Level 2 Fire and Rescue Services in the Community

Qualifications Handbook

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

Qualification Number: 603/7829/3

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

Qualification Number: 603/7830/X

Operational Start Date: 1 September 2021

Version	Date of issue	Amendment(s)	Page
V1	27.08.2021	N/A	
V2	20/01/2025	Amendment to minimum age	5,9,35

Contents

1   Introduction

1.1   About us

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

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

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

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

1.2   Customer Service Statement

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

1.3   Centre support

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

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

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

2   The Qualification

2.1   Qualification objective

This handbook relates to the following qualifications:

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

These qualifications are aimed at learners interested in the work of the Fire and Rescue Services. They provide an opportunity for learners to gain an insight into the work of the Fire and Rescue Services and progress to further vocational qualifications for the public services. The qualifications are suitable for young people from 12 years and are therefore suitable for use as part of a cadet programme.

2.2   Pre-entry requirements

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

However, centres must 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.

2.3   Qualification structure

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

This qualification is made up of one mandatory unit. To be awarded this qualification the learner must achieve a total of 4 credits as shown in the table below.

Mandatory Unit					
Unit Number	Odyssey Reference	Unit Title	Level	GLH	Credit Value
1	5932	Functions and Responsibilities of the Fire and Rescue Service in the Community	2	30	4

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

To be awarded this qualification the learner must achieve a total of 13 credits. This is made up of 4 mandatory and 9 optional credits.

Mandatory Unit					
Unit Number	Odyssey Reference	Unit Title	Level	GLH	Credit Value
1	5932	Functions and Responsibilities of the Fire and Rescue Service in the Community	2	30	4

Optional Units					
Unit Number	Odyssey Reference	Unit Title	Level	GLH	Credit Value
2	5933	Respond to Fire and Rescue Service Exercise Ground Scenarios	2	10	2
3	411	Team and Leadership Skills used in the Emergency Services	2	10	1
4	5934	Effective Communication in the Fire and Rescue Service	2	10	1
5	413	Water Safety and Water Rescue Techniques used by the Fire and Rescue Service	2	10	1
6	414	Breathing Apparatus Equipment and Procedures	2	20	2
7	415	Casualty Extrication in the Fire and Rescue Service	2	10	2
8	416	Science of Fire	2	10	1
9	417	Careers Related to the Fire and Rescue Service	2	10	1
10	5935	Navigation Skills used in the Fire and Rescue Service	2	10	1

Optional Units					
Unit Number	Odyssey Reference	Unit Title	Level	GLH	Credit Value
11	419	Fire Investigation in the Fire and Rescue Service	2	10	1
12	420	Preservation of Artefacts in the Fire and Rescue Service	2	10	1
13	5936	Planning, Participating in and Reviewing a Residential Excursion	2	20	2
14	422	Emergency Services Community	2	10	1
15	5937	Pumping Appliances used by the Fire and Rescue Service	2	20	2
16	5938	Operation and Use of Ladders in the Fire and Rescue Service	2	10	2
17	425	Citizenship and Community Project in the Fire and Rescue Service	2	10	2
18	5939	Special Appliances used by the Fire and Rescue Service	2	10	1
19	5940	Community Safety	2	10	1
20	428	Healthy Living for Working in the Fire and Rescue Service	2	10	1
21	5941	Using Fire and Rescue Service Hoses, Lines and Associated Equipment	2	20	2
22	430	History and Changing Functions of the Fire and Rescue Service	2	10	2
23	431	Resource Management in the Fire and Rescue Service	2	10	1

2.4   Total Qualification Time (TQT)

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

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

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

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

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

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

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

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

2.5 Age range and geographical coverage

These qualifications are available to learners aged 12 years and over and are regulated in England and Wales.

2.6 Opportunities for progression

These qualifications create opportunities for progression into other vocational qualifications relevant to Fire and Rescue Services and public services.

