2 Pre-entry Requirements

Learners must be fully qualified fire fighters and it is envisaged that learners will use these qualifications as a means of:

- identifying development needs, and
- developing skills that will enable them to extend their current competence.

2.3 Units and Rules of Combination

2.3.1 Level 3 Award in Initial Incident Command in Fire and Rescue Services

This qualification is made up of one mandatory unit. To be awarded this qualification the learner must achieve the unit shown in the table below.

Mandatory Unit				
Unit Number	Ofqual Reference	Unit Title	Level	GLH
L3-IIC-01	K/615/0276	Initial Incident Command in Fire and Rescue Services	3	45

2.3.2 Level 4 Award in Intermediate Incident Command in Fire and Rescue Services

This qualification is made up of one mandatory unit. To be awarded this qualification the learner must achieve the unit shown in the table below.

Mandatory Unit				
Unit Number	Ofqual Reference	Unit Title	Level	GLH
L4-IIC-01	Y/615/0273	Intermediate Incident Command in Fire and Rescue Services	4	40

2.3.3 Level 6 Award in Advanced Incident Command in Fire and Rescue Services

This qualification is made up of one mandatory unit. To be awarded this qualification the learner must achieve the unit shown in the table below.

Mandatory Unit				
Unit Number	Ofqual Reference	Unit Title	Level	GLH
L6-AIC-01	D/615/0274	Advanced Incident Command in Fire and Rescue Services	6	50

2.3.4 Level 7 Award in Strategic Incident Command in Fire and Rescue Services

This qualification is made up of one mandatory unit. To be awarded this qualification the learner must achieve the unit shown in the table below.

Mandatory Unit				
Unit Number	Ofqual Reference	Unit Title	Level	GLH
L7-SIC-01	H/615/0275	Strategic Incident Command in Fire and Rescue Services	7	50

2.4 Total Qualification Time (TQT)

Total Qualification Time comprises of the following two elements.[1]

(a)   The number of hours which an awarding organisation has assigned to a qualification for Guided Learning, and

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

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

QN	Qualification Title	TQT	GLH
603/0587/3	SFJ Awards Level 3 Award in Initial Incident Command in Fire and Rescue Services	65	45
603/0588/5	SFJ Awards Level 4 Award in Intermediate Incident Command in Fire and Rescue Services	55	40
603/0589/7	SFJ Awards Level 6 Award in Advanced Incident Command in Fire and Rescue Services	65	50
603/0590/3	SFJ Awards Level 7 Award in Strategic Incident Command in Fire and Rescue Services	65	50

2.5 Age Restriction

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

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

2.6   Opportunities for Progression

Following successful performance at incident command at a given level the learner can progress onto the next level award.

2.7   Use of Languages

SFJ Awards conducts its business activities in English and the qualification handbook for this qualification is provided in English. The SFJ Awards policy on the use of languages (Welsh and Irish) is available on the website.

SFJ Awards will provide assessment materials and qualification handbooks expressed in English. If there is sufficient demand; in Wales materials will be provided in English and Welsh or Welsh. In Northern Ireland assessment materials will be provided in English and Irish.

For vocational qualifications SFJ Awards will support the assessment of Learners in Irish or Welsh provided that sufficient notice is given to ensure that an assessment in a language other than English is comparable.

SFJ Awards carries out its business activities in English and may employ the services of a translator for quality assurance purposes.

Reasonable adjustments may be made by carrying out the assessment in British or Irish Sign Language.

The qualification handbook for this qualification is currently available in English.

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.

4   Assessment

4.1   Assessors

4.1.1   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.

4.1.2   Occupational Knowledge

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

4.1.3   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.

4.1.4   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[2] or Police Sector Standard for the Training of Assessors, Assessor Standard.

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[2] National Occupational Standards for Learning and Development, LLUK 2010

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.

4.1.5 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.

4.2 Internal Quality Assurers

4.2.1 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.

4.2.2 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.

4.2.3 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
- 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[3] 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.

4.2.4 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.

4.3 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.

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.

4.3.1 External Quality Assurer Competence

To demonstrate their competence, EQAs must be:

- qualified with a recognised external quality assurance qualification, or

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[3] National Occupational Standards for Learning and Development, LLUK 2010

- working towards a recognised external quality assurance qualification.

