Incident Command in Fire and Rescue Services

Qualifications Handbook

Incident Command in Fire and Rescue Services

SFJ Awards Level 3 Award in Initial Incident Command in Fire and Rescue Services
Qualification Number: 610/0183/1

SFJ Awards Level 4 Award in Intermediate Incident Command in Fire and Rescue Services
Qualification Number: 610/0185/5

SFJ Awards Level 6 Award in Advanced Incident Command in Fire and Rescue Services
Qualification Number: 610/0187/9

SFJ Awards Level 7 Award in Strategic Incident Command in Fire and Rescue Services
Qualification Number: 610/0189/2

Operational Start Date: 1 December 2021

Revalidation for Incident Command in Fire and Rescue Services

SFJ Awards Level 3 Award in Revalidation for Initial Incident Command in Fire and Rescue Services
Qualification Number: 610/0184/3

SFJ Awards Level 4 Award in Revalidation for Intermediate Incident Command in Fire and Rescue Services
Qualification Number: 610/0186/7

SFJ Awards Level 6 Award in Revalidation for Advanced Incident Command in Fire and Rescue Services
Qualification Number: 610/0188/0

SFJ Awards Level 7 Award in Revalidation for Strategic Incident Command in Fire and Rescue Services
Qualification Number: 610/0190/9

Operational Start Date: 1 December 2021

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Revisions and Amendment Register

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01/12/2021	-	N/A	1
28/04/2023	23, 24	Additional guidance for AC7.1 and AC7.5	2

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1   Introduction

1.1   About us

SFJ Awards is part of the Workforce Development Trust, together with Skills for Justice and Skills for Health. For over 10 years Skills for Health and Skills for Justice have been working with employers, Governments of the UK and agencies within the skills system, to better equip workforces with the right skills now and for the future.

During this time both Skills for Health and Skills for Justice have earned an enviable reputation for their knowledge of the health and justice sectors and their proactive approach to the development of skills and qualifications, along with an ability to deliver genuinely workable solutions for the employers they represent.

SFJ Awards is an awarding organisation that builds upon this reputation. We work with employers in the policing, community safety, legal, armed forces, security, and health sectors and understand their specific challenges, enabling us to quality assure learning outcomes that are suited to the needs of the sectors.

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

1.2   Customer Service Statement

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

1.3   Centre support

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

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

Tel: 0114 284 1970
E-mail: info@sfjawards.com
Website: www.sfjawards.com

2   The Qualifications

2.1   Qualification objectives

This handbook relates to qualifications for developing knowledge and skills in incident command and for re-validating skills at the appropriate level at a later stage.

These qualifications align with the NFCC Incident Command National Operational Guidance (NOG).

Incident Command

The objective for the following 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 develop their skills and 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.

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

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Following the learner's completion of training, development and validation in simulated environments, validation of command competence should be established at operational incidents.

Incident Command Revalidation

The following revalidation qualifications aim to provide a re-assessment of the skills gained through achievement of the full qualifications above. They therefore include only the performance-based learning outcomes from the full incident command qualifications. Incident Commanders should be revalidated against the level at which they are operating in a command capacity.

The period between achieving the full qualification and the appropriate revalidation qualification is not stipulated by SFJ Awards but determined by individual organisations. However, the NFCC National Operational Guidance for Incident Command: Knowledge, skills and competence[1] advises revalidation of knowledge and skills should be carried out every two years.

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

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

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

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

2.2   Pre-entry requirements

Learners must be fully qualified fire fighters to undertake these qualifications. Centres must also ensure that learners are able to complete this qualification, for example, through completing a skills scan to ensure they can work at the appropriate level.

There are no additional requirements for enrolling onto the full incident command qualifications.

Learners who wish to undertake a revalidation qualification **must** have previously achieved the full incident command qualification at the same level e.g. to undertake the Level 3 Award in Revalidation for Initial Incident Command in Fire and Rescue Services, the learner must have previously achieved the Level 3 Award in Initial Incident Command in Fire and Rescue Services.

2.3   Qualification structures

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

This qualification is made up of 1 mandatory unit as shown in the table below.

Unit Number	Odyssey Reference	Unit Title	Level	GLH
1	6033	Initial Incident Command in Fire and Rescue Services	3	45

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[1] www.ukfrs.com/foundation-knowledge/incident-command-knowledge-skills-and-competence

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

This qualification is made up of 1 mandatory unit as shown in the table below.

Unit Number	Odyssey Reference	Unit Title	Level	GLH
2	6034	Intermediate Incident Command in Fire and Rescue Services	4	40

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

This qualification is made up of 1 mandatory unit as shown in the table below.

Unit Number	Odyssey Reference	Unit Title	Level	GLH
3	6035	Advanced Incident Command in Fire and Rescue Services	6	50

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

This qualification is made up of 1 mandatory unit as shown in the table below.

Unit Number	Odyssey Reference	Unit Title	Level	GLH
4	6036	Strategic Incident Command in Fire and Rescue Services	7	50

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

This qualification is made up of 1 mandatory unit as shown in the table below.

Unit Number	Odyssey Reference	Unit Title	Level	GLH
5	6037	Revalidation for Initial Incident Command in Fire and Rescue Services	3	8

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

This qualification is made up of 1 mandatory unit as shown in the table below.

Unit Number	Odyssey Reference	Unit Title	Level	GLH
6	6038	Revalidation for Intermediate Incident Command in Fire and Rescue Services	4	8

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

This qualification is made up of 1 mandatory unit as shown in the table below.

Unit Number	Odyssey Reference	Unit Title	Level	GLH
7	6039	Revalidation for Advanced Incident Command in Fire and Rescue Services	6	8

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

This qualification is made up of 1 mandatory unit as shown in the table below.

Unit Number	Odyssey Reference	Unit Title	Level	GLH
8	6040	Revalidation for Strategic Incident Command in Fire and Rescue Services	7	8

2.4 Behavioural markers

As well as technical and procedural knowledge, command skills are considered as part of the assessment process. Command skills are identified as the cognitive and interpersonal qualities critical for assertive, effective and safe incident command.

Different behavioural marker systems have been developed to support the training, development and assessment of incident commanders, for example THe INcident Command Skills (THINCS)[2] behavioural marker system has been developed for the NFCC. Fire and Rescue Services may choose which behavioural marker system to use. The SFJ Awards assessment criteria can be used to provide evidence against behavioural markers.

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[2] www.ukfrs.com/foundation-knowledge/incident-command-knowledge-skills-and-competence

The table below highlights where key behaviours could be evidenced in the SFJ Awards incident command qualifications. As the behavioural markers can best be evidenced through performance criteria, rather than knowledge criteria, the markers have been mapped to the appropriate performance (be able to) learning outcomes and associated criteria.

Behavioural marker	Assessment criteria which can be used to provide evidence against behavioural markers			
Situational Awareness	**L3**	**L4**	**L6**	**L7**
• Gathers appropriate information • Analyses and understands information • Projects and anticipates future needs	5.1 5.3 5.4 5.5 6.5 7.6	7.1 7.2 7.4 7.5 8.1 8.2 8.6 8.7 8.10 8.12	7.1 7.2 7.3 7.4 8.1 8.2 8.5 8.6 8.7	7.1 7.6 7.7 7.8 7.11
Decision Making	**L3**	**L4**	**L6**	**L7**
• Recognises the importance of appropriate decision-making techniques • Formulates decisions and develops shared understanding • Effectively implements and reviews decisions	5.4 5.5 6.1 6.6 6.7 7.6	7.2 7.4 8.2 8.3 8.4 8.6 8.7 8.11 9.8	7.2 7.3 7.4 8.2 8.4 8.5 8.6 8.8 8.9 8.10	7.2 7.3 7.5 7.8 7.11 7.12 8.2 8.3 8.4
Communication	**L3**	**L4**	**L6**	**L7**
• Recognises the importance of good communication with team members • Conveys information clearly and succinctly to develop a shared understanding • Listens effectively, seeks clarification and welcomes challenge	5.6 6.1 6.2 6.4 6.6 6.8 7.1 7.5 8.1 8.3	8.4 8.5 8.6 8.8 8.9 8.10 8.11 9.1 9.3 9.4 9.5 9.6 9.7 9.8	8.2 8.3 8.4 8.8 8.9 8.10 9.1 9.2 9.3	7.1 7.4 7.6 7.7 7.8 7.9 7.10 7.11 7.12 8.2 8.3