2.7 Use of languages

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

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

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

3   Qualification Units

Unit Number	1
Title	Functions and Responsibilities of the Fire and Rescue Service in the Community
Level	2
Credit Value	4
GLH	30

Learning Outcomes *The learner will:*		Assessment Criteria *The learner can:*	
1	Know the functions and responsibilities of the Fire and Rescue Service	1.1	Describe the structure, functions and responsibilities of the Fire and Rescue Service
		1.2	Describe how anti-social behaviour can affect the fire and rescue community
		1.3	Identify hazards and risks associated with fire and rescue work
		1.4	Describe safety control measures to reduce risks
		1.5	Identify appliances and equipment used in the Fire and Rescue Service
2	Be able to demonstrate basic skills needed to work in Fire and Rescue Service situations	2.1	Demonstrate the use of appliances and equipment in the Fire and Rescue Service
		2.2	Use appropriate communication methods in different situations to confirm understanding
		2.3	Use problem solving skills to inform decision making during exercise ground scenarios
		2.4	Implement action plans to achieve identified exercise ground scenario outcomes

| | | 2.5 | Treat people with respect and consideration |
| | | 2.6 | Review own performance during exercise ground scenarios |

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Unit Number	2
Title	Respond to Fire and Rescue Service Exercise Ground Scenarios
Level	2
Credit Value	2
GLH	10

Learning Outcomes *The learner will:*		Assessment Criteria *The learner can:*	
1	Be able to participate in exercise ground scenarios as a member of a team	1.1	Use appropriate equipment, skills and procedures to meet the objectives of the brief
		1.2	Communicate progress with team members
		1.3	Define the safety words of command used when working on the exercise ground
2	Be able to apply risk assessment and control measures in exercise ground scenarios	2.1	Identify hazards and risks
		2.2	Implement appropriate control measures
		2.3	Use safe systems of work during exercise ground scenarios
3	Be able to review own performance following exercise ground scenarios	3.1	Explain how own actions contributed to meeting the brief
		3.2	Evaluate own performance following exercise ground scenarios

Guidance / Indicative Content

AC 1.3 Examples of safety words include:

- Rest
- Still
- Carry on

Unit Number	3
Title	Team and Leadership Skills used in the Emergency Services
Level	2
Credit Value	1
GLH	10

Learning Outcomes		Assessment Criteria	
The learner will:		*The learner can:*	
1	Know how teams work in the emergency services	1.1	Identify key features of effective teams
		1.2	Explain the importance of teamwork in the emergency services
		1.3	Describe the responsibilities of teams in the Fire and Rescue Service
		1.4	Identify the functions of teams in other emergency services
2	Understand leadership in the emergency services	2.1	Explain the importance of leadership in the emergency services
		2.2	Describe key features of effective leaders
3	Be able to participate in team activities	3.1	Take part in team activities to achieve objectives
		3.2	Lead team activities to achieve objectives

Unit Number	4
Title	Effective Communication in the Fire and Rescue Service
Level	2
Credit Value	1
GLH	10

Learning Outcomes		Assessment Criteria	
The learner will:		*The learner can:*	
1	Understand the importance of communication within the Fire and Rescue Service	1.1	Explain the importance of communication
		1.2	Describe the difficulties encountered with poor communication
2	Understand the methods of communication and types of equipment used within the Fire and Rescue Service	2.1	Describe methods of communication used in the Fire and Rescue Service
		2.2	Identify communication equipment used in the Fire and Rescue Service
3	Be able to demonstrate communication methods and equipment used within the Fire and Rescue Service	3.1	Demonstrate methods of communication in different circumstances
		3.2	Demonstrate effective use of communication equipment
Guidance / Indicative Content			
Methods of communication may include the use of hand signals			

Unit Number	5
Title	Water Safety and Water Rescue Techniques used by the Fire and Rescue Service
Level	2
Credit Value	1
GLH	10

Learning Outcomes		Assessment Criteria	
The learner will:		*The learner can:*	
1	Understand hazards, risks and safety control measures associated with moving in and around water sources	1.1	Identify water sources
		1.2	Explain hazards and risks associated with moving in and around identified water sources
		1.3	Explain safety control measures associated with moving in and around identified water sources
2	Know actions, equipment and procedures used by the Fire and Rescue Service when dealing with emergencies in and around water sources	2.1	Identify actions to be taken in emergency situations
		2.2	Identify items of Fire and Rescue Service water rescue equipment
		2.3	Explain the procedures for dealing with water rescue emergencies

Unit Number	6
Title	Breathing Apparatus Equipment and Procedures
Level	2
Credit Value	2
GLH	20