4.3.2 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.

4.4 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.

4.4.1 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.

4.4.2 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.

4.5 Qualification Assessment Methods

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

- Coursework
- E-assessment
- Multiple choice examination
- Portfolio of evidence (including for example records of professional discussions, question and answer sessions with assessors, observation reports, work outputs and witness testimonies)
- Practical demonstration/assignment
- Task-based Controlled Assessment
- Written examination

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.[4] 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, 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. Assessment methods which are most likely to be used are outlined below. However these are included for guidance only and there may be other methods which are suitable. Further information on assessment methods is included 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.

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[4] 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

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.

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.[5] 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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[5] 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

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

4.9   Methods for Assessing Knowledge

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

a)   Written tests in a controlled environment
b)   Multiple choice questions
c)   Evidenced question and answer sessions with assessors
d)   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)'.[6]

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.

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[6] After the QCF: A New Qualifications Framework, Ofqual 2015
https://www.gov.uk/government/consultations/after-the-qcf-a-new-qualifications-framework

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

Unit no:	L3-IIC-01
Title:	Initial Incident Command in Fire and Rescue Services
Level:	3
GLH:	45
Knowledge	

Learning outcomes *The learner will:*	Assessment criteria *The learner can:*
1. Understand the key principles of the Incident Command System	1.1 Summarise the following areas of the Incident Command System: • Command skills • Organisation at an incident • Safety management
	1.1 Guidance *Learners should also cover the need for operational discretion in their summary of the Incident Command System.*
	1.2 Explain the levels of command applied at operational incidents
	1.2 Guidance *This relates to the following levels of command:* • *Operational* • *Tactical* • *Strategic*
	1.3 Explain the Fire and Rescue Service (FRS) Decision Control Process employed at operational incidents
	1.4 Describe the term 'Major Incident'
	1.5 Describe the role of other agencies within the Incident Command System
	1.6 Describe the common framework under which Category 1 and 2 responders integrate at multi-agency incidents
	1.7 Describe the working principles and approaches that blue light responders have agreed to use at multi-agency incidents
	1.7 Guidance *AC1.7 relates to the Joint Emergency Services Interoperability Principles (JESIP) and covers areas such as the principles of joint working, the Joint Decision Model and METHANE.*

2.	Understand the roles and responsibilities of personnel within the Incident Command Structure	2.1	Summarise the role and responsibilities of the: • Incident Commander at Operational level • Sector Commander at incidents • Command Support
		2.2	Describe the difference between the Operational Sector Commander and Support Sector Commander within the Incident Command Structure
		2.2 Guidance *Differences may include areas of responsibility and reporting structures*	
		2.3	Describe the progression of Command Support at an incident from initial attendance to the arrival of a dedicated command support vehicle
		2.4	Explain responsibility for determining the cause of an incident
		2.5	Describe the evidence that may be available at an incident and its preservation
3.	Understand the management of risk at operational incidents	3.1	Define the terms hazard, risk and control measure
		3.2	Describe the categories of risk assessment used within the United Kingdom Fire and Rescue Service (UKFRS)
		3.2 Guidance *The categories of risk are:* • *Dynamic* • *Analytical* • *Personal*	
		3.3	Summarise the UKFRS Firefighter Safety Maxim applied to the management of risk at operational incidents
		3.4	Explain the Dynamic Risk Assessment flowchart employed at operational incidents
		3.5	Explain the tactical mode options available at incidents
		3.6	Describe the hierarchy of risk control measures in relation to managing risks
		3.7	Explain how cordons are an effective way of controlling resources and maintaining safety

4. Understand effective communication at operational incidents	4.1	Describe the lines of communication available at incidents in relation to an Incident Commander's span of control
	4.2	Assess the impact of poor or inappropriate communication
	4.3	Describe the methods of briefing crews at operational incidents
	4.4	Describe the standard model for sectorisation used by the UKFRS at operational incidents

