



SFJ Awards Level 3 Diploma in Emergency Fire and Rescue Services Operations in the Community



Qualification Handbook

SFJ Awards Level 3 Diploma in Emergency Fire and Rescue Services Operations in the Community

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		Update Use of Languages, now Section 2.9	7
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		Update Centre Requirements and Assessment sections (NB. No change to requirements, additional information for centres)	8, 9-18
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1 Introduction

1.1 About us

SFJ Awards is part of the Skills for Justice Group. For the last 10 years Skills for Justice has been working with employers, Governments of the UK and agencies within the skills system, to better equip workforces with the right skills now and for the future.

During this time Skills for Justice has earned an enviable reputation for its knowledge of the sector and its proactive approach to the development of skills and qualifications, along with an ability to deliver genuinely workable solutions for the employers it represents.

SFJ Awards is an awarding organisation that builds upon this reputation, and understands the specific challenges facing the Policing, Community Safety, Legal and Armed Forces sectors, enabling us to quality assure learning outcomes that are suited to the needs of the sectors.

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

1.2 Customer Service Statement

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

1.3 Centre Support

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

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

Tel: 0114 284 1970

E-mail: info@sfjawards.com

Website: www.sfjawards.com

2 The Qualification

2.1 Overall Objective for the Qualification

This handbook relates to the following qualification:

- SFJ Awards Level 3 Diploma in Emergency Fire and Rescue Services Operations in the Community

The main objective of this qualification is to allow learners to learn, develop and practise the skills required for employment and/or career progression in the fire service sector.

The qualification is aimed at new recruits to the fire and rescue services, including fire apprentices.

Successful completion of this qualification provides the knowledge element of the Advanced Level Apprenticeship in Emergency Fire Service Operations.¹

2.2 Pre-entry Requirements

There are no pre-entry requirements for enrolling to complete this qualification. However as part of the assessment for this qualification, learners must have access to a work setting/placement with the fire service.

2.3 Units and Rules of Combination

Level 3 Diploma in Emergency Fire and Rescue Services Operations in the Community

This qualification is made up of a total of five mandatory units. To achieve the SFJ Awards Level 3 Diploma in Emergency Fire and Rescue Services Operations in the Community learners must achieve all 39 mandatory credits.

Mandatory Units			
Unit Reference Number	Unit Title	Level	Credit Value
D/502/9525	Resources to Support Fire Fighters for Operational Response at Incidents	3	6
F/502/9520	Personal Responsibilities for Performance in the Fire and Rescue Service	3	8

¹ www.afo.sscalliance.org, February 2012

L/502/9522	Practices for Resolving Fire and Special Service Incidents	3	11
R/502/9523	Fire Fighter Role at Operational Incidents for Search, Rescue and Casualty Care	3	7
Y/502/9524	Fire Fighter Responsibilities at Hazardous Material Incidents	3	7

2.4 Total Qualification Time (TQT)

Total Qualification Time comprises of the following two elements.²

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

Please note these are estimated hours. It is the responsibility of centres to decide the appropriate course duration, based on their learners' ability and level of existing knowledge. It is possible, therefore, that the number of guided learning hours will vary from one centre to another according to learners' needs.

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

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

Qualification Title	TQT	GLH
SFJ Awards Level 3 Diploma in Emergency Fire and Rescue Services Operations in the Community	390	180

2.5 Age Restriction

This qualification is available to learners aged 16 years and over.

2.6 Opportunities for Progression

This qualification creates opportunities for progression directly into employment as a Fire Fighter or to the competence qualification on the Advanced Level Apprenticeship in

² Total Qualification Time criteria, Ofqual September 2015
<https://www.gov.uk/government/publications/total-qualification-time-criteria>

Emergency Fire Service Operations, the SFJ Awards Level 3 NVQ Diploma in Fire Service Operations in the Community.

2.7 Exemption

No exemptions have been identified.

2.8 Credit Transfer

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

2.9 Use of Languages

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

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

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

3 Centre Requirements

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

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

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

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

This qualification handbook should be used in conjunction with the SFJ Awards Centre Handbook, the SFJ Awards Assessment Policy and the SFJ Awards Quality Assurance (Internal and External) Policy. All policies are available on the website www.sfjawards.com or on request from SFJ Awards.

