



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



Qualification Handbook

SFJ Awards Level 3 NVQ Diploma In Emergency Fire Services Operations in the Community

Qualification Number: 600/6450/X

Version	Date of issue	Amendment(s)	Page
V4	13.11.17	Add Total Qualification Time	6-7
		Update Use of Languages, now Section 2.9	7
		Update Section 3 Centre Requirements (no change to requirements)	8
		Update Section 4 Assessment (no change to requirements, additional information provided)	9-18
		Update SFJ Awards branding and copyright	Various
V3	15.01.16	Update SFJ Awards contact details	4
		Remove references to QCF	Various

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1 Introduction

1.1 About us

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

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

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

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

1.2 Customer Service Statement

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

1.3 Centre Support

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

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

Tel: 0114 284 1970

E-mail: info@sfjawards.com

Website: www.sfjawards.com

2 The Qualification

2.1 Overall Objective for the Qualification

This qualification relates to the:

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

The qualification is provided for fire fighters, to confirm their competence in operations in the community.

2.2 Pre-entry Requirements

There are no pre-entry requirements for this qualification; it is envisaged that learners will use this qualification as a means of:

- formally recognising competence
- using it as a framework to identify development needs.

2.3 Qualification Structure

Level 3 NVQ Diploma In Emergency Fire Services Operations in the Community

This qualification comprises 9 units, 5 of which are mandatory. The learner must achieve a total of 37 credits, 29 from the mandatory units and 8 from the optional units.

Accreditation Unit Reference	Unit Title	Mandatory/ Optional	Level	Credit Value
D/601/4078	Resolve fire and rescue operational incidents	Mandatory	4	8
H/601/4079	Protect the environment from the effects of hazardous materials during fire and rescue incidents	Mandatory	3	5
R/601/4076	Take responsibility for effective performance in fire and rescue	Mandatory	3	4
Y/601/4077	Save and preserve endangered life	Mandatory	4	8
Y/601/4080	Support the effectiveness of operational response	Mandatory	3	4

Accreditation Unit Reference	Unit Title	Mandatory/ Optional	Level	Credit Value
H/602/4661	Inform and educate the community to improve awareness of fire safety matters	Optional	3	4
D/601/4081	Support the development of colleagues in fire and rescue	Optional	3	4
H/601/4082	Contribute to fire safety solutions to minimise risks to the community	Optional	3	4
K/601/4083	Drive, manoeuvre and re-deploy fire and rescue vehicles	Optional	3	6

2.4 Total Qualification Time (TQT)

Total Qualification Time comprises of the following two elements.¹

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

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:

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

Qualification Title	TQT	GLH
SFJ Awards Level 3 NVQ Diploma in Emergency Fire Services Operations in the Community	370	209

2.5 Age Restriction

This qualification is for learners aged 18 years and over

2.6 Opportunities for Progression

Learners may progress in their careers to Crew Manager, Watch Manager, Station Manager, Group Manager, Area Manager or Brigade Manager.

2.7 Exemption

No exemptions have been identified.

2.8 Credit Transfer

Credits from units from other qualifications which contain identical units in this qualification can 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

Assessment methods that can be used for the SFJ Awards Level 3 NVQ Diploma In Emergency Fire Services Operations in the Community are as follows:

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

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 achievement² 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.

² National Occupational Standards for Learning and Development, LLUK 2010

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
- 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 assessment³ 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:

³ National Occupational Standards for Learning and Development, LLUK 2010

- 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.

4.4.1 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.⁴ Further information on qualification levels is included in the SFJ Awards Assessment Policy.

Evidence must be:

- Valid
- Authentic
- Sufficient
- Current
- Reliable.

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

4.7 Methods for Assessing Competence

Qualifications may be assessed using any method, or combination of methods 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

⁴ Qualification and Component Levels: Requirements and Guidance for All Awarding Organisations and All Qualifications, Ofqual 2015, www.gov.uk/government/publications/qualification-and-component-levels

working closely with the learner. Witnesses are defined as being those people who are occupationally expert in their role.

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

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

4.7.3 Work outputs (product evidence)

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

4.7.4 Professional discussion

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

4.7.5 Questioning the learner

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

4.7.6 Simulations

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

Simulations can be used when:

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

Simulations must follow the principles below:

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

4.8 Assessing Knowledge and Understanding

Knowledge-based assessment involves establishing what the learner knows or understands at a level appropriate to the qualification. The depth and breadth of knowledge required at the different qualification levels are defined in Ofqual's level descriptors.⁵ Further information on qualification levels is included in the SFJ Awards Assessment Policy.