Performance	

Learning outcomes *The learner will:*	Assessment criteria *The learner can:*	
5. Be able to plan an initial response to an operational incident	5.1	Gather information relevant to an operational incident
	5.2	Review information relevant to the known and anticipated risks to people, property and the environment
	5.3	Apply a command structure as appropriate to the needs of an operational incident
	5.4	Determine initial action against available resources including their limitations and capabilities through application of the Decision Control Process
	5.5	Develop objectives through a comprehensive assessment of the risks
6. Be able to implement actions at an operational incident to meet planned objectives	6.1	Identify the significant findings of the risk assessment processes
	6.2	Implement risk control measures
	6.3	Record relevant risk control measures
	6.4	Maintain on-going communication on planned actions to those involved in implementation
	6.5	Deploy appropriate resources to meet the needs of the incident
	6.6	Monitor the situation, plan and actions at regular intervals and adjust as appropriate
	6.7	Identify contingency measures in the event of an unplanned or uncontrolled event or escalation
	6.7 Guidance *Examples of contingency measures include emergency evacuation and tactical withdrawal*	
	6.8	Identify signs of chronic and acute stress
	6.8 Guidance *This covers personal stress and stress in others*	

		6.9	Implement actions to reduce the exposure to stress conditions on operational personnel and casualties
7.	Be able to close down the operational phase of an incident	7.1	Instigate measures to hand over control of an incident to an appropriate person, agency or authority
		7.2	Manage the preservation of potential evidence identified at the incident
		7.3	Identify any unresolved hazards and associated risks at close down of the incident
		7.4	Take action to minimise any unresolved hazards and associated risks within operational constraints
		7.5	Secure the availability of resources for further deployment at the earliest opportunity
8.	Be able to review a response to an operational incident	8.1	Conduct a post incident debrief
			8.1 Guidance *This could be a multi-agency debrief*
		8.2	Measure performance against agreed standards relevant to defined roles
		8.3	Identify opportunities to improve future personal, team and organisational performance
		8.4	Record the review process

Additional information about the unit	
Unit aim(s)	This unit aims to accredit the knowledge and skills development of FRS learners in Initial Incident Command. Achievement of the unit will confirm that individuals, once developed, are ready to work – but not competent - as an Incident Commander (Level 1).
Details of the relationship between the unit and relevant national occupational standards (if appropriate)	Skills for Fire and Rescue NOS WM7 – Lead and support people to resolve operational incidents
Details of the relationship between the unit and other standards or curricula (if appropriate)	CFOA National Operational Guidance – The Foundation for Incident Command (2015) CFOA National Operational Guidance – Incident Command (2015)
Assessment requirements specified by a sector or regulatory body (if appropriate)	This unit may be assessed in a learning and development environment.
Total Qualification Time (TQT)	65 hours

Unit no:	L4-IIC-01
Title:	Intermediate Incident Command in Fire and Rescue Services
Level:	4
GLH:	40

Knowledge	
Learning outcomes *The learner will:*	**Assessment criteria** *The learner can:*
1. Understand key roles and responsibilities within Incident Command	1.1 Explain the role and responsibilities of the Tactical Incident Commander
	1.2 Explain the performance criteria involved in leading, monitoring and supporting people to resolve operational incidents
	1.3 Identify the role and responsibilities of Command Support at Tactical level incidents
	1.3 Guidance *This should include the role of the Command Support Officer*
	1.4 Explain the legal responsibilities on an Incident Commander
	1.4 Guidance *Legal responsibilities are covered in:* • *Fire and Rescue Services Act (or equivalent)* • *Health and safety at Work Act* • *Management of Health and Safety at Work Regulations*
2. Understand command and leadership skills within Incident Command	2.1 Describe effective command skills
	2.2 Explain effective leadership
	2.3 Describe the relationship between leadership and teamwork
	2.4 Explain the need for operational discretion
	2.5 Define situational awareness
	2.6 Describe the factors associated with personal resilience