Teamwork	L3	L4	L6	L7
• Collaborates with other team members to solve complicated problems • Supports and enhances the team • Develops a positive environment to resolve conflict and create trust	6.5 6.6 6.9 8.1	7.2 8.4 8.5 8.8 8.9 8.10 8.12 9.1 9.3 9.4 9.5 9.6 9.7 9.8	7.2 7.4 8.3 8.7 8.8 8.9 8.10 9.1 9.2 9.3	7.4 7.6 7.7 7.9 7.10 8.2 8.3 8.4
Leadership	**L3**	**L4**	**L6**	**L7**
• Sets and maintains standards of performance • Values, supports and includes others • Adopts appropriate leadership styles and practices	7.3 7.4 7.6 8.1 8.2 8.3	7.2 7.3 7.5 8.1 8.2 8.3 8.4 8.5 8.6 8.9 8.10 8.11 9.1 9.3 9.4 9.5 9.6 9.7 9.8	7.4 8.1 8.2 8.4 9.2 9.3	7.3 7.4 7.6 7.8 7.10 8.1 8.2 8.3 8.4

Personal Resilience	L3	L4	L6	L7
• Manages time effectively • Copes with pressure/stress • Exudes personal confidence	5.1 5.4 6.4 6.5 6.6 6.8 6.9 7.2 7.5 8.1 8.2	7.1 7.2 7.3 7.4 7.5 8.1 8.2 8.5 8.6 8.7 8.8 8.9 8.10 8.11 9.1 9.2 9.5 9.7	7.1 7.2 7.3 7.4 8.1 8.2 8.5 8.6 8.7 8.8 8.10 9.2	7.1 7.3 7.4 7.6 7.7 7.8 7.11 8.2 8.3 8.4

2.5 Total Qualification Time (TQT)

Values for Total Qualification Time[3], including Guided Learning, are calculated by considering the different activities that Learners would typically complete to achieve and demonstrate the learning outcomes of a qualification. They do not include activities which are required by a Learner's Teacher based on the requirements of an individual Learner and/or cohort. Individual Learners' requirements and individual teaching styles mean there will be variation in the actual time taken to complete a qualification. Values for Total Qualification Time, including Guided Learning, are estimates.

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

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

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

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

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

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

Qualification Title	TQT	GLH
SFJ Awards Level 3 Award in Initial Incident Command in Fire and Rescue Services	65	45
SFJ Awards Level 4 Award in Intermediate Incident Command in Fire and Rescue Services	55	40
SFJ Awards Level 6 Award in Advanced Incident Command in Fire and Rescue Services	65	50
SFJ Awards Level 7 Award in Strategic Incident Command in Fire and Rescue Services	65	50
SFJ Awards Level 3 Award in Revalidation for Initial Incident Command in Fire and Rescue Services	16	8
SFJ Awards Level 4 Award in Revalidation for Intermediate Incident Command in Fire and Rescue Services	16	8
SFJ Awards Level 6 Award in Revalidation for Advanced Incident Command in Fire and Rescue Services	16	8
SFJ Awards Level 7 Award in Revalidation for Strategic Incident Command in Fire and Rescue Services	16	8

The revalidation qualifications include only the performance-based learning outcomes from the full incident command qualifications. As a re-assessment of skills, learners will not need to retake the underpinning learning and this is reflected in the TQT and GLH for the qualifications.

2.6   Age range and geographical coverage

These qualifications are available to learners aged 18 years and over and are regulated in England and Wales.

2.7   Opportunities for progression

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

2.8   Use of languages

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

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

Policies are available on our website www.sfjawards.com or on request from SFJ Awards.

3   Qualification Units

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

Title	Initial Incident Command in Fire and Rescue Services		
Level	3		
Unit Number	1		
Total Hours	65		
GLH	45		
Learning Outcomes *The learner will:*	Assessment Criteria *The learner can:*	Guidance and/or Indicative Content	Behavioural Markers
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	• *What are command skills?* • *How is an incident organised?* • *What are the incident commanders' responsibilities around safety management?*	
	1.2 Explain the levels of command applied at operational incidents	*This relates to the following levels of command:* • *Operational* • *Tactical* • *Strategic*	

	1.3	Explain the UK Fire and Rescue Service (UKFRS) Decision Control Process employed at operational incidents		
	1.4	Describe the term 'major incident'	*This should be a major incident in the context of UKFRS. Think about own organisation. Provide an example of a major incident.*	
	1.5	Describe the common framework under which Category 1 and 2 responders integrate at multi-agency incidents		
	1.6	Describe the role of other agencies (Category 1 and 2 responders) within the Incident Command system	*What are the functions of Cat 1 and Cat 2 responders, who are they and what are their roles within a fire-led incident?*	
	1.7	Describe the working principles and approaches that blue light responders have agreed to use at multi-agency incidents	*Joint Emergency Services Interoperability Principles (JESIP) and areas such as the principles of joint working, the Joint Decision Model and METHANE.*	
	1.8	Explain 'operational discretion' within the Incident Command system	*Provide an example of how it could be applied to an operational incident.* *What are the expectations of the Incident Commander i.e. how will this allow them to progress their tactical plan to a suitable outcome?*	

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	*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	*Consider the transition process.* *How will the Command Support vehicle and its resources assist the Incident Commander?*	
	2.4	Explain responsibility for determining the cause of an incident	*What makes a Fire and Rescue Service responsible for determining the cause of a fire?* *How is the information used?* *Different tiers of Fire Investigation.*	
	2.5	Describe the evidence that may be available at an incident and its preservation		
	3.1	Define the terms hazard, risk and control measure		

3. Understand the management of risk at operational incidents	3.2	Describe the categories of risk assessment used within the UK Fire and Rescue Service (UKFRS)	*The categories of risk are:* • *Dynamic* • *Analytical* • *Personal* • *Environmental*	
	3.3	Define the UKFRS Firefighter Safety Maxim	*Learners should be able to provide the official wording and give their understanding.*	
	3.4	Explain how the UKFRS Firefighter Safety Maxim is applied to the management of risk at operational incidents	*How does this influence tactical decisions?* *Consider different appetite towards risk.* *Give an example of its application.*	
	3.5	Explain the Dynamic Risk Assessment flowchart employed at operational incidents	*Use a diagram, explain each stage and also include an example.*	
	3.6	Explain the tactical mode options available at incidents and how each influences tactical actions	*When does the tactical mode change?* *Who can change it?* *How is it recorded?*	
	3.7	Describe the hierarchy of risk control measures in relation to managing risks	*Provide examples of control measures.*	
	3.8	Explain how cordons are an effective way of controlling resources and maintaining safety	*Cordon types.* *How they are utilised to manage risks.*	

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	*Consider using a diagram to show how lines of communication support the spans of control of the incident commander*	
	4.2	Assess the impact of poor or inappropriate communication	*What does effective communication look like?*	
	4.3	Describe the methods of briefing crews at operational incidents	*Provide examples of tools or mnemonics.*	
	4.4	Describe the standard model for sectorisation used by the UKFRS at operational incidents		
5. Be able to plan an initial response to an operational incident	5.1	Gather sufficient and appropriate information to gain an understanding of the incident	*Speaking to the key holder/neighbours /emergency responders or specialist as appropriate.* *Use of policies, procedures and guidance where appropriate to deal with the incident.*	Situational Awareness Personal Resilience
	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	*What does this look like?* *Consider resources available and likely escalation of incident.* *Consider specialist advisors etc.*	Situational Awareness
	5.4	Determine in a timely manner an initial plan of action against available resources using the UKFRS Decision Control Process	*Consider for example:* • *limitations* • *location of resources*	Situational Awareness Decision Making

				travel distance	Personal Resilience
				initial tactical priorities	
				measures to minimise risks	
				identification and prioritisation of objectives.	
				Manage time effectively and cope with pressure.	
	5.5	Develop objectives and priorities through a comprehensive assessment of the risks		*Consider information to allow robust risk v benefit analysis, the resources available and any other knowledge of the incident i.e. SOPs, operational intel etc.* *Short-, medium- and long-term objectives.*	Decision Making Situational Awareness
	5.6	Share objectives and priorities of the initial response with relevant personnel		*Team, appropriate colleagues and other agencies.*	Communication
6. Be able to implement actions at an operational incident to meet planned objectives	6.1	Identify and share the significant findings of the risk assessment processes with relevant personnel		*What are the significant findings?* *Who will the findings be shared with?* *How would the learner confirm understanding?*	Decision Making Communication
	6.2	Implement risk control measures		*Consider safe systems of work, hierarchy of risk and suitable control measures.* *Control measures communicated to all relevant personnel and fully understood.*	Communication
	6.3	Record relevant risk control measures			

	6.4	Maintain on-going communication on planned actions to those involved in implementation	*How does the learner maintain clear communications to ensure safety of all personnel? Consider the impact of ineffective or poor communications.*	Communication Personal Resilience
	6.5	Deploy appropriate resources to meet the needs of the incident	*Correct selection of the appropriate resources to meet the needs of the incident, e.g. specialist appliances, personnel and their plan to use each resource.*	Situational Awareness Teamwork Personal Resilience
	6.6	Monitor the situation, plan and actions at regular intervals, adjust as appropriate and share with relevant personnel	*Re-evaluation of plan, use of new information, reassess safe systems of work and any additional control measures required.* *Adjusting plan as required, e.g. deploying additional resources, establish new safety cordon, changing tactics.*	Decision Making Communication Teamwork Personal Resilience
	6.7	Identify contingency measures in the event of an unplanned or uncontrolled event or escalation	*Plan B.* *Emergency or tactical withdrawal under controlled conditions.* *Emergency BA team/s.*	Decision Making
	6.8	Identify signs of chronic and acute stress	*How to identify the signs and symptoms of stress e.g. feedback from sectors, visual observation of individuals, listening, assessing effect of tactical plan on workforce.* *Professional discussion and/or written material can be used to evidence this AC.*	Communication Personal Resilience