	Learning Outcomes *The learner will:*		Assessment Criteria *The learner can:*
1	Understand the use of breathing apparatus and ancillary equipment	1.1	Identify breathing apparatus and ancillary equipment used in the Fire and Rescue Service
		1.2	Explain how breathing apparatus and ancillary equipment are used in the Fire and Rescue Service
2	Understand breathing apparatus procedures	2.1	Describe breathing apparatus general checks
		2.2	Describe breathing apparatus start-up procedures
3	Be able to demonstrate the use of breathing apparatus search and rescue techniques	3.1	Identify the hazards, risks and control measures when working with breathing apparatus
		3.2	Use breathing apparatus search and rescue techniques to achieve team objectives

Unit Number	7
Title	Casualty Extrication in the Fire and Rescue Service
Level	2
Credit Value	2
GLH	10

	Learning Outcomes *The learner will:*		Assessment Criteria *The learner can:*
1	Understand standard operational procedures applied by the Fire and Rescue Service when attending rescue incidents	1.1	Explain incident assessment procedures
		1.2	Explain scene management procedures
2	Be able to assess casualties at incidents	2.1	Demonstrate casualty assessment using Fire and Rescue Service techniques
3	Be able to extricate casualties using Fire and Rescue Service techniques and equipment	3.1	Demonstrate casualty extrication using Fire and Rescue Service equipment
		3.2	Demonstrate how to maintain the health and safety of casualties during extrication at Fire and Rescue Service incidents

Unit Number	8
Title	Science of Fire
Level	2
Credit Value	1
GLH	10

Learning Outcomes		Assessment Criteria	
The learner will:		*The learner can:*	
1	Understand the development and behaviour of fire	1.1	Define the term fire
		1.2	Explain the triangle of fire
		1.3	Identify an example for each side of the triangle of fire
		1.4	Identify the classes of fire
		1.5	Explain the ways in which fire can spread
2	Know the methods of fire extinction	2.1	Explain the methods of extinguishing fire
3	Know applicable extinguishing media	3.1	Explain what types of extinguishing media are used to extinguish different classes of fire

Unit Number	9
Title	Careers Related to the Fire and Rescue Service
Level	2
Credit Value	1
GLH	10

Learning Outcomes *The learner will:*		Assessment Criteria *The learner can:*	
1	Know job roles in the Fire and Rescue Service	1.1	Describe operational job roles within the Fire and Rescue Service
		1.2	Describe other job roles within the Fire and Rescue Service
2	Know the stages of recruitment and selection process within the Fire and Rescue service	2.1	Describe the stages of recruitment and selection process within the Fire and Rescue Service

Unit Number	10
Title	Navigation Skills used in the Fire and Rescue Service
Level	2
Credit Value	1
GLH	10

Learning Outcomes		Assessment Criteria	
The learner will:		*The learner can:*	
1	Understand how navigation aids and techniques are used in the Fire and Rescue Service	1.1	Describe how different navigation aids and techniques are used in the Fire and Rescue Service
		1.2	Explain how mobile data terminals aid the Fire and Rescue Service at operational incidents
2	Understand how to extract information from maps and plans	2.1	Describe how maps are used to navigate to incidents
		2.2	Describe how plans are used at incidents
3	Be able to navigate from one point to another in a time critical situation	3.1	Use appropriate resources to navigate between different points
		3.2	Plan routes between alternative points focusing on the times of the day to achieve the quickest journey time

Unit Number	11
Title	Fire Investigation in the Fire and Rescue Service
Level	2
Credit Value	1
GLH	10

Learning Outcomes		Assessment Criteria	
The learner will:		*The learner can:*	
1	Know the functions of fire investigation	1.1	Explain why fire investigation is important
		1.2	State what information fire investigators may identify
2	Know the methods, techniques and resources used for fire investigation	2.1	State the methods used in fire investigation
		2.2	Explain what techniques are used to analyse the cause and spread of fire
		2.3	Describe fire investigation resources
3	Understand the cause of simulated fire scenarios	3.1	Identify the seat of a fire
		3.2	Explain the cause of a fire

Unit Number	12
Title	Preservation of Artefacts in the Fire and Rescue Service
Level	2
Credit Value	1
GLH	10