3.	Understand the application of effective decision making during operational incidents	3.1	Explain effective command decision making
		3.2	Describe the decision making processes used within the United Kingdom Fire and Rescue Service (UKFRS)
		3.2 Guidance	
		There are a number of ways that incident commanders may reach decisions which may be broadly grouped into two main categories these are Intuitive and Analytical decision making, and within intuitive there are two main processes, Automatic Response and Recognition Primed	
		3.3	Explain the features and benefits of the Decision Control Process employed by the UKFRS
		3.4	Explain how to select and apply a range of tactics to resolve different types of operational incidents
		3.5	Explain decision traps
4.	Understand the principles of risk management at operational incidents	4.1	Explain the key points of the UKFRS Firefighter Safety Maxim in minimising and controlling risks to operational personnel
		4.2	Explain the relationship between the analytical risk assessment process and the management of risk at operational incidents
		4.3	Describe how attitudes to risk impacts on decision making
		AC4.3 Guidance	
		This covers personal attitudes to risk as well as other people's attitudes to risk taking	
5.	Understand the methods of communication for operational incidents	5.1	Explain the importance of effective communication
		5.2	Describe the methods of communication available to an Incident Commander at Tactical level
		5.3	Describe the remote information sources available to an Incident Commander
		5.4	Explain the role of Command Support in establishing effective communications at incidents
		5.5	Explain the requirement to ensure effective briefings are undertaken in the role of Incident Commander at Tactical level
		5.5 Guidance	
		This may also cover multi-agency briefings	

6. Understand joint working and interoperability	6.1 Describe the principles expected of commanders with regard to joint working
	6.2 Describe the primary principles that the Joint Decision Model is structured around
	6.3 Explain how the Decision Control Process might be used in relation to the Joint Decision Model
	6.4 Describe all the elements of a recognised model for passing incident information between services and their control rooms
	6.4 Guidance *This covers METHANE message*
	6.5 Explain how to establish a media strategy at a developing incident

Performance

Learning outcomes *The learner will:*	Assessment criteria *The learner can:*
7. Be able to review and determine the status of operational incidents	7.1 Obtain appropriate information relevant to the incident, resolving any conflicts or discrepancies in existing sources against current incident status
	7.2 Evaluate all the relevant factors when taking over command of operational incidents
	7.2 Guidance *Factors would include:* • *the rationale for taking over* • *whether the new commander has sufficient situational awareness or requires additional information* • *whether to confirm or amend the plan according to the agreed operational priorities and objective, risk assessment and tactical mode* • *ensuring safe systems of work are in place* • *checking resources are adequate and deployed to match the tactical priorities* • *reviewing communications, including with other responders* • *whether the command structure is appropriate*
	7.3 Confirm current action complies with relevant legislation and protocols
	7.4 Review application of safe systems of work at operational incidents
	7.5 Actively monitor the tactical plan, actions and situation, giving support to the existing Incident Commander

8. Be able to assume responsibility for actions to support those involved in operational incidents	8.1 Take command of the incident
	8.2 Implement an effective plan to support those involved in operational incidents *8.2 Guidance* *The plan would cover:* • *taking into account all available information and anticipated risks* • *confirming roles, responsibilities, tasks and communications channels* • *ensuring the command structure remains relevant* • *matching resources to meet the needs of the incident* • *ensuring appropriate tactical considerations* • *applying the UKFRS Decision Control Process*
	8.3 Conduct dynamic, analytical and personal risk assessments
	8.4 Interpret and record results of dynamic, analytical and personal risk assessments
	8.5 Conduct timely and comprehensive briefings and updates with relevant people to obtain progress reports and instigate action
	8.6 Actively monitor, evaluate and mitigate risks to personnel, community and the environment
	8.7 Evaluate the capabilities and limitations of personnel, appliances and equipment
	8.8 Maintain a communications strategy for the duration of the incident
	8.9 Establish and maintain liaison with other agencies
	8.10 Ensure all organisational objectives are met and that the relevant status of the incident is handed over prior to the withdrawal of support
	8.11 Delegate responsibilities for necessary investigations
	8.12 Collate relevant points for the debrief
9. Be able to review responses to operational incidents	9.1 Organise and conduct a post incident debrief *9.1 Guidance* *This may also cover multi-agency debriefs*
	9.2 Review all relevant information from internal and external sources
	9.3 Assimilate the findings of the debrief to inform organisational and legal policy and procedures
	9.4 Implement measures to improve future practice and performance
	9.5 Provide constructive feedback to other agencies to assist inter-operability