	6.9	Implement actions to reduce the exposure to stress conditions on operational personnel and casualties	*Regular review of task allocations, best use of resources, privacy/dignity shield for casualty, crew rotation to reduce exposure.*	Teamwork Personal Resilience
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	*Identification of the appropriate person. This is the 'closing down' stage, so the appropriate person would be someone outside the FRS not a Senior Fire Officer.* *It is important to see clear communications - active listening, positive body language and supportive interactions.*	Communication
	7.2	Manage the preservation of potential evidence identified at the incident	*Product evidence, physical evidence, witness statements, direct observation, crew actions.* *Be aware of your limitations regarding investigation.*	Personal Resilience
	7.3	Identify any unresolved hazards and associated risks at close down of the incident	*For example hole in floor, cylinders, risk of collapse.*	Leadership
	7.4	Take action to minimise any unresolved hazards and associated risks within operational constraints	*This could include control measures for identified hazards e.g. secure property if possible or ask police to prevent public access, building engineer to deal with risk of collapse.*	Leadership
	7.5	Complete handover using any required documentation, including communication of identified hazards, to the responsible person	*Clear communications - active listening, positive body language and supportive interactions.*	Communication Personal Resilience

			All hazards and control measures should be documented on a suitable 'handing over' document and should also be shared verbally with the responsible person. The handing over document should then form part of the learner's evidence package.	
	7.6	Secure the availability of resources for further deployment at the earliest opportunity	*Have an awareness of:* • *the impact of committed resources to organisational business continuity* • *balance of operational requirements against staff welfare* • *organisational preparedness.*	Situational Awareness Decision Making Leadership
8. Be able to review a response to an operational incident	8.1	Conduct a post incident debrief	• *Create an open and constructive environment* • *Consider all relevant agencies* • *Manage time effectively* • *Suitable surroundings i.e. noise, weather, etc* • *Active listening, positive body language and supportive interactions*	Communication Teamwork Leadership Personal Resilience
	8.2	Measure performance against agreed standards relevant to defined roles	*Awareness of NOS/NOG, organisational standards and priorities.*	Leadership Personal Resilience

	8.3	Identify opportunities to improve future personal, team and organisational performance	*Praise where it is due.*	Leadership
			Feedback on areas for improvement in a clear manner.	Communication
			Include knowledge of organisational reporting mechanisms.	
	8.4	Record the review process	*Document the outcomes of the review - decision logs, risk assessments etc.*	
			Feed into any operational assurance process that may be in place.	

Additional information about the unit	
Assessment guidance	*Achievement of the unit will confirm that individuals, once developed, are ready to work – but not competent - as an Incident Commander (Level 1).*
	This unit may be assessed in a learning and development environment.
Links	*NFCC Incident Command Guidance https://www.ukfrs.com/guidance/incident-command*
	NFCC Incident Command Knowledge, Skills and Competence https://www.ukfrs.com/foundation-knowledge/incident-command-knowledge-skills-and-competence
	JESIP www.jesip.org.uk
	Skills for Fire and Rescue NOS WM7 – Lead and support people to resolve operational incidents

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

Title	Intermediate Incident Command in Fire and Rescue Services
Level	4
Unit Number	2
Total Hours	55
GLH	40

Learning Outcomes *The learner will:*	Assessment Criteria *The learner can:*		Guidance and/or Indicative Content	Behavioural Marker
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	*This should include the role of the Command Support Officer.*	
	1.4	Explain the legal responsibilities of an Incident Commander	*Legal responsibilities are covered in:* • *Fire and Rescue Services Act* • *Health and Safety at Work Act* • *Management of Health and Safety at Work Regulations* • *Civil Contingencies Act Part 1, reference Category 1 duties* *Responsibilities are summarised in the NOG.*	

				Provide examples of the application of this legislation at an incident.	
2. Understand command and leadership skills within Incident Command		2.1	Describe effective command skills	*Consider behavioural markers.* *May include verbal, non-verbal, written and visual communication methods.*	
		2.2	Explain effective leadership	*Include reference to the NFCC Leadership framework.*	
		2.3	Describe the relationship between leadership and teamwork	*Include reference to the NFCC Leadership framework.*	
		2.4	Explain the need for operational discretion	*Try to provide an example of when it would be acceptable to use 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	Describe the decision-making processes used within the UK Fire and Rescue Service (UKFRS)	*Consider intuitive and analytical decision making along with automatic responses, decision controls and recognition primed decision making.*	
		3.2	Explain the features and benefits of the Decision Control Process employed by the UKFRS	*Consider utilising an annotated diagram and examples of how the DCP would be used at an incident.*	

		3.3	Explain how to select and apply a range of tactics to resolve different types of operational incidents		
		3.4	Explain decision traps	*Provide operational examples.*	
		3.5	Explain decision inertia	*How might this impact on the success of an incident? Provide operational examples. How does this differ from 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	*Consider the legislation that governs the FRS incident ground.*	
		4.3	Describe how attitudes to risk impacts on decision making	*This covers personal attitudes to risk as well as other people's attitudes to risk taking.* *Consider: Risk perception, risk awareness, risk appetite and risk aversion.*	
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	*Include verbal, non- verbal, written and visual communication methods.*	

		5.3	Describe the remote information sources available to an Incident Commander	*Include MDT, specialist advice, tactical advisors.*	
		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	*This may also cover multi-agency briefings.* *Include the use of any frameworks/ templates/ mnemonics.*	
6.	Understand joint working and interoperability	6.1	Describe the principles expected of commanders with regards to joint working	*What is JESIP?* *Who does it involve and why?* *What do the principles of joint working try to achieve?*	
		6.2	Describe the primary principles that the Joint Decision Model is structured around	*Use of a diagram may help here.*	
		6.3	Explain how the Decision Control Process might be used in relation to the Joint Decision Model utilised within JESIP		
		6.4	Describe all the elements of a recognised model for passing incident information between services and their control rooms	*This covers METHANE message.*	
		6.5	Explain how to establish a media strategy at a developing incident	*Who will deliver this? Who will be involved in putting together the strategy?*	
7.	Be able to review and determine the status of operational incidents	7.1	Gather information from available sources to gain accurate situational awareness and understanding	*Speaking to the key holder/ neighbours/ emergency responders or specialist as appropriate.*	Situational Awareness Personal Resilience

	7.2	Evaluate all the relevant factors when taking over command of operational incidents	*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*	Situational Awareness Decision Making Teamwork Leadership Personal Resilience
	7.3	Confirm current action complies with relevant legislation and protocols including organisational policies, procedures and guidance	*Incident Commander should consider any limitations these documents may place on operational activities.*	Leadership Personal Resilience
	7.4	Review application of safe systems of work at operational incidents	*To include adequate supervision, and effective communication.*	Situational Awareness Decision Making Personal Resilience

		7.5	Actively monitor the tactical plan, actions and situation, giving support to the existing Incident Commander	*Consider any learning opportunities for existing Commander.*	Situational Awareness Leadership Personal Resilience
8.	Be able to assume responsibility for actions to support those involved in operational incidents	8.1	Take command of the incident in a timely manner	*Anticipation of the likely development of the incident.* *Establishment of an incident command structure appropriate to the incident.*	Situational Awareness Leadership Personal Resilience
		8.2	Implement an effective plan to support those involved in operational incidents	*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 decision controls in line with UKFRS guidance* *Consider the impact of planned actions on other agencies. Where appropriate, plans should be made in co-operation with other agencies.*	Situational Awareness Decision Making Leadership Personal Resilience

	8.3	Conduct dynamic, analytical, environmental and personal risk assessments		Decision Making Leadership
	8.4	Interpret and record results of dynamic, analytical, environmental and personal risk assessments	*Ensure action is taken in line with the outcomes of these risk assessments.*	Decision Making Communication Teamwork Leadership
	8.5	Conduct timely and comprehensive briefings and updates with relevant people to obtain progress reports and instigate action	*Sharing outcomes of risk assessments with Fire and Rescue Service staff and partner agencies.*	Communication Teamwork Leadership Personal Resilience
	8.6	Actively monitor, evaluate and mitigate risks to personnel, community and the environment	*Where appropriate communicate with:* • *local community – warn and inform* • *Environment Agency*	Situational Awareness Decision Making Communication Leadership Personal Resilience
	8.7	Evaluate the capabilities and limitations of personnel, appliances and equipment	*Ensure the current and potential resource requirements are linked to the incident objectives and tactical plan.*	Situational Awareness Decision Making Personal Resilience