Learning Outcomes		Assessment Criteria	
The learner will:		*The learner can:*	
1	Know why Fire and Rescue Service artefacts should be preserved	1.1	Define the term 'artefact'
		1.2	Describe Fire and Rescue Service artefacts that may be preserved
		1.3	Describe the purpose of preserving artefacts
2	Know how Fire and Rescue Service artefacts are preserved	2.1	Describe preservation methods used by museums
		2.2	Identify factors which may affect preservation
		2.3	Describe how artefacts may be damaged
3	Be able to present different artefacts using different methods and techniques	3.1	Use different display techniques when presenting artefacts

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Unit Number	13
Title	Planning, Participating in and Reviewing a Residential Excursion
Level	2
Credit Value	2
GLH	20

Learning Outcomes		Assessment Criteria	
The learner will:		The learner can:	
1	Know how to maintain personal wellbeing during residential excursions	1.1	Describe issues relating to personal wellbeing for activities during residential excursions
2	Be able to act responsibly in residential accommodation	2.1	Identify types of residential accommodation
		2.2	Act responsibly for the type of residential accommodation
3	Be able to participate in a residential excursion	3.1	Prepare for an overnight stay as part of a team
		3.2	Participate in an overnight stay during a residential excursion
		3.3	Review a residential excursion

Unit Number	14
Title	Emergency Services Community
Level	2
Credit Value	1
GLH	10

	Learning Outcomes *The learner will:*		Assessment Criteria *The learner can:*
1	Know the functions and responsibilities of emergency service providers	1.1	Describe the functions and responsibilities of other emergency service providers
2	Understand how the Fire and Rescue Service works with other emergency service providers	2.1	Identify when the Fire and Rescue Service works with other emergency service providers
		2.2	Explain how other emergency service providers work with the Fire and Rescue Service at incidents

Unit Number	15
Title	Pumping Appliances used by the Fire and Rescue Service
Level	2
Credit Value	2
GLH	20

Learning Outcomes *The learner will:*		Assessment Criteria *The learner can:*	
1	Know the basic principles and limitations of Fire and Rescue Service pumps	1.1	Describe the basic principles of pumps
		1.2	Identify pumps and pumping appliances used within the Fire and Rescue Service
		1.3	Describe the limitations of pumps as used within the Fire and Rescue Service
2	Understand the function of pumps and pumping appliances at operational incidents	2.1	Describe the function of pumps and pumping appliances at operational incidents
3	Be able to operate Fire and Rescue Service pumps	3.1	Describe hazards, risks and safety control measures when working with pumps and pumping appliances
		3.2	Define the safety words of command used when working with pumping appliances and equipment
		3.3	Demonstrate how to operate pumps

Guidance / Indicative Content
AC3.2 Examples of safety words include: • Water on • Water off • Increase pressure • Decrease pressure

Unit Number	16
Title	Operation and Use of Ladders in the Fire and Rescue Service
Level	2
Credit Value	2
GLH	10

	Learning Outcomes *The learner will:*		Assessment Criteria *The learner can:*
1	Know the use of Fire and Rescue Service ladders	1.1	Identify Fire and Rescue Service ladders
		1.2	Define the features of Fire and Rescue Service ladders
2	Know safe techniques for working with ladders	2.1	Describe safe techniques for working with ladders
		2.2	Define the safety words of command used when working with ladders
		2.3	Describe hazards, risks and safety control measures when working with ladders
3	Be able to operate Fire and Rescue Service ladders using standard operating procedures	3.1	Demonstrate how to use standard operating techniques to operate Fire and Rescue Service ladders
		3.2	Use ladder terminology appropriately when using ladders

Guidance / Indicative Content
AC 2.2 Examples of safety words include: • Ready to slip • Slip • Stand from under

Unit Number	17
Title	Citizenship and Community Project in the Fire and Rescue Service
Level	2
Credit Value	2
GLH	10

Learning Outcomes *The learner will:*		Assessment Criteria *The learner can:*	
1	Understand an individual's responsibility within the community	1.1	Explain what is meant by citizenship
		1.2	Explain own responsibility as a citizen within the community
		1.3	Describe how citizens make positive contribution to the local community
2	Be able to plan projects to benefit the local community	2.1	Identify projects to benefit the local community
3	Be able to undertake projects to benefit the local community	3.1	State project aims and objectives
		3.2	Contribute to the planning of projects
4	Be able to evaluate projects that benefit the local community	4.1	Review how projects benefited the local community
		4.2	State improvements to projects