	9.6 Establish appropriate support mechanisms and instigate action to deliver these
	9.7 Agree and implement appropriate action including responsibilities and timescales
	9.8 Report meritorious conduct and recommendations for action
Additional information about the unit	
Unit aim(s)	This unit aims to accredit the knowledge and skills development of FRS learners in Intermediate Incident Command. Achievement of the unit will confirm that people, once developed, are ready to work – but not competent - as a Tactical Incident Commander (Level 2).
Details of the relationship between the unit and relevant national occupational standards (if appropriate)	Skills for Fire and Rescue NOS EFSM2 – Lead, monitor and support people to resolve operational incidents
Details of the relationship between the unit and other standards or curricula (if appropriate)	CFOA National Operational Guidance – The Foundation for Incident Command (2015) CFOA National Operational Guidance – Incident Command (2015)
Assessment requirements specified by a sector or regulatory body (if appropriate)	This unit may be assessed in a learning and development environment.
Total Qualification Time (TQT)	55 hours

Unit no:	L6-AIC-01
Title:	Advanced Incident Command in Fire and Rescue Services
Level:	6
GLH:	50

Knowledge	Knowledge
Learning outcomes *The learner will:*	**Assessment criteria** *The learner can:*
1. Understand the principles of decision making when leading people to resolve operational incidents	1.1 Explain the need for effective decision making when leading people to resolve operational incidents
	1.2 Explain the decision making processes used by the UK Fire and Rescue Service (UKFRS)
	1.2 Guidance *There are a number of ways that incident commanders may reach decisions which may be broadly grouped into two main categories these are Intuitive and Analytical decision making, and within intuitive there are two main processes, Automatic Response and Recognition Primed*
	1.3 Explain the components of the Decision Control Process
	1.4 Evaluate how the different components of the Decision Control Process should be applied
2. Understand a tactical approach to resolving operational incidents	2.1 Explain the different tactics that can be applied to resolve operational incidents
	2.2 Justify the selection and application of tactics to resolve different types of operational incidents
	2.3 Explain the importance of effective media management during the incident
3. Understand command and leadership skills within Incident Command	3.1 Explain effective communication processes
	3.2 Analyse effective command skills
	3.3 Analyse effective leadership
	3.4 Explain the relationship between leadership and teamwork
	3.5 Explain the need for operational discretion
	3.6 Explain situational awareness
	3.7 Explain the factors associated with personal resilience

4. Understand the principles of risk management when leading people to resolve operational incidents	4.1 Evaluate the principles of different types of risk assessment at operational incidents
	4.1 Guidance *The categories of risk are:* • *Dynamic* • *Analytical* • *Personal*
	4.2 Explain how an understanding of different types of risk assessment influence own attitude to risk
	4.3 Explain how attitudes to risk impact on decision making
5. Understand joint working and interoperability	5.1 Analyse the principles, procedures and methods of joint working for a major incident
	5.2 Explain how the joint doctrine fits in with Civil Contingencies Act 2004 'Emergency Response and Recovery' guidance
	5.3 Describe the key elements to be considered with regard to the development of a working strategy for a rapid onset emergency
	5.4 Describe the key elements required to deliver an integrated multi-agency operational response plan
	5.5 Describe how to evaluate courses of action in terms of: • Suitability • Feasibility • Acceptability
6. Understand the principles of debriefing following an operational incident	6.1 Summarise responsibilities in relation to debriefing following operational incidents
	6.1 Guidance *Debriefs are likely to be multi-agency at this level*
	6.2 Summarise the benefits of effective debriefing in terms of organisational and personal development
	6.3 Critically compare different approaches to debrief
	6.4 Explain when different types of debrief should be used following operational incidents