	8.8	Maintain a communications strategy for the duration of the incident	*Ensure effective communication of incident plan, command structure and communication strategy.*	Communication Teamwork Personal Resilience
	8.9	Establish and maintain liaison with other agencies	*Consider for example police, ambulance service, Environment Agency. Which other agencies?*	Communication Teamwork Leadership Personal Resilience
	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	*Completion of relevant "hand over" documentation.*	Situational Awareness Communication Teamwork Leadership Personal Resilience
	8.11	Delegate responsibilities for necessary investigations	*For example FI/Police/HSE.*	Decision making Communication Leadership Personal Resilience
	8.12	Collate relevant points for the debrief		Situational Awareness Teamwork

9.	Be able to review responses to operational incidents	9.1	Organise and conduct a post incident debrief	*This may also cover multi-agency debriefs.*	Communication Teamwork Leadership Personal Resilience
		9.2	Review all relevant information from internal and external sources		Personal Resilience
		9.3	Assimilate the findings of the debrief to inform organisational and legal policy and procedures	*Awareness of Joint Organisational Learning (JOL)/ National Operational Learning (NOL).* *Suggest ways to improve future performance.*	Communication Teamwork Leadership
		9.4	Implement measures to improve future practice and performance	*Internal organisational learning.*	Communication Teamwork Leadership
		9.5	Provide constructive feedback to other agencies to assist inter-operability	*External organisational learning.*	Communication Teamwork Leadership Personal Resilience
		9.6	Establish appropriate support mechanisms and instigate action to deliver these	*Who will the learning be shared with?* *How will this take place?*	Communication Teamwork Leadership

9.7	Agree and implement appropriate actions including responsibilities and timescales	*Creation of an action plan to identify actions, those responsible and any appropriate timescales.*	Communication Teamwork Leadership Personal Resilience
9.8	Report meritorious conduct and recommendations for action	*What does meritorious conduct look like and what are the internal systems in place to report it?*	Decision Making Communication Teamwork Leadership

Additional information about the unit	
Assessment guidance	*Achievement of the unit will confirm that people, once developed, are ready to work – but not competent - as a Tactical Incident Commander (Level 2).* *This unit may be assessed in a learning and development environment.*
Links	*NFCC Incident Command Guidance* https://www.ukfrs.com/guidance/incident-command *NFCC Incident Command Knowledge, Skills and Competence* https://www.ukfrs.com/foundation-knowledge/incident-command-knowledge-skills-and-competence *JESIP* www.jesip.org.uk *Skills for Fire and Rescue NOS EFSM2: Lead, monitor and support people to resolve operational incidents*

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

Title	Advanced Incident Command in Fire and Rescue Services
Level	6
Unit Number	3
Total Hours	65
GLH	50

Learning Outcomes *The learner will:*	Assessment Criteria *The learner can:*		Guidance and/or Indicative Content	Behavioural Marker
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	Analyse the decision-making processes used by the UK Fire and Rescue Service (UKFRS)	*Consider intuitive and analytical decision making along with automatic responses, decision controls and recognition primed decision making.*	
	1.3	Explain the components of the Decision Control Process		
	1.4	Evaluate the benefits of the Decision Control Process employed by the UKFRS		

2.	Understand a tactical approach to resolving operational incidents	2.1	Explain the different operational tactics that can be applied to resolve incidents	*Consider the available tactical modes and the process required to allow Commander to select each one i.e. Tactical Mode Defensive* *Operational Tactics: Set up ground monitors and water curtains to protect surrounding risks.*	
		2.2	Justify the selection and application of tactics to resolve different types of operational incidents	*What dictates/ influences the tactics you choose as a tactical commander?* *Consider multi-agency objectives/ strategies/ tactics – how are they set, selected and monitored?*	
		2.3	Explain the importance of effective media management during the incident	*Consider both 'fire only' and multi-agency incidents.* *Consider communication strategies and the use of media liaison officers.*	
3.	Understand command and leadership skills within Incident Command	3.1	Explain effective communication processes	*What is effective communication?* *How is it achieved both on the fire-ground and in TCG/ SCG arenas?*	
		3.2	Analyse effective command skills	*Consider behavioural markers.* *May include verbal, non-verbal, written and visual communication methods.*	
		3.3	Analyse effective leadership	*Include reference to the NFCC Leadership framework.*	
		3.4	Explain the relationship between leadership and teamwork	*Include reference to the NFCC Leadership framework.*	

		3.5	Explain the need for operational discretion	*Why is operational discretion required?*	
				What are the organisational risks?	
				Provide an example of when it would be acceptable to use operational discretion.	
		3.6	Explain situational awareness	*How do you maintain situational awareness as a Tactical Commander?*	
		3.7	Explain the factors associated with personal resilience	*What is personal resilience? What can affect it? How can it be improved?*	
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	*The categories of risk are:* • *Dynamic* • *Analytical* • *Environmental* • *Personal* • *Organisational*	
		4.2	Explain how the outcome of a risk assessment impacts on the selection and application of operational tactics to resolve operational incidents		
		4.3	Explain how attitudes to risk impact on decision making	*This covers personal attitudes to risk as well as other people's attitudes to risk taking.* *Consider: Risk perception/ awareness/ appetite/ aversion.*	

5.	Understand joint working and interoperability	5.1	Analyse the principles, procedures and methods of joint working for a major incident	*What is JESIP?* *Who does it involve and why?* *What do the principles of joint working try to achieve?*	
		5.2	Explain how the joint doctrine fits in with Civil Contingencies Act 2004 'Emergency Response and Recovery' guidance		
		5.3	Explain the key elements to be considered with regard to the development of a working strategy for a rapid onset emergency	*Consider the actions associated with a rapid onset emergency e.g. flash floods with lives at risk.*	
		5.4	Explain the key elements required to deliver an integrated multi-agency operational response plan	*Consider the actions associated with delivering a pre-planned multi-agency response e.g. flooding caused by regular high tides within a tidal estuary.*	
		5.5	Explain how to evaluate courses of action in terms of: • suitability • feasibility • acceptability		
		5.6	Explain joint learning in the context of JESIP	*Consider how it contributes to improved performance.* *Consider Joint Organisational Learning (JOL) /National Operational Learning (NOL).*	

6.	Understand the principles of debriefing following an operational incident	6.1	Summarise responsibilities in relation to debriefing following operational incidents	*Debriefs are likely to be multi-agency at this level.*	
		6.2	Summarise the benefits of effective debriefing in terms of organisational learning and personal development	*Consider Joint Organisational Learning (JOL) /National Operational Learning (NOL).*	
		6.3	Explain when different types of debriefs should be used following operational incidents	*Consider 'hot' incident debriefing and structured internal and external debriefs.* *Also consider the benefits of post-incident reporting systems and separate command reviews.*	
		6.4	Critically compare different approaches to debriefing		
7.	Be able to evaluate the status of an operational incident	7.1	Gather information from available sources to gain accurate situational awareness and understanding	*Existing Incident Commander, Sector Commanders, H&S Advisors, multi-agency partners.*	Situational Awareness Personal Resilience
		7.2	Analyse the relevant factors prior to taking command of operational incidents	*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*	Situational Awareness Decision Making Teamwork Personal Resilience

			• *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	Determine the effectiveness of the current command team		Situational Awareness Decision Making Personal Resilience
		7.4	Evaluate the status, direction and actions of the tactical plan to support the existing Commander	*Consider any learning opportunities for the existing Commander.*	Situational Awareness Decision Making Teamwork Leadership Personal Resilience
8.	Be able to assume responsibility for action to support those involved in an operational incident	8.1	Take command of the incident in a timely manner	*Establishment of an incident command structure appropriate to the incident.* *Significant tactical decisions should be recorded in the decision log including the rationale for taking command.*	Situational Awareness Leadership Personal Resilience

| | 8.2 | Implement a safe, effective and appropriate plan to support the resolution of an operational incident | *The plan would cover:*

• *taking into account all available information*

• *risk analysis*

• *confirming roles, responsibilities, tasks and communications channels*

• *ensuring the command structure remains relevant*

• *resource management and regular reviews*

• *ensuring appropriate tactical considerations and regular reviews*

• *applying decision controls in line with UKFRS guidance and recording outcomes*

• *consideration given to the impact of planned actions on other agencies*

• *where appropriate, plans made in co-operation with other agencies, with awareness of inter-agency boundaries* | Situational Awareness
Decision Making
Communication
Leadership
Personal Resilience |
| | 8.3 | Communicate the plan to other levels of command and multi-agency partners | | Communication
Teamwork |