Assessments must be:

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

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

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

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

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

4.9 Methods for Assessing Knowledge

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

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

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

4.10 Assessment Planning

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

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

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

4.11 Standardisation

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

4.11.1 Internal standardisation

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

4.11.2 External standardisation

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

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

4.12 Recognition of Prior Learning (RPL)

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

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

4.13 Equality and Diversity

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

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

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

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

4.14 Health and Safety

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

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

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

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

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

5. Qualification Units

5.1 Resolve fire and rescue operational incidents

Title:	Resolve fire and rescue operational incidents	
Level:	4	
Credit value:	8	
Learning outcomes	Assessment criteria	
The learner will:	The learner can:	
1. Understand the procedures for resolving fire and rescue operational incidents	1.1	explain the health, safety and environmental requirements and procedures related to fire and rescue operational incidents
	1.2	describe fire service and other legislation relevant to resolving fire and rescue operational incidents
	1.3	explain the procedures for effective communication with people involved in fire and rescue operational incidents
	1.4	explain the roles, responsibilities and limits of authority of self, others and other agencies during fire and rescue operational incidents
	1.5	explain the procedures for identifying and preserving evidence at the scene of fire and rescue operational incidents
2. Understand the processes for resolving operational incidents	2.1	explain the principles of implementing actions based on the assessment of risk in the case of fire and rescue operational incidents
	2.2	describe the capabilities and limitations of personal protective and operational equipment used during fire and rescue operational incidents
	2.3	explain the procedures for the

	<p>deployment of resources in fire and rescue operational incidents</p> <p>2.4 explain the causes, effects and behaviour of different types of fires</p> <p>2.5 describe methods employed to gain access, effect entry and maintain egress</p> <p>2.6 explain the principles for selecting and using personal protective and operational equipment appropriate to the type of fire and operational incident</p> <p>2.7 summarise methods of controlling and extinguishing fires</p> <p>2.8 explain the importance of limiting damage to property and the environment</p>
<p>3. Be able to control and extinguish fires</p>	<p>3.1 clarify and agree operational requirements for controlling and extinguishing fires with the relevant people</p> <p>3.2 assess and report the extent, nature and location of the fire in accordance with operational procedures</p> <p>3.3 select and use the optimum methods of controlling and extinguishing fires within the constraints of the resources available</p> <p>3.4 monitor conditions at the fire scene for changes which may affect progress in controlling and extinguishing fires</p> <p>3.5 report progress in controlling and extinguishing fires to the designated person in line with agreed protocol</p>
<p>4. Be able to resolve incidents other than those involving fire or hazardous materials</p>	<p>4.1 clarify and agree operational requirements for resolving incidents with the relevant people</p> <p>4.2 assess and report the nature of the incident to the relevant people in accordance with operational procedures</p> <p>4.3 use equipment and materials safely within their limitations to</p>

	deal with the incident and its known and anticipated risks
5. Be able to support people involved in an operational incident	<p>5.1 provide appropriate support to people in a controlled, considerate and compassionate way</p> <p>5.2 take appropriate action to restrict other people's view of the incident</p> <p>5.3 report factors which may adversely affect the safety of those involved to the relevant person</p>
Additional information about the unit	
Unit aim(s)	<p>This unit is about resolving a range of operational incidents in a fire and rescue context. It covers:</p> <p>Controlling and extinguishing fires</p> <p>This is about your ability to work as a team member to respond to emergencies involving all types of fire, tackled by single and multiple crews. You will be required to use the range of personal protective equipment available to you and safely operate appropriate equipment to:</p> <ul style="list-style-type: none"> • access, control and/or extinguish fires • minimise damage to property and the environment from the effects of fire and its extinguishment <p>Resolving incidents other than those involving fire or hazardous materials</p> <p>This covers your ability to work as a team member to respond to emergency rescue, non-emergency or special services. Examples could include:</p> <ul style="list-style-type: none"> • persons trapped in vehicles, machinery etc • lock-ins • lock-outs • pump-outs • emergency provision of water • support to other agencies <p>Supporting people involved in an operational incident</p>