Performance	
Learning outcomes *The learner will:*	**Assessment criteria** *The learner can:*
7. Be able to evaluate the status of an operational incident	7.1 Analyse the relevant factors when taking over command of operational incidents
	7.1 Guidance *Factors would include:* • *the rationale for taking over* • *whether the new commander has sufficient situational awareness or requires additional information* • *whether to confirm or amend the plan according to the agreed operational priorities and objective, risk assessment and tactical mode* • *ensuring safe systems of work are in place* • *checking resources are adequate and deployed to match the tactical priorities* • *reviewing communications, including with other responders* • *whether the command structure is appropriate*
	7.2 Determine the effectiveness of the current command team
	7.3 Delegate responsibilities for any necessary functions and investigations
	7.4 Collate relevant points for the debrief
	7.5 Evaluate the plan to: • support the existing Incident Commander to resolve the incident • take command of the incident
8. Be able to assume responsibility for action to support those involved in an operational incident	8.1 Take action to meet the needs of an incident
	8.2 Communicate with other levels of command
	8.3 Evaluate the capabilities and limitations of the operational resources available
	8.4 Match resources to the needs of the incident
	8.5 Confirm the results of dynamic, analytical and personal risk assessments
	8.5 Guidance *Personal risk assessment relates to the Incident Commander's personal resilience*

	8.6	Act upon the results of dynamic, analytical and personal risk assessments
	8.6 Guidance	
	Personal risk assessment relates to the Incident Commander's personal resilience	
	8.7	Control identified hazards and risks within the incident as detailed in the UKFRS Decision Control Process
	8.8	Liaise with other agencies in line with agreed working principles and models to ensure effective responses
	8.8 Guidance	
	'Working principles and models' cover the Joint Emergency Services Interoperability Principles (JESIP) Joint Decision Model	
9. Be able to close down the operational phase of an incident	9.1	Ensure the area under own control is fit for handover to the appropriate person, agency or authority
	9.2	Contribute to a post incident debrief
	9.2 Guidance	
	Debriefs are likely to be multi-agency at this level	

Additional information about the unit	
Unit aim(s)	This unit aims to accredit the knowledge and skills development of FRS learners in Advanced Incident Command. Achievement of the unit will confirm that people, once developed, are ready to work – but not competent - as an Advanced Tactical Incident Commander (Level 3).
Details of the relationship between the unit and relevant national occupational standards (if appropriate)	Skills for Fire and Rescue NOS EFSM2 – Lead, monitor and support people to resolve operational incidents
Details of the relationship between the unit and other standards or curricula (if appropriate)	CFOA National Operational Guidance – The Foundation for Incident Command (2015) CFOA National Operational Guidance – Incident Command (2015)
Assessment requirements specified by a sector or regulatory body (if appropriate)	This unit may be assessed in a learning and development environment.
Total Qualification Time (TQT)	65 hours

Unit no:	L7-SIC-01
Title:	Strategic Incident Command in Fire and Rescue Services
Level:	7
GLH:	50

Knowledge	

Learning outcomes *The learner will:*	Assessment criteria *The learner can:*
1. Understand the roles and responsibilities of people and organisations within Incident Command arrangements at local, regional and national levels	1.1 Critically evaluate the roles and responsibilities of the fire and rescue service and other agencies before, during and after incidents
	1.2 Explain how the fire and rescue service becomes involved in incidents led strategically by other services
	1.3 Explain the roles, responsibilities and levels of authority, within the Incident Command inter agency structures and the fire and rescue service strategic commander
	1.4 Explain the key points of interoperability between the fire and rescue service and other agencies
	1.4 Guidance *This criterion is in line with the Joint Emergency Services Interoperability Principles (JESIP) Joint Decision Model*
	1.5 Identify the key elements with regard to joint learning
	1.6 Explain how to access human, physical and financial resources to meet the needs of incidents
	1.7 Explain current strategic national command support arrangements
	1.7 Guidance *Arrangements are as detailed in the NCAF supporting guidance*
	1.8 Explain mechanisms for accessing overseas assistance
2. Understand command and leadership skills within Incident Command	2.1 Explain effective communication processes
	2.2 Analyse effective command skills
	2.3 Analyse effective leadership
	2.4 Explain the relationship between leadership and teamwork
	2.5 Explain the need for operational discretion
	2.6 Explain situational awareness
	2.7 Explain the factors associated with personal resilience