	8.4	Delegate responsibilities for any necessary functions and investigations	*Consider the sectors in use and those that may be needed.* *Consider the need for Police/ FI/ Fire Safety/ HSE.*	Decision Making Communication Leadership
	8.5	Evaluate the capabilities and limitations of the operational resources available	*Ensure the current and potential resource requirements are linked to the incident objectives and tactical plan.* *Consider the need for relief crews/ specialist resources.*	Situational Awareness Decision Making Personal Resilience
	8.6	Match resources to the needs of the incident	*Anticipation of the likely development of the Incident.*	Situational Awareness Decision Making Personal Resilience
	8.7	Confirm the results of risk assessments: • Dynamic • Analytical • Environmental • Organisational • Personal	*Personal risk assessment relates to the Incident Commander's personal resilience.*	Situational Awareness Teamwork Personal Resilience
	8.8	Action the results of risk assessments: • Dynamic • Analytical • Environmental • Organisational • Personal	*Is action taken in line with the outcomes of these risk assessments?*	Decision Making Communication Teamwork Personal Resilience

		8.9	Control identified hazards and risks within the incident as detailed in the UKFRS Decision Control Process	*Ensure all control measures are suitably recorded.*	Decision Making Communication Teamwork
		8.10	Liaise with Fire and Rescue staff and other agencies in line with agreed working principles and models to ensure effective responses	*'Working principles and models' cover the Joint Emergency Services Interoperability Principles (JESIP) Joint Decision Model.* *Liaison may include sharing the outcomes of risk assessments.*	Decision Making Communication Teamwork Personal Resilience
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		Communication Teamwork
		9.2	Contribute to a post incident debrief	*Debriefs are likely to be multi-agency at this level.*	Communication Teamwork Leadership Personal Resilience
		9.3	Analyse and record learning opportunities arising from the incident	*This learning could be for individuals, organisational or multi-agency.*	Communication Teamwork Leadership
Additional information about the unit					
Assessment guidance		*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).* *This unit may be assessed in a learning and development environment.*			

Links	*NFCC Incident Command Guidance https://www.ukfrs.com/guidance/incident-command*
	NFCC Incident Command Knowledge, Skills and Competence https://www.ukfrs.com/foundation-knowledge/incident-command-knowledge-skills-and-competence
	JESIP www.jesip.org.uk
	Skills for Fire and Rescue NOS EFSM2 – Lead, monitor and support people to resolve operational incidents

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

Title	Strategic Incident Command in Fire and Rescue Services
Level	7
Unit Number	4
Total Hours	65
GLH	50

Learning Outcomes *The learner will:*	Assessment Criteria *The learner can:*		Guidance and/or Indicative Content	Behavioural markers
1. Understand the roles and responsibilities of people and organisations within Incident Command arrangements at local, regional and national levels	1.1	Define integrated emergency management		
	1.2	Explain the relationship between the key factors of anticipation, assessment, prevention, preparedness, response and recovery		
	1.3	Explain how the fire and rescue service becomes involved in incidents led strategically by other services		
	1.4	Explain the roles, responsibilities and levels of authority of the Fire and Rescue Service Strategic Commander within inter-agency structures	*Consider local, regional and national levels e.g. local emergency planning group arrangements.*	
	1.5	Explain the key points of interoperability between the fire and rescue service and other agencies	*This criterion is in line with the Joint Emergency Services Interoperability Principles (JESIP) Joint Decision Model*	

	1.6	Explain joint learning in the context of JESIP	*Consider how it contributes to improved performance.* *Consider Joint Organisational Learning (JOL) /National Operational Learning (NOL).*	
	1.7	Explain how to access human, physical and financial resources to meet the needs of incidents		
	1.8	Explain current strategic national incident support arrangements	*Consider National Co-ordination and Advisory Framework (NCAF) guidance document.* *Additional control measures for hazard – major resource requirements from NOG:* • *Government liaison* • *Need for enhanced logistics support* • *National resilience – provide enhanced logistics support*	
	1.9	Explain mechanisms for accessing overseas assistance	*Consider information detailed in the NCAF guidance document*	

2. Understand command and leadership skills within Incident Command	2.1	Explain effective communication processes	*What is effective communication?* *Consider verbal, non-verbal, written and visual communication methods* *How is it achieved both on the fire-ground and in TCG/ SCG arenas?*	
	2.2	Analyse effective command skills	*Consider behavioural markers.*	
	2.3	Analyse effective leadership in the context of incident command	*Include reference to the NFCC Leadership framework.*	
	2.4	Explain the relationship between leadership and teamwork in a multi-agency command setting	*Include reference to the NFCC Leadership framework.*	
	2.5	Explain the strategic implications of the 'operational discretion' policy	*Why is operational discretion required?* *What are the organisational risks?* *Could operational discretion be used at strategic level?*	
	2.6	Explain situational awareness and how it affects effective decision making at a strategic level	*How do you maintain situational awareness as a Strategic Commander?*	
	2.7	Evaluate how personal resilience impacts on performance at strategic level	*What is personal resilience?* *What can affect it?* *How can it be improved?*	

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 during a multi-agency incident		.
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	*Consider use of advisor to avoid radio and mobile communications becoming congested at an incident.*	
	4.2	Critically compare the main capabilities and limitations of the command support functions available to the fire and rescue service Strategic Commander	*Consider the Strategic Command role both at an incident and remote i.e. at an SCG.* *How does Command Support sustain the capability of the Strategic Commander?*	
	4.3	Explain 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 other agencies for the benefit of the community	*Consider use of Media Liaison Officer (MLO).*	

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	Critically compare the relationship between the Strategic and Tactical Incident Commanders	*Consider how Tactical and Strategic FRS Commanders contribute to multi-agency responses.*	
	5.3	Explain the relationship between the Incident Command Structure and the structures described within the guidance to the Civil Contingencies Act	*Consider the UK Government's Concept of Operations for managing emergencies.*	
	5.4	Analyse the effects that operational incidents have on the individual, the team and the wider organisation		
	5.5	Explain the process for effective handovers of command during prolonged incidents at strategic level	*Consider the importance of situational awareness, clear communications, etc.*	
6. Understand how to close down the strategic command phase of the incident within local, regional and national contexts	6.1	Explain the factors involved in closing down the strategic phase of an incident	*Consider the factors involved both at an incident and remote i.e. at an SCG.*	
	6.2	Analyse the post incident responsibilities of the Strategic Commander and the joint responders' group		
7. Be able to lead a strategic response to an incident within local, regional and national contexts	7.1	Establish timely liaison with key personnel in own service and other agencies who may contribute to achieving objectives		Situational Awareness Communication Personal Resilience

	7.2	Confirm the strategic command structure is suitable to meet the needs of the incident	*Consider anticipation of further resource requirements.*	Decision Making
	7.3	Review the implications of exercising strategic command during an incident where multiple tactical commanders are operating	*Consider approving tactical plans and prioritising resource needs.*	Decision Making Leadership Personal Resilience
	7.4	Work in co-ordination with strategic representatives of other agencies to maximise effectiveness of response		Leadership Communication Teamwork Personal Resilience
	7.5	Evaluate the factors involved in setting and reviewing the incident strategy	*What is the strategy?*	Decision Making
	7.6	Obtain and share information to enable co-ordination of a strategic response	*Communicate to FRS staff and multi-agency partners.*	Situational Awareness Communication Teamwork Leadership Personal Resilience
	7.7	Ensure that the information and feedback needs of those involved in resolving the incident are met	*Consideration from FRS crews to multi-agency partners.* *Consider anyone who may be affected by the incident.*	Situational Awareness Communication Teamwork Personal Resilience

	7.8	Instigate or confirm control measures as appropriate to mitigate risks to the health, safety and welfare of those involved in, or affected by, the incident	*Applying decision controls in line with UKFRS guidance and recording outcomes.* *Suitably record all control measures.* *If control measures are already in place, the learner must confirm they are appropriate.*	Situational Awareness Decision Making Communication Personal Resilience
	7.9	Use advice and support from appropriate technical and professional sources	*Consider local, regional and national sources.*	Communication Teamwork
	7.10	Utilise media resources in conjunction with other agencies to minimise the risk to local communities and organisational reputations	*Consider use of PESTLE analysis as a framework.*	Communication Teamwork Leadership
	7.11	Review planned actions and decisions in response to emerging needs and the impact of the incident		Situational Awareness Decision Making Communication Personal Resilience
	7.12	Ensure a record of relevant decisions and actions is made	*Fully utilise decision logging process.*	Decision Making Communication

8.	Be able to contribute to the debrief following the resolution of an incident	8.1	Evaluate the purpose of debriefing and strategic review		Leadership
		8.2	Gather and review pertinent information from internal and external sources in order to contribute to the debrief process		Decision Making Communication Teamwork Leadership Personal Resilience
		8.3	Provide constructive feedback to personnel and other agencies involved	*Consider how it contributes to improved performance.* *Consider Joint Organisational Learning (JOL) /National Operational Learning (NOL).*	Decision Making Communication Teamwork Leadership Personal Resilience
		8.4	Agree actions to be taken following debrief activities including responsibilities and timescales		Decision Making Teamwork Leadership Personal Resilience