4 Assessment

4.1 Qualification Assessment Methods

SFJ Awards Level 3 Diploma in Emergency Fire and Rescue Services Operations in the Community

Learners are assessed through the development of a Portfolio of Evidence, which can include for example, records of workplace observations, witness testimonies, professional discussions, coursework, written tests.

4.2 Assessors

4.2.1 Occupational Competence

Due to the risk-critical nature of the work, particularly when assessing in the justice and health sectors, and the legal implications of the assessment process, assessors must understand the nature and context of the learners' work. This means that assessors must be occupationally competent. Each assessor must therefore be, according to current sector practice, competent in the functions covered by the units they are assessing. They will have gained their occupational competence by working within the sector relating to the units or qualification they are assessing.

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

4.2.2 Occupational Knowledge

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

4.2.3 Qualification Knowledge

Assessors must be familiar with the qualification units they are assessing. They must be able to interpret and make judgements on current working practices and technologies within the area of work.

4.2.4 Assessor Competence

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

- qualified with a recognised assessor qualification, or
- working towards a recognised assessor qualification, or

- able to prove equivalent competence through training to appropriate national standards, for example, National Occupational Standard 9: Assess learner achievement³ or Police Sector Standard for the Training of Assessors, Assessor Standard.

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

4.2.5 Continuing Professional Development

Assessors must actively engage in continuous professional development activities to maintain:

- occupational competence and knowledge by keeping up-to-date with the changes taking place in the sector(s) for which they carry out assessments
- professional competence and knowledge as an assessor.

4.3 Internal Quality Assurers

4.3.1 Occupational Knowledge

Internal quality assurers (IQAs) must be occupationally knowledgeable across the range of units for which they are responsible prior to commencing the role. Due to the risk-critical nature of the work, particularly in the justice and health sectors, and the legal implications of the assessment process, they must understand the nature and context of the assessors' work and that of their learners. This means that they must have worked closely with staff who carry out the functions covered by the qualifications, possibly by training or supervising them, and have sufficient knowledge of these functions to be able to offer credible advice on the interpretation of the units.

4.3.2 Qualification Knowledge

IQAs must understand the content, structure and assessment requirements for the qualification(s) they are internal quality assuring.

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

4.3.3 Internal Quality Assurer Competence

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

- coordinate the work of assessors
- provide authoritative advice

³ National Occupational Standards for Learning and Development, LLUK 2010

- 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 assessment⁴ or Police Sector Standard for the Training of Internal Verifiers, Internal Verifier Standard.

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

4.3.4 Continuing Professional Development

IQAs must actively engage in continuous professional development activities to maintain:

- occupational knowledge by keeping up-to-date with the changes taking place in the sector(s) for which they carry out assessments
- professional competence and knowledge as an IQA.

4.4 External Quality Assurers

External quality assurers (EQAs) are appointed by SFJ Awards to approve centres and to monitor the assessment and internal quality assurance carried out by centres. SFJ Awards is responsible for ensuring that their external quality assurance team have:

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

External quality assurance is carried out to ensure that there is compliance, validity, reliability and good practice in centres. EQAs must have appropriate occupational and verifying knowledge and expertise.

⁴ National Occupational Standards for Learning and Development, LLUK 2010

4.4.1 External Quality Assurer Competence

To demonstrate their competence, EQAs must be:

- qualified with a recognised external quality assurance qualification, or
- working towards a recognised external quality assurance qualification.

4.4.2 Continuing Professional Development

EQAs must maintain their occupational and external quality assurance knowledge. They will attend training and development designed to keep them up-to-date, facilitate standardisation between staff and share good practice.

4.5 Expert Witnesses

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

4.5.1 Occupational Competence

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

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

4.5.2 Qualification Knowledge

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

4.6 Assessing Competence

The purpose of assessing competence is to make sure that an individual is competent to carry out the activities required in their work. Assessors gather and judge evidence during normal work activities to determine whether the learner demonstrates their competence against the standards in the qualification unit(s). Competence should be demonstrated at a level appropriate to the qualification. The skills required at the different qualification levels are defined in Ofqual's level descriptors.⁵ Further information on qualification levels is included in the SFJ Awards Assessment Policy.