Unit Number	18
Title	Special Appliances used by the Fire and Rescue Service
Level	2
Credit Value	1
GLH	10

Learning Outcomes *The learner will:*		Assessment Criteria *The learner can:*	
1	Know special appliances and their ancillary equipment	1.1	Identify special appliances and ancillary equipment used by the Fire and Rescue Service
		1.2	Explain how special appliances and ancillary equipment are used by the Fire and Rescue Service
		1.3	Describe the main risks and safety features when working with special appliances and ancillary equipment
2	Understand the function special appliances perform at incidents	2.1	Identify different incident types where special appliances are used
		2.2	Explain the function of special appliances at incidents

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Unit Number	19
Title	Community Safety
Level	2
Credit Value	1
GLH	10

	Learning Outcomes *The learner will:*		Assessment Criteria *The learner can:*
1	Understand the main strategies the Fire and Rescue Service use to make the community safer	1.1	Describe the main strategies the Fire and Rescue Service use to make the community safer
		1.2	Describe the key features of fire prevention and detection in homes
		1.3	Explain the key features of home fire safety checks
2	Be able to plan responses to fire	2.1	Identify the initial response on discovery of fire
		2.2	Design an escape plan
3	Be able to participate in local Fire and Rescue Service fire safety campaigns	3.1	Describe local fire prevention programmes delivered by the Fire and Rescue Service
		3.2	Participate in local Fire and Rescue Service fire safety campaigns

Unit Number	20
Title	Healthy Living for Working in the Fire and Rescue Service
Level	2
Credit Value	1
GLH	10

Learning Outcomes *The learner will:*		Assessment Criteria *The learner can:*	
1	Understand the concept of healthy lifestyles	1.1	Describe features of a balanced diet that contribute to healthy lifestyles
		1.2	Describe how exercise and fitness contribute to healthy lifestyles
2	Understand how personal choices can impact on healthy lifestyles	2.1	Describe how personal choices can affect individuals' lifestyles
3	Be able to assess own lifestyle	3.1	Review aspects of own lifestyle in relation to national guidelines
		3.2	Set targets to improve own lifestyle

Unit Number	21
Title	Using Fire and Rescue Service Hoses, Lines, and Associated Equipment
Level	2
Credit Value	2
GLH	20

Learning Outcomes *The learner will:*		Assessment Criteria *The learner can:*	
1	Know types of operational hoses and associated equipment used in the Fire and Rescue Service	1.1	Identify types of operational hoses and associated equipment
		1.2	Describe how and where types of operational hoses are used
2	Know lines and their locations on appliances	2.1	Identify lines used in the Fire and Rescue Service
		2.2	Identify where lines are located on appliances
3	Know hazards, risk and safety control measures relating to the use of hoses, lines and equipment	3.1	Describe hazards, risk and safety control measures when working with pressurised hoses, lines and associated equipment
4	Be able to use hoses and associated equipment	4.1	Set up and use hoses and associated equipment to operate with pumping appliances
5	Be able to use Fire and Rescue Service knots and lines	5.1	Identify the characteristics of a good knot
		5.2	Use Fire and Rescue Service lines
		5.3	Tie knots used regularly in the Fire and Rescue Service

Unit Number	22
Title	History and Changing Functions of the Fire and Rescue Service
Level	2
Credit Value	2
GLH	10

Learning Outcomes		Assessment Criteria	
The learner will:		*The learner can:*	
1	Know the history of the Fire and Rescue Service	1.1	Outline the history of the Fire and Rescue Service nationally and locally
2	Understand how Fire and Rescue Service work has changed over time	2.1	Describe how the functions of the Fire and Rescue Service have changed over time
3	Know how equipment has changed over time	3.1	Describe how Fire and Rescue Service equipment has changed over time

Unit Number	23
Title	Resource Management in the Fire and Rescue Service
Level	2
Credit Value	1
GLH	10