Additional information about the unit	
Assessment guidance	*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.* *This unit may be assessed in a learning and development environment.*

Links	*NFCC Incident Command Guidance* https://www.ukfrs.com/guidance/incident-command
	NFCC Incident Command Knowledge, Skills and Competence https://www.ukfrs.com/foundation-knowledge/incident-command-knowledge-skills-and-competence
	JESIP www.jesip.org.uk
	Skills for Fire and Rescue NOS EFSM1 – Provide strategic advice and support to resolve operational incidents

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

Title	Revalidation for Initial Incident Command in Fire and Rescue Services
Level	3
Unit Number	5
Total Hours	16
GLH	8

Learning Outcomes *The learner will:*	Assessment Criteria *The learner can:*		Guidance and/or Indicative Content	Behavioural Markers
1. Be able to plan an initial response to an operational incident	1.1	Gather sufficient and appropriate information to gain an understanding of the incident	*Speaking to the key holder/neighbours /emergency responders or specialist as appropriate.* *Use of policies, procedures and guidance where appropriate to deal with the incident.*	Situational Awareness Personal Resilience
	1.2	Review information relevant to the known and anticipated risks to people, property and the environment		
	1.3	Apply a command structure as appropriate to the needs of an operational incident	*What does this look like?* *Consider resources available and likely escalation of incident.* *Consider specialist advisors etc.*	Situational Awareness
	1.4	Determine in a timely manner an initial plan of action against available resources using the UKFRS Decision Control Process	*Consider for example:* • *limitations* • *location of resources*	Decision Making Situational Awareness

				• *travel distance.* • *Initial tactical priorities* • *measures to minimise risks* • *identification and prioritisation of objectives* *Manage time effectively and cope with pressure.*	Personal Resilience
		1.5	Develop objectives and priorities through a comprehensive assessment of the risks	*Consider information to allow robust risk v benefit analysis, the resources available and any other knowledge of the incident i.e. SOP's, operational intel etc.* *Short-, medium- and long-term objectives.*	Decision Making Situational Awareness
		1.6	Share objectives and priorities of the initial response with relevant personnel	*Team, appropriate colleagues and other agencies.*	Communication
2.	Be able to implement actions at an operational incident to meet planned objectives	2.1	Identify and share the significant findings of the risk assessment processes with relevant personnel	*What are the significant findings?* *Who will the findings be share with?* *How would the learner confirm understanding?*	Decision Making Communication
		2.2	Implement risk control measures	*Consider safe systems of work, hierarchy of risk and suitable control measures* *Control measures communicated to all relevant personnel and fully understood*	Communication
		2.3	Record relevant risk control measures		

	2.4	Maintain on-going communication on planned actions to those involved in implementation	*How does the learner maintain clear communications to ensure safety of all personnel?* *Consider impact of ineffective or poor communications.*	Communication Personal Resilience
	2.5	Deploy appropriate resources to meet the needs of the incident	*Correct selection of the appropriate resources to meet the needs of the incident, e.g. specialist appliances, personnel and their plan to use each resource.*	Situational Awareness Teamwork Personal Resilience
	2.6	Monitor the situation, plan and actions at regular intervals, adjust as appropriate and share with relevant personnel	*Re-evaluation of plan, use of new information, reassess safe systems of work and any additional control measures required.* *Adjusting plan as required, e.g. deploying additional resources, establish new safety cordon, changing tactics.*	Decision Making Communication Teamwork Personal Resilience
	2.7	Identify contingency measures in the event of an unplanned or uncontrolled event or escalation	*Plan B.* *Emergency or tactical withdrawal under controlled conditions.* *Emergency BA team/s.*	Decision Making
	2.8	Identify signs of chronic and acute stress	*How to identify the signs and symptoms of stress e.g. feedback from sectors, visual observation of individuals, listening, assessing effect of tactical plan on workforce. Professional discussion and/or*	Communication Personal Resilience

			written material can be used to evidence this AC.	
	2.9	Implement actions to reduce the exposure to stress conditions on operational personnel and casualties	*Regular review of task allocations, best use of resources, privacy/dignity shield for casualty, crew rotation to reduce exposure.*	Teamwork Personal Resilience
3. Be able to close down the operational phase of an incident	3.1	Instigate measures to hand over control of an incident to an appropriate person, agency or authority	*Identification of the appropriate person.* *Clear communications – active listening, positive body language and supportive interactions.*	Communication
	3.2	Manage the preservation of potential evidence identified at the incident	*Product evidence, physical evidence, witness statements, direct observation, crew actions.* *Be aware of your limitations regarding investigation.*	Personal Resilience
	3.3	Identify any unresolved hazards and associated risks at close down of the incident	*For example hole in floor, cylinders, risk of collapse.*	Leadership
	3.4	Take action to minimise any unresolved hazards and associated risks within operational constraints	*This could include control measures for identified hazards e.g. secure property if possible or ask police to prevent public access, building engineer to deal with risk of collapse.*	Leadership
	3.5	Complete handover using any required documentation including communication of identified hazards to the responsible person	*Clear communications – active listening, positive body language and supportive interactions.*	Communication Personal Resilience

		3.6	Secure the availability of resources for further deployment at the earliest opportunity	*Have an awareness of:* • *the impact of committed resources to organisational business continuity* • *balance of operational requirements against staff welfare* • *organisational preparedness*	Situational Awareness Decision Making Leadership
4. Be able to review a response to an operational incident		4.1	Conduct a post incident debrief	• *Create an open and constructive environment* • *Consider all relevant agencies* • *Manage time effectively* • *Suitable surroundings i.e. noise, weather, etc* • *Active listening, positive body language and supportive interactions*	Communication Teamwork Leadership Personal Resilience
		4.2	Measure performance against agreed standards relevant to defined roles	*Awareness of NOS/NOG, organisational standards and priorities.*	Leadership Personal Resilience
		4.3	Identify opportunities to improve future personal, team and organisational performance	*Praise where it is due.* *Feedback on areas for improvement in a clear manner.* *Include knowledge of organisational reporting mechanisms.*	Communication Leadership

| | 4.4 | Record the review process | *Document the outcomes of the review – decision logs, risk assessments etc.* | |
| | | | *Feed into any operational assurance process that may be in place.* | |

Additional information about the unit	
Assessment guidance	*This unit may be assessed in a learning and development environment.*
Links	*NFCC Incident Command Guidance https://www.ukfrs.com/guidance/incident-command*
	NFCC Incident Command Knowledge, Skills and Competence https://www.ukfrs.com/foundation-knowledge/incident-command-knowledge-skills-and-competence
	JESIP www.jesip.org.uk
	Skills for Fire and Rescue NOS WM7 – Lead and support people to resolve operational incidents

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

Title	Revalidation for Intermediate Incident Command in Fire and Rescue Services
Level	4
Unit Number	6
Total Hours	16
GLH	8

Learning Outcomes *The learner will:*	Assessment Criteria *The learner can:*		Guidance and/or Indicative Content	Behavioural Marker
1. Be able to review and determine the status of operational incidents	1.1	Gather information from available sources to gain accurate situational awareness and understanding	*Speaking to the key holder/ neighbours/ emergency responders or specialist as appropriate.*	Situational Awareness Personal Resilience
	1.2	Evaluate all the relevant factors when taking over command of operational incidents	*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*	Situational Awareness Decision Making Teamwork Leadership Personal Resilience

				checking resources are adequate and deployed to match the tactical priorities	
				reviewing communications, including with other responders	
				whether the command structure is appropriate	
	1.3	Confirm current action complies with relevant legislation and protocols including organisational policies, procedures and guidance	*Incident Commander should consider any limitations these documents may place on operational activities.*	Leadership Personal Resilience
	1.4	Review application of safe systems of work at operational incidents	*To include adequate supervision, and effective communication.*	Situational Awareness Decision Making Personal Resilience
	1.5	Actively monitor the tactical plan, actions and situation, giving support to the existing Incident Commander	*Consider any learning opportunities for existing Commander.*	Situational Awareness Leadership Personal Resilience
2. Be able to assume responsibility for actions to support those involved in operational incidents	2.1	Take command of the incident in a timely manner	*Anticipation of the likely development of the incident.* *Establishment of an incident command structure appropriate to the incident.*	Situational Awareness Leadership Personal Resilience

	2.2	Implement an effective plan to support those involved in operational incidents	*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 decision controls in line with UKFRS guidance* *Consideration given to the impact of planned actions on other agencies. Where appropriate, plans should be made in co-operation with other agencies.*	Situational Awareness Decision Making Leadership Personal Resilience
	2.3	Conduct dynamic, analytical, environmental and personal risk assessments		Decision Making Leadership
	2.4	Interpret and record results of dynamic, analytical, environmental and personal risk assessments	*Ensure action is taken in line with the outcomes of these risk assessments.*	Decision Making Communication Teamwork Leadership