	<p>This covers your ability to provide both physical and emotional support to people directly and indirectly involved in an operational incident. This will include:</p> <ul style="list-style-type: none"> • reassuring and comforting people • protecting their privacy and dignity • maintaining security at the scene of an incident and • liaising with other agencies
Details of the relationship between the unit and relevant national occupational standards (if appropriate)	FF4
Details of the relationship between the unit and other standards or curricula (if appropriate)	N/A
Assessment requirements specified by a sector or regulatory body (if appropriate)	This unit requires the workplace assessment of occupational competence wherever practicable. For the knowledge and understanding component of the unit, assessment from a learning and development environment is allowed.
Endorsement of the unit by a sector or other appropriate body (if required)	This unit is endorsed by Skills for Justice, the Sector Skills Council for Justice
Location of the unit within the subject/sector classification system	1.4 Public Services
GLH	45

5.2 Protect the environment from the effects of hazardous materials during fire and rescue incidents

Title:	Protect the environment from the effects of hazardous materials during fire and rescue incidents	
Level:	3	
Credit value:	5	
Learning outcomes	Assessment criteria	
The learner will:	The learner can:	
1. Understand the fire and rescue service responsibilities for protecting the environment from the effects of hazardous materials	1.1	explain the health, safety and environmental requirements and procedures related to incidents involving hazardous materials
	1.2	explain the principles of implementing actions based on the assessment of risk in the case of incidents involving hazardous materials
	1.3	describe fire service and other legislation relevant to resolving incidents involving hazardous materials
	1.4	summarize the roles, responsibilities and limits of authority of self, others and other agencies for protecting the environment from the effects of hazardous materials during incidents
	1.5	describe the capabilities and limitations of personal protective and operational equipment used during incidents involving hazardous materials
	1.6	describe the sources and availability of information relating to dealing with hazardous materials and decontamination
2. Understand the procedures for protecting the environment from the effects of hazardous materials during fire and rescue incidents	2.1	explain the procedures for effective communication with the different people involved in incidents involving hazardous materials
	2.2	explain the procedures for

	<p>identifying and preserving evidence at the scene of incidents involving hazardous materials</p> <p>2.3 explain the procedures for the deployment of resources in incidents involving hazardous materials</p> <p>2.4 explain the procedures for identifying and dealing with casualties according to priority</p>
<p>3. Be able to minimise damage to the environment from hazardous materials</p>	<p>3.1 clarify and agree operational requirements for dealing with incidents involving hazardous materials with the relevant people</p> <p>3.2 assess and report on the type, location, quantity and physical properties of the hazardous materials in line with operational procedures</p> <p>3.3 select and use equipment safely and within its limitations to minimise the effects of hazardous materials and deal with known and anticipated risks</p> <p>3.4 secure the affected area to minimise risk of harm to people, property and the environment</p> <p>3.5 report progress in controlling the affected area to the designated person in line with agreed protocol</p>
<p>4. Be able to decontaminate people and property</p>	<p>4.1 clarify and agree operational requirements for decontamination process with the relevant people</p> <p>4.2 assist in setting up a decontamination area for people and property</p> <p>4.3 help to apply chosen decontamination methods for people and property</p> <p>4.4 select and use equipment safely and within its limitations to carry out decontamination</p> <p>4.5 assist in the disposal and decontamination of contaminated items and materials</p>

<p>5. Be able to support people affected by incidents involving hazardous materials</p>	<p>5.1 provide appropriate support to people in a controlled, considerate and compassionate way</p> <p>5.2 take appropriate action to restrict other people's view of the incident</p> <p>5.3 report factors which may adversely affect the safety of those involved to the relevant person</p>
<p>Additional information about the unit</p>	
<p>Unit aim(s)</p>	<p>This unit is about you working as a team member to respond to emergencies involving hazardous material (i.e. any materials that potentially present a hazard to health or the environment), involving single or multiple crews. You will be required to use appropriate personal protective equipment and operate other appropriate equipment to:</p> <ul style="list-style-type: none"> • minimise damage to the environment from hazardous materials and • decontaminate people and property <p>Limiting damage to the environment from hazardous materials</p> <p>This covers your ability to work as a team member to respond to hazardous material incidents.</p> <p>Decontaminating people and property</p> <p>This covers your ability to work as a team member to decontaminate people and property involved in hazardous material incidents. Examples could include:</p> <ul style="list-style-type: none"> • people: casualty(ies), fire and rescue and other agencies' staff • property: structures, transport, ground space and fire and rescue and other agencies' equipment <p>Supporting people involved in an operational incident</p> <p>This covers your ability to provide both physical and emotional support to people directly and indirectly involved in</p>