Learning Outcomes *The learner will:*		Assessment Criteria *The learner can:*	
1	Understand the importance of resource management within the Fire and Rescue Service	1.1	Explain the importance of resource management in the Fire and Rescue Service
2	Understand how resources are managed within the Fire and Rescue Service	2.1	Identify resources used in the Fire and Rescue Service
		2.2	Describe how to obtain Fire and Rescue Service resources
		2.3	Describe how to maintain Fire and Rescue Service resources
3	Be able to manage resources for planned activities	3.1	Obtain resources for planned activities
		3.2	Maintain resources for planned activities
		3.3	Use resources during planned activities

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

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

Assessment methods[2] that can be used for the SFJ Awards Level 2 Award and Certificate in Fire and Rescue Services in the Community are as follows:

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

5.2   Trainers / Instructors

As the SFJ Awards Level 2 Award and Certificate in Fire and Rescue Services in the Community are available to learners from 12 years, they can be used for cadet programmes offered by Fire and Rescue Services.

Trainers / instructors on these programmes may be volunteers who have undergone training and are competent in fire and rescue drills. These trainers / instructors are well placed to act as witnesses (who are occupationally competent) or expert witnesses (who are occupationally competent and familiar with the qualification/unit(s) / criteria). The testimony they provide is then assessed by the assessor. More information on these roles is provided in section 5.6.2 Testimony of witnesses and expert witnesses.

5.3   Assessor and internal quality assurer and requirements

5.3.1   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.

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

Assessors must also:

- be occupationally competent in the functions covered by the units they are assessing
- 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
- volunteer instructors / trainers who have undergone training and have relevant experience may have the required competence to undertake the role of assessor for the practical fire and rescue drills units, subject to confirmation by SFJ Awards
- 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.

5.3.2 Assessor competence

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

- qualified with a recognised assessor qualification, or
- working towards a recognised assessor qualification, or
- able to prove equivalent competence through training to appropriate national standards, for example, National Occupational Standard 9: Assess learner achievement[3] or Police Sector Standard for the Training of Assessors, Assessor Standard.

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

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

5.3.3 Internal Quality Assurer competence

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

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

To demonstrate their competence, IQAs must be:

- qualified with a recognised internal quality assurance qualification, or
- working towards a recognised internal quality assurance qualification, or
- able to prove equivalent competence through training to appropriate national standards, for example National Occupational Standard 11: Internally monitor and maintain the quality of assessment[4] or Police Sector Standard for the Training of Internal Verifiers, Internal Verifier Standard.

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

5.4 Expert witnesses

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

5.4.1 Occupational competence

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

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

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

5.4.2   Qualification knowledge

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

5.5   Assessing skills

The purpose of assessing skills is to make sure that an individual is able to carry out the activities required. Assessors gather and judge evidence during the tasks / activities to determine whether the learner demonstrates their skills against the standards in the qualification unit(s). Skills may be assessed in a training environment where appropriate. Skills should be demonstrated at a level appropriate to the qualification. The skills required at the different qualification levels are defined in Ofqual's level descriptors.[5] Further information on qualification levels is included in the SFJ Awards Assessment Guidance.

Evidence must be:

- Valid
- Authentic
- Sufficient

- Current
- Reliable

5.6   Methods for assessing skills / 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 skills that are being assessed, without overburdening the learner or the assessment process. SFJ Awards expects assessors to use a combination of different assessment methods to make decisions about an individual's skills. Further information on assessment methods is provided below and in the SFJ Awards Assessment Guidance.

5.6.1   Observation

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

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

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

5.6.2   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.

5.6.3   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 skills and assure authenticity of the evidence presented.

5.6.4   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.

5.6.5   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.

5.6.6   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.

5.7   Assessing knowledge and understanding

Knowledge-based assessment involves establishing what the learner knows or understands at a level appropriate to the qualification. The depth and breadth of knowledge required at the different qualification levels are defined in Ofqual's level descriptors.[6] Further information on qualification levels is included in the SFJ Awards Assessment Guidance.

Assessments must be:

- Fair
- Robust
- Rigorous
- Authentic

- Sufficient
- Transparent
- Appropriate

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

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

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

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

5.8 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.

5.9 Assessment planning

Planning assessment allows a holistic approach to be taken. Holistic assessments are those which focus on assessment of the learner's 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 and assessors.

5.10 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.

5.11   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.

5.12   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.

5.13   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 qualifications in the justice sector can carry a high-risk level due to the nature of some roles and / or equipment. 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.