	2.5	Conduct timely and comprehensive briefings and updates with relevant people to obtain progress reports and instigate action	*Sharing outcomes of risk assessments with Fire and Rescue Service staff and partner agencies.*	Communication Teamwork Leadership Personal Resilience
	2.6	Actively monitor, evaluate and mitigate risks to personnel, community and the environment	*Where appropriate communicate with:* • *local community – warn and inform* • *Environment Agency*	Situational Awareness Decision Making Communication Leadership Personal Resilience
	2.7	Evaluate the capabilities and limitations of personnel, appliances and equipment	*Ensure the current and potential resource requirements are linked to the incident objectives and tactical plan.*	Situational Awareness Decision Making Personal Resilience
	2.8	Maintain a communications strategy for the duration of the incident	*Ensure effective communication of incident plan, command structure and communication strategy.*	Communication Teamwork Personal Resilience
	2.9	Establish and maintain liaison with other agencies	*Consider for example police, ambulance service, Environment Agency. Which other agencies?*	Communication Teamwork Leadership Personal Resilience

		2.10	Ensure all organisational objectives are met and that the relevant status of the incident is handed over prior to the withdrawal of support	*Completion of relevant 'hand over' documentation.*	Situational Awareness Communication Teamwork Leadership Personal Resilience
		2.11	Delegate responsibilities for necessary investigations	*For example FI/Police/HSE.*	Decision making Communication Leadership Personal Resilience
		2.12	Collate relevant points for the debrief		Situational Awareness Teamwork
3.	Be able to review responses to operational incidents	3.1	Organise and conduct a post incident debrief	*This may also cover multi-agency debriefs.*	Communication Teamwork Leadership Personal Resilience
		3.2	Review all relevant information from internal and external sources		Situational Awareness Personal Resilience

	3.3	Assimilate the findings of the debrief to inform organisational and legal policy and procedures	*Awareness of Joint Organisational Learning (JOL)/ National Operational Learning (NOL).* *Suggest ways to improve future performance.*	Communication Teamwork Leadership
	3.4	Implement measures to improve future practice and performance	*Internal organisational learning.*	Communication Teamwork Leadership
	3.5	Provide constructive feedback to other agencies to assist inter-operability	*External organisational learning.*	Communication Teamwork Leadership Personal Resilience
	3.6	Establish appropriate support mechanisms and instigate action to deliver these	*Who will the learning be shared with?* *How will this take place?*	Communication Teamwork Leadership
	3.7	Agree and implement appropriate action including responsibilities and timescales	*Creation of an action plan to identify actions, those responsible and any appropriate timescales.*	Communication Teamwork Leadership Personal Resilience
	3.8	Report meritorious conduct and recommendations for action	*What does meritorious conduct look like and what are the internal systems in place to report it?*	Decision Making Communication Teamwork Leadership

Additional information about the unit	
Assessment guidance	*This unit may be assessed in a learning and development environment.*
Links	*NFCC Incident Command Guidance https://www.ukfrs.com/guidance/incident-command* *NFCC Incident Command Knowledge, Skills and Competence https://www.ukfrs.com/foundation-knowledge/incident-command-knowledge-skills-and-competence* *JESIP www.jesip.org.uk* *Skills for Fire and Rescue NOS EFSM2: Lead, monitor and support people to resolve operational incidents*

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

Title	Revalidation for Advanced Incident Command in Fire and Rescue Services
Level	6
Unit Number	7
Total Hours	16
GLH	8

Learning Outcomes *The learner will:*	Assessment Criteria *The learner can:*		Guidance and/or Indicative Content	Behavioural Marker
1. Be able to evaluate the status of an operational incident	1.1	Gather information from available sources to gain accurate situational awareness and understanding	*Existing Incident Commander, Sector Commanders, H&S Advisors, multi-agency partners.*	Situational Awareness Personal Resilience
	1.2	Analyse the relevant factors prior to taking command of operational incidents	*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*	Situational Awareness Decision Making Teamwork Personal Resilience

			• *checking resources are adequate and deployed to match the tactical priorities* • *reviewing communications, including with other responders* • *whether the command structure is appropriate*		
	1.3	Determine the effectiveness of the current command team			Situational Awareness Decision Making Personal Resilience
	1.4	Evaluate the status, direction and actions of the tactical plan to support the existing Incident Commander	*Consider any learning opportunities for the existing Incident Commander.*		Situational Awareness Decision Making Teamwork Leadership Personal Resilience
2. Be able to assume responsibility for action to support those involved in an operational incident	2.1	Take command of the incident in a timely manner	*Establishment of an incident command structure appropriate to the incident.* *Significant tactical decisions should be recorded in the decision log including the rationale for taking command.*		Situational Awareness Leadership Personal Resilience

	2.2	Implement a safe, effective and appropriate plan to support the resolution of an operational incident	*The plan would cover:* • *taking into account all available information* • *risk analysis* • *roles, responsibilities, tasks and communications channels* • *ensuring the command structure remains relevant* • *resource management and regular reviews* • *ensuring appropriate tactical considerations and regular reviews* • *applying decision controls in line with UKFRS guidance and recording outcomes* • *consideration given to the impact of planned actions on other agencies* • *where appropriate, plans made in co-operation with other agencies, with awareness of inter-agency boundaries*	Situational Awareness Decision Making Leadership Communication Personal Resilience
	2.3	Communicate the plan to other levels of command and multi-agency partners		Communication Teamwork

	2.4	Delegate responsibilities for any necessary functions and investigations	*Consider the sectors in use and those that may be needed.* *Consider the need for Police/ FI/ Fire Safety/ HSE.*	Decision Making Communication Leadership
	2.5	Evaluate the capabilities and limitations of the operational resources available	*Ensure the current and potential resource requirements are linked to the incident objectives and tactical plan.* *Consider the need for relief crews/ specialist resources.*	Situational Awareness Decision Making Personal Resilience
	2.6	Match resources to the needs of the incident	*Anticipation of the likely development of the Incident.*	Situational Awareness Decision Making Personal Resilience
	2.7	Confirm the results of risk assessments: • Dynamic • Analytical • Environmental • Organisational • Personal	*Personal risk assessment relates to the Incident Commander's personal resilience.*	Situational Awareness Teamwork Personal Resilience
	2.8	Action the results of risk assessments: • Dynamic • Analytical • Environmental • Organisational • Personal	*Is action taken in line with the outcomes of these risk assessments?*	Decision Making Communication Teamwork Personal Resilience

		2.9	Control identified hazards and risks within the incident as detailed in the UKFRS Decision Control Process	*Ensure all control measures are suitably recorded.*	Decision Making Communication Teamwork
		2.10	Liaise with Fire and Rescue staff and other agencies in line with agreed working principles and models to ensure effective responses	*'Working principles and models' cover the Joint Emergency Services Interoperability Principles (JESIP) Joint Decision Model.* *Liaison may include sharing the outcomes of risk assessments.*	Decision Making Communication Teamwork Personal Resilience
3.	Be able to close down the operational phase of an incident	3.1	Ensure the area under own control is fit for handover to the appropriate person, agency or authority		Communication Teamwork
		3.2	Contribute to a post incident debrief	*Debriefs are likely to be multi-agency at this level.*	Communication Teamwork Leadership Personal Resilience
		3.3	Analyse and record learning opportunities arising from the incident	*This learning could be for individuals, organisational or multi-agency.*	Communication Teamwork Leadership
Additional information about the unit					
Assessment guidance		*This unit may be assessed in a learning and development environment.*			

Links	*NFCC Incident Command Guidance* [*https://www.ukfrs.com/guidance/incident-command*](https://www.ukfrs.com/guidance/incident-command)
	NFCC Incident Command Knowledge, Skills and Competence [*https://www.ukfrs.com/foundation-knowledge/incident-command-knowledge-skills-and-competence*](https://www.ukfrs.com/foundation-knowledge/incident-command-knowledge-skills-and-competence)
	JESIP [*www.jesip.org.uk*](http://www.jesip.org.uk)
	Skills for Fire and Rescue NOS EFSM2 – Lead, monitor and support people to resolve operational incidents

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

Title	Revalidation for Strategic Incident Command in Fire and Rescue Services
Level	7
Unit Number	8
Total Hours	16
GLH	8

Learning Outcomes *The learner will:*	Assessment Criteria *The learner can:*		Guidance and/or Indicative Content	Behavioural markers
1. Be able to lead a strategic response to an incident within local, regional and national contexts	1.1	Establish timely liaison with key personnel in own service and other agencies who may contribute to achieving objectives		Situational Awareness Communication Personal Resilience
	1.2	Confirm the strategic command structure is suitable to meet the needs of the incident	*Consider anticipation of further resource requirements.*	Decision Making
	1.3	Review the implications of exercising strategic command during an incident where multiple tactical commanders are operating	*Consider approving tactical plans and prioritising resource needs.*	Decision Making Leadership Personal Resilience
	1.4	Work in co-ordination with strategic representatives of other agencies to maximise effectiveness of response		Leadership Communication Teamwork Personal Resilience