⁵ Qualification and Component Levels: Requirements and Guidance for All Awarding Organisations and All Qualifications, Ofqual 2015, www.gov.uk/government/publications/qualification-and-component-levels

Evidence must be:

- Valid
- Authentic
- Sufficient
- Current
- Reliable.

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

4.7 Methods for Assessing Competence

Qualifications may be assessed using any method, or combination of methods in Section 4.1, which clearly demonstrate that the learning outcomes and assessment criteria have been met.

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

4.7.1 Observation

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

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

4.7.2 Testimony of witnesses and expert witnesses

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

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

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

4.7.3 Work outputs (product evidence)

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

4.7.4 Professional discussion

Discussions allow the learner to describe and reflect on their performance and knowledge in relation to the standards. Assessors can use discussions to test the authenticity, validity and reliability of a learner's evidence. Written/audio records of discussions must be maintained.

4.7.5 Questioning the learner

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

4.7.6 Simulations

Simulations may take place either in a non-operational environment which is not the learner's workplace, for example a training centre, or in the workplace. Proposed simulations must be reviewed to ensure they are fit for purpose as part of the IQA's pre-delivery activity.

Simulations can be used when:

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

Simulations must follow the principles below:

1. The nature of the contingency and the physical environment for the simulation must be realistic
2. Learners should be given no indication as to exactly what contingencies they may come across in the simulation

3. The demands on the learner during the simulation should be no more or less than they would be in a real work situation
4. Simulations must be planned, developed and documented by the centre in a way that ensures the simulation correctly reflects what the specific qualification unit seeks to assess and all simulations should follow these documented plans
5. There should be a range of simulations to cover the same aspect of a unit and they should be rotated regularly.

4.8 Assessing Knowledge and Understanding

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

Assessments must be:

- Fair
- Robust
- Rigorous
- Authentic
- Sufficient
- Transparent
- Appropriate.

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

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

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

4.9 Methods for Assessing Knowledge

Qualifications may be assessed using any method, or combination of methods in Section 4.1, which clearly demonstrate that knowledge-based learning outcomes and assessment criteria have been met. Evidence of assessment, examples listed below, can be included in a portfolio of evidence.

⁶ Qualification and Component Levels: Requirements and Guidance for All Awarding Organisations and All Qualifications, Ofqual 2015 www.gov.uk/government/publications/qualification-and-component-levels

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

Where written assessments are used centres must maintain a sufficient bank of assignments which are changed regularly.

4.10 Assessment Planning

Planning assessment allows a holistic approach to be taken, which focuses on assessment of the learner's work activity as a whole. This means that the assessment:

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

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

4.11 Standardisation

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

4.11.1 Internal standardisation

IQAs should facilitate internal standardisation events for assessors to attend and participate, in order to review evidence used, make judgments, compare quality and come to a common understanding of what is sufficient.

4.11.2 External standardisation

SFJ Awards will enable access to external standardisation opportunities for centres and EQAs over time.

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

4.12 Recognition of Prior Learning (RPL)

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

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

4.13 Equality and Diversity

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

- Age
- Disability
- Gender
- Gender reassignment
- Marriage and civil partnerships
- Pregnancy and maternity
- Race
- Religion and belief
- Sexual orientation

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

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

4.14 Health and Safety

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

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

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

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

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

5 Qualification Units

Ofqual reference:	D/502/9525	
Title:	Resources to Support Fire Fighters for Operational Response at Incidents	
Level:	3	
Credit value:	6	
GLH:	30	
Learning outcomes <i>The learner will:</i>	Assessment criteria <i>The learner can:</i>	
1. Understand the information fire fighters require on hazards and risks in the community	1.1	describe the information required for records of risk sites
	1.2	identify the legislative requirements and organisational policies for gathering risk site information
	1.3	explain the methods of gathering risk site information
	1.4	explain the systems available for recording risk site information
	1.5	explain the use of recorded information to support the effectiveness of operational response
2. Know the available resources within the community to support operational response	2.1	describe physical resources within communities that supports operational response
	2.2	describe available information resources within communities that support operational response
3. Understand requirements for testing and maintaining fire rescue service internal resources	3.1	explain how internal resources are tested and maintained
	3.2	explain the importance of testing and maintaining resources