3.	Understand the technical issues being dealt with at tactical level	3.1	Analyse how to prioritise actions and methods for deployment of resources
		3.2	Summarise the statutory acts and guidance that apply in all circumstances
		3.3	Analyse the technical issues being dealt with at tactical level
		3.4	Describe the broad issues surrounding the tactical issues being addressed by the other principal responding agencies
4.	Understand the role of communications within the context of local, regional and national incidents	4.1	Critically evaluate the key components of the communications strategy that supports the Incident Command inter agency structures
		4.2	Critically compare the main capabilities and limitations of the command support functions available to the fire and rescue service strategic commander
		4.3	Describe how to obtain technical and professional advice to inform decision making
		4.4	Explain what is meant by the national, regional and local governmental decision making process and what can be done to support its effective response
		4.5	Explain how to work with the media in conjunction with government and other agencies for the benefit of the community
5.	Understand how to manage people involved in incidents within local, regional and national contexts	5.1	Summarise the relationships defined within the Incident Command system
		5.2	Define in detail the relationship between the Strategic and Tactical Incident Commanders
		5.3	Explain the relationship between the Incident Command Structure and the structures described within the guidance to the Civil Contingencies Act
		5.4	Explain how the command support structures and staff sustain the capability of the strategic commander
		5.5	Analyse the effects that operational incidents have on the individual, the team and the wider organisation
		5.6	Explain the importance of effective handovers of command during ongoing and protracted incidents
6.	Understand how to close down the strategic command phase of the incident within local, regional and national contexts	6.1	Describe the factors involved in closing down the strategic phase of an incident
		6.2	Analyse the post incident responsibilities of the strategic commander and the joint responders' group

Performance	
Learning outcomes *The learner will:*	**Assessment criteria** *The learner can:*
7. Be able to lead a strategic response to an incident within local, regional and national contexts	7.1 Establish liaison with key personnel in own service and other agencies who may contribute to achieving objectives
	7.2 Confirm the strategic command structure as suitable to meet the needs of the incident
	7.3 Review the implications of exercising Strategic command during an incident where multiple tactical commanders are operating, including approving tactical plans and prioritising resource needs
	7.4 Work in co-ordination with strategic representatives of other agencies to maximise effectiveness of response
	7.5 Analyse the factors involved in setting and reviewing the strategy
	7.6 Obtain and share information to enable co-ordination of a strategic response
	7.7 Ensure that the information and feedback needs of those involved in resolving, and/or those affected by the incident are met
	7.8 Take action to mitigate risks to the health, safety and welfare of those involved in, or affected by the incident
	7.9 Use advice and support from appropriate technical and professional sources
	7.10 Engage media resources in conjunction with other agencies to inform and protect the community
	7.11 Modify planned actions in response to emerging needs and the impact of the incident
	7.12 Ensure a record of relevant decisions and actions is made
8. Be able to contribute to the debrief following the resolution of an incident	8.1 Evaluate the purpose of debriefing and strategic review
	8.1 Guidance *Including multi-agency, and strategic review*
	8.2 Gather pertinent information from internal and external sources
	8.3 Review pertinent information from internal and external sources
	8.4 Provide constructive feedback to personnel and other agencies involved

| | 8.5 | Agree action to be taken following debrief activities including responsibilities and timescales |
| | 8.6 | Summarise the key factors to bear in mind when conducting a debrief |

Additional information about the unit	
Unit aim(s)	This unit aims to accredit the knowledge and skills development of FRS learners in Strategic Incident Command. Achievement of the unit will confirm that people, once developed, are ready to work – but not competent - in the context of representing the lead authority and as a supporting authority. This is the level of command exercised by the most senior operational commanders of a fire and rescue service supporting the on-scene operations with the authority to direct and commit resources. It includes the requirement to oversee, co-ordinate and support multiple off-site operations.
Details of the relationship between the unit and relevant national occupational standards (if appropriate)	Skills for Fire and Rescue NOS EFSM1 – Provide strategic advice and support to resolve operational incidents
Details of the relationship between the unit and other standards or curricula (if appropriate)	CFOA National Operational Guidance – The Foundation for Incident Command (2015) CFOA National Operational Guidance – Incident Command (2015)
Assessment requirements specified by a sector or regulatory body (if appropriate)	This unit may be assessed in a learning and development environment.
Total Qualification Time (TQT)	65 hours

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