	1.5	Evaluate the factors involved in setting and reviewing the incident strategy	*What is the strategy?*	Decision Making
	1.6	Obtain and share information to enable co-ordination of a strategic response	*Communicate to FRS staff and multi-agency partners.*	Situational Awareness Leadership Communication Teamwork Personal Resilience
	1.7	Ensure that the information and feedback needs of those involved in resolving the incident are met	*Consideration from FRS crews to multi-agency partners.* *Consider anyone who may be affected by the incident.*	Situational Awareness Communication Teamwork Personal Resilience
	1.8	Instigate or confirm control measures as appropriate to mitigate risks to the health, safety and welfare of those involved in, or affected by, the incident	*Apply decision controls in line with UKFRS guidance and record outcomes.* *Suitably record all control measures.* *If control measures are already in place the learner must confirm they are appropriate.*	Situational Awareness Decision Making Communication Leadership Personal Resilience
	1.9	Use advice and support from appropriate technical and professional sources	*Consider local, regional and national sources.*	Communication Teamwork

		1.10	Utilise media resources in conjunction with other agencies to minimise the risk to local communities and organisational reputations	*Consider use of PESTLE analysis as a framework.*	Communication Teamwork Leadership
		1.11	Review planned actions and decisions in response to emerging needs and the impact of the incident		Situational Awareness Decision Making Communication Personal Resilience
		1.12	Ensure a record of relevant decisions and actions is made	*Fully utilise decision logging process.*	Decision Making Communication
2.	Be able to contribute to the debrief following the resolution of an incident	2.1	Evaluate the purpose of debriefing and strategic review		Leadership
		2.2	Gather and review pertinent information from internal and external sources in order to contribute to the debrief process		Decision Making Communication Teamwork Leadership Personal Resilience
		2.3	Provide constructive feedback to personnel and other agencies involved	*Consider how it contributes to improved performance.* *Consider Joint Organisational Learning (JOL) /National Operational Learning (NOL).*	Decision Making Communication Teamwork Leadership Personal Resilience

	2.4	Agree actions to be taken following debrief activities including responsibilities and timescales		Decision Making Teamwork Leadership Personal Resilience
Additional information about the unit				
Assessment guidance	*This unit may be assessed in a learning and development environment.*			
Links	*NFCC Incident Command Guidance https://www.ukfrs.com/guidance/incident-command* *NFCC Incident Command Knowledge, Skills and Competence https://www.ukfrs.com/foundation-knowledge/incident-command-knowledge-skills-and-competence* *JESIP www.jesip.org.uk* *Skills for Fire and Rescue NOS EFSM1 – Provide strategic advice and support to resolve operational incidents*			

4 Centre Requirements

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

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

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

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

This qualification handbook should be used in conjunction with the SFJ Awards Centre Handbook, the SFJ Awards Assessment Guidance and the SFJ Awards Quality Assurance (Internal and External) Guidance, available in the centres' area of the SFJ Awards website http://sfjawards.com/approved-centres.

5   Assessment

5.1   Qualification assessment methods

5.1.1   Incident Command in Fire and Rescue Services

- 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 assessment methods[4] that can be used for the above incident command qualifications are listed below:

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

5.1.2   Revalidation for Initial Incident Command in Fire and Rescue Services

- SFJ Awards Level 3 Award in Revalidation for Initial Incident Command in Fire and Rescue Services
- SFJ Awards Level 4 Award in Revalidation for Intermediate Incident Command in Fire and Rescue Services
- SFJ Awards Level 6 Award in Revalidation for Advanced Incident Command in Fire and Rescue Services
- SFJ Awards Level 7 Award in Revalidation for Strategic Incident Command in Fire and Rescue Services

The assessment methods that can be used for the above incident command revalidation qualifications are listed below:

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

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

5.2 Assessor and internal quality assurer and requirements

5.2.1 Occupational knowledge and competence

All assessors, internal and external quality assurers must:

- be occupationally knowledgeable across the range of units for which they are responsible prior to commencing the role
- engage in continuous professional development activities to maintain:
    - occupational competence and knowledge by keeping up-to-date with the changes taking place in the sector(s) for which they carry out assessments
    - professional competence and knowledge.

Assessors must also:

- be occupationally competent in the functions covered by the units they are assessing
- have gained their occupational competence by working in the sector relating to the units or qualifications they are assessing. This means they must be able to demonstrate consistent application of the skills and the current supporting knowledge and understanding in the context of a recent role directly related to the qualification units they are assessing as a practitioner, trainer or manager
- be able to interpret and make judgements on current working practices and technologies within the area of work.

Internal quality assurers (IQAs) must also:

- understand the nature and context of the assessors' work and that of their learners. This means that they must have worked closely with staff who carry out the functions covered by the qualifications, possibly by training or supervising them, and have sufficient knowledge of these functions to be able to offer credible advice on the interpretation of the units
- understand the content, structure and assessment requirements for the qualification(s) they are internal quality assuring*.

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

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

5.2.2 Assessor competence

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

- qualified with a recognised assessor qualification, or

- working towards a recognised assessor qualification, or
- able to prove equivalent competence through training to appropriate national standards, for example, National Occupational Standard 9: Assess learner achievement[5] or Police Sector Standard for the Training of Assessors, Assessor Standard.

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

5.2.3 Internal Quality Assurer competence

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

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

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

5.3 Expert witnesses

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

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

5.3.1   Occupational competence

Expert witnesses must, according to current sector practice, be competent in the functions covered by the units for which they are providing evidence.

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

5.3.2   Qualification knowledge

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

5.4   Assessing competence

The purpose of assessing competence is to make sure that an individual is competent to carry out the activities required in their work. Assessors gather and judge evidence during normal work activities to determine whether the learner demonstrates their competence against the standards in the qualification unit(s). 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.[6] Further information on qualification levels is included in the SFJ Awards Assessment Guidance.

Evidence must be:

- Valid
- Authentic
- Sufficient

- Current
- Reliable

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

5.5   Methods for assessing competence

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

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

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

5.5.1 Observation

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

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

5.5.2 Testimony of witnesses and expert witnesses

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

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

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

5.5.3 Work outputs (product evidence)

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

5.5.4 Professional discussion

Professional discussions are a free-flowing two-way dialogue between the assessor and learner. It should not be confused with questioning where the assessor asks specific questions and the learner provides answers. Discussions allow the learner to describe and reflect on their performance and knowledge in relation to the standards. Assessors can use discussions to test the authenticity, validity and reliability of a learner's evidence. Written/audio/electronic records of discussions must be maintained.

5.5.5 Questioning the learner

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

5.5.6   Simulations

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

Simulations can be used when:

- the employer or assessor consider that evidence in the workplace will not be demonstrated within a reasonable timeframe
- there are limited opportunities to demonstrate competence in the workplace against all the assessment criteria
- there are health and safety implications due to the high-risk nature of the work activity
- the work activity is non-routine and assessment cannot easily be planned for
- assessment is required in more difficult circumstances than is likely to happen day to day.

Simulations must follow the principles below:

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

5.6   Assessing knowledge and understanding

Knowledge-based assessment involves establishing what the learner knows or understands at a level appropriate to the qualification. The depth and breadth of knowledge required at the different qualification levels are defined in Ofqual's level descriptors.[7] Further information on qualification levels is included in the SFJ Awards Assessment Guidance.

Assessments must be:

- Fair
- Robust
- Rigorous
- Authentic

- Sufficient
- Transparent
- Appropriate

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[7] Qualification and Component Level, Ofqual
https://www.gov.uk/guidance/ofqual-handbook/section-e-design-and-development-of-qualifications

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.

5.7   Methods for assessing knowledge and understanding

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

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

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

5.8   Assessment planning

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

- reflects the skills requirements of the workplace
- saves time and streamlines processes
- makes the most of naturally occurring evidence opportunities.

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

5.9 Standardisation

Internal and external standardisation is required to ensure the consistency of evidence, assessment decisions and qualifications awarded over time. Written/audio/electronic records of all standardisation must be maintained, including records of all involved parties.

IQAs should facilitate internal standardisation events for assessors to attend and participate to review evidence used, make judgments, compare quality and come to a common understanding of what is sufficient. In addition, it is also good practice to participate in external standardisation activities. SFJ Awards will facilitate external standardisation events which are open to centres and their teams.

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

5.10 Recognition of Prior Learning (RPL)

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

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

5.11 Equality and diversity

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

- Age
- Disability
- Gender
- Gender reassignment
- Marriage and civil partnerships

- Pregnancy and maternity
- Race
- Religion and belief
- Sexual orientation

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

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

5.12 Health and safety

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

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

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

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

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

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