Additional information about the unit	
Unit aim(s)	The aim of this unit is to provide learners with the knowledge and understanding of the different resources that fire fighters use to support effective operational response at incidents.
Details of the relationship between the unit and relevant national occupational standards (if appropriate)	This unit is linked to the Fire Service Operations National Occupational Standards.
Assessment requirements specified by a sector or regulatory body (if appropriate)	N/A

Ofqual reference:	F/502/9520	
Title:	Personal Responsibilities for Performance in the Fire and Rescue Service	
Level:	3	
Credit value:	8	
GLH:	30	
Learning outcomes <i>The learner will:</i>	Assessment criteria <i>The learner can:</i>	
1. Understand responsibilities of fire and rescue service personnel	1.1	explain how legislation impacts on organisational policies of the fire and rescue service
	1.2	explain how organisational responsibilities are devolved through role responsibilities of fire and rescue personnel
2. Understand the application of communication skills in fire and rescue service operations	2.1	explain appropriate communication methods when working with diverse audiences
	2.2	explain the importance of positive communication as a way of reducing the likelihood of conflict
	2.3	explain how managing public expectations can reduce the likelihood of conflict
	2.4	explain the importance of viewing a situation from the public's perspective
	2.5	identify communication strategies that can be used to solve problems
3. Understand the application of health and safety in the fire and rescue service	3.1	explain how to identify practices that minimise hazards in the workplace
	3.2	explain how to identify risks arising from hazards in the workplace
	3.3	explain how to apply control measures for hazards and risks in the workplace
4. Understand how to manage personal development in the fire and rescue service	4.1	summarise personal requirements and skills required by fire and rescue service personnel
	4.2	evaluate areas of personal strengths

	and weaknesses in personal work 4.3 develop strategies to develop self
Additional information about the unit	
Unit aim(s)	The aim of this unit is to provide learners with the understanding of the responsibilities of fire and rescue personnel, how they use communication skills and apply health and safety at incidents. Learners will also learn how to manage their own personal development within the fire and rescue service.
Details of the relationship between the unit and relevant national occupational standards (if appropriate)	This unit is linked to the Fire Service Operations National Occupational Standards.
Assessment requirements specified by a sector or regulatory body (if appropriate)	N/A

Ofqual reference:	L/502/9522	
Title:	Practices for Resolving Fire and Special Service Incidents	
Level:	3	
Credit value:	11	
GLH:	60	
Learning outcomes <i>The learner will:</i>	Assessment criteria <i>The learner can:</i>	
1. Understand operational systems of work and working practices	1.1	describe the purpose of operational systems of work
	1.2	explain how working practices function within systems of work
	1.3	explain the systems of work and working practices at operational incidents
2. Understand risk assessment and control measures for fire and special service incidents	2.1	explain the use of generic risk assessment and control measures
	2.2	explain the use of specific risk assessment and control measures
	2.3	explain how to apply individual risk assessment and control measures
	2.4	explain the relationship between generic, specific and individual risk assessment
3. Understand how to respond to fire and special service incidents	3.1	Describe the classification of fire
	3.2	Explain methods of extinction and applicable media used for classes of fire
	3.3	Explain the behaviour of fire
	3.4	Explain causes of special service incidents
4. Understand how to use operational and personal protective equipment for fire and special service incidents	4.1	describe the capability and limitations of operational and personal protective equipment
	4.2	explain how to use operational and personal protective equipment to meet fire and special service objectives
5. Understand how to work with others in fire and special service incidents	5.1	explain the importance of the roles within incident command system, single service and multi agency responses
	5.2	explain limits of authority of self and others to meet fire and special service objectives

	5.3 describe incident ground communications to meet fire and special service objectives
Additional information about the unit	
Unit aim(s)	This unit examines the underpinning understanding required to resolve fire and special service incidents including operational systems of work, working practices, use of risk assessment, how to respond to fire and special service incidents, use of appropriate operational equipment and working with others at incidents.
Details of the relationship between the unit and relevant national occupational standards (if appropriate)	This unit is linked to the Fire Service Operations National Occupational Standards.
Assessment requirements specified by a sector or regulatory body (if appropriate)	N/A

Ofqual reference:	R/502/9523	
Title:	Fire Fighter Role at Operational Incidents for Search, Rescue and Casualty Care	
Level:	3	
Credit value:	7	
GLH:	30	
Learning outcomes <i>The learner will:</i>	Assessment criteria <i>The learner can:</i>	
1. Understand hazards and risks in search, rescue and casualty care operations faced by fire fighters	1.1	explain the types of hazards and risks that may occur at search incidents
	1.2	explain the types of hazards and risks that may occur at rescue incidents
	1.3	explain the types of hazards and risks that may occur caring for casualties
	1.4	explain how to apply decisions based on the assessment of risk in search, rescue and casualty care operations
2. Understand how fire fighters work with others in search, rescue and casualty operations	2.1	describe roles and responsibilities of personnel at search, rescue and casualty care operations
	2.2	explain the importance of effective communication with search, rescue and casualty care operations
	2.3	explain the importance of gathering and sharing information in search, rescue and casualty care operations
	2.4	explain how evidence from an incident is identified, preserved and recorded
3. Know procedures used by fire fighters for search and rescue and casualty care	3.1	describe search procedures and techniques
	3.2	describe rescue procedures and techniques
	3.3	explain the procedures for using equipment at operational incidents involving search, rescue and casualty care

Additional information about the unit	
Unit aim(s)	This unit focuses on the responsibilities fire fighters have when participating in search, rescue and casualty care at all types of operational incidents.
Details of the relationship between the unit and relevant national occupational standards (if appropriate)	This unit is linked to the Fire Service Operations National Occupational Standards.
Assessment requirements specified by a sector or regulatory body (if appropriate)	N/A

Ofqual reference:	Y/502/9524	
Title:	Fire Fighter Responsibilities at Hazardous Material Incidents	
Level:	3	
Credit value:	7	
GLH:	30	
Learning outcomes <i>The learner will:</i>	Assessment criteria <i>The learner can:</i>	
1. Understand hazards and risks at hazardous material incidents	1.1	describe hazards and risks when working with hazardous material incidents
	1.2	explain how to apply decisions based on the assessment of risk in hazardous material incidents
2. Know hazardous materials	2.1	describe the classes of hazardous materials
	2.2	interpret hazardous material panels and signs to determine response to hazards
	2.3	describe the effects of hazardous materials on the body
	2.4	identify legislation associated with hazardous materials
3. Understand how to respond to hazardous material incidents	3.1	explain the methods of control and containment of hazardous materials
	3.2	describe the capability and limitations of operational and personal protective equipment used at hazardous material incidents
	3.3	explain how to select operational and personal protective equipment to meet hazardous material incident objectives
	3.4	explain how to use operational and personal protective equipment to meet hazardous material incident objectives

<p>4. Understand how to work with others at hazardous material incidents</p>	<p>4.1 explain the importance of communication with colleagues, other agencies and the public</p> <p>4.2 explain the importance of gathering and sharing information at hazardous material incidents</p> <p>4.3 explain how fire fighters would identify, preserve and record evidence found at hazardous material incidents</p> <p>4.4 describe the roles and responsibilities of personnel at hazardous material incidents</p>
<p>Additional information about the unit</p>	
<p>Unit aim(s)</p>	<p>The aim of this unit is about developing learners' understanding of fire fighter responsibilities at hazardous material incidents.</p>
<p>Details of the relationship between the unit and relevant national occupational standards (if appropriate)</p>	<p>This unit is linked to the Fire Service Operations National Occupational Standards.</p>
<p>Assessment requirements specified by a sector or regulatory body (if appropriate)</p>	<p>N/A</p>

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