	<p>a hazardous materials incident. This will include</p> <ul style="list-style-type: none"> • reassuring and comforting people • protecting their privacy and dignity • maintaining security at the scene of an incident and • liaising with other agencies
Details of the relationship between the unit and relevant national occupational standards (if appropriate)	FF5
Details of the relationship between the unit and other standards or curricula (if appropriate)	N/A
Assessment requirements specified by a sector or regulatory body (if appropriate)	This unit requires the workplace assessment of occupational competence wherever practicable. For the knowledge and understanding component of the unit, assessment from a learning and development environment is allowed.
Endorsement of the unit by a sector or other appropriate body (if required)	This unit is endorsed by Skills for Justice, the Sector Skills Council for Justice
Location of the unit within the subject/sector classification system	1.4 Public Services
GLH	30

5.3 Take responsibility for effective performance in fire and rescue

Title:	Take responsibility for effective performance in fire and rescue	
Level:	3	
Credit value:	4	
Learning outcomes	Assessment criteria	
The learner will:	The learner can:	
1. Understand the requirements for taking responsibility for effective performance in fire and rescue	1.1 identify the external regulations and requirements that apply to working in the fire and rescue service 1.2 explain the relevant health, safety and environmental requirements for working in the fire and rescue service 1.3 explain the principles of implementing actions based on the assessment of risk 1.4 outline the organisation's policies and procedures, objectives, systems of work and working practices 1.5 explain the principles of effective team-working in a fire and rescue context 1.6 explain the organisation's policies and procedures for communication and working with colleagues, individuals for other agencies and members of the public 1.7 explain the roles, responsibilities and limits of authority applicable to themselves and others 1.8 summarise the organisation's procedures for performance review and development 1.9 explain how to maintain health, fitness and personal performance standards to the levels required in the fire and rescue service 1.10 outline how to identify personal	

	development needs, including setting objectives and how to address these
2. Be able to take responsibility for personal performance	<p>2.1 behave in a way that avoids threat, harm or damage to others, the environment and the organisation</p> <p>2.2 work to their level of authority and responsibility to meet fire and rescue operational requirements</p> <p>2.3 contribute constructively to debriefs</p> <p>2.4 maintain the personal fitness levels required in the fire and rescue service</p> <p>2.5 report factors that affect personal ability to meet responsibilities to the relevant people</p> <p>2.6 maintain records in accordance with organisational procedures</p> <p>2.7 maintain a safe working environment</p> <p>2.8 use resources in accordance with organisational procedures</p>
3. Be able to work with others	<p>3.1 act constructively to minimise or resolve conflict</p> <p>3.2 support and promote the organisation's values, ethics and codes of practice</p> <p>3.3 communicate in a constructive, supportive manner</p> <p>3.4 promote cooperation and a positive image of the organisation</p> <p>3.5 promote a safe working environment for all</p>
4. Be able to develop their own skills and knowledge	<p>4.1 contribute constructively to their own performance reviews</p> <p>4.2 assess their own skills and knowledge to identify personal development needs</p> <p>4.3 agree a personal development plan ensuring that objectives are specific, measurable, achievable and realistic</p> <p>4.4 take part in development activities</p>

	<p>consistent with the plan, using any feedback to improve performance</p> <p>4.5 review and update the development plan at appropriate intervals</p>
Additional information about the unit	
Unit aim(s)	<p>This unit is about taking responsibility for personal performance during day to day working, either at the workplace or in the community. It includes the responsibility to make sure that actions do not adversely affect health and fitness and the ability to work safely. It is also about working well with others: colleagues, external agencies and the community. It is about developing personal skills and knowledge, maintaining this through personal development to meet agreed changes in practice and maintaining existing competence. This necessitates personal involvement in identifying and planning how to address personal development needs to maintain the required level of competence.</p>
Details of the relationship between the unit and relevant national occupational standards (if appropriate)	FF2
Details of the relationship between the unit and other standards or curricula (if appropriate)	N/A
Assessment requirements specified by a sector or regulatory body (if appropriate)	<p>This unit requires the workplace assessment of occupational competence wherever practicable. For the knowledge and understanding component of the unit, assessment from a learning and development environment is allowed.</p>
Endorsement of the unit by a sector or other appropriate body (if required)	<p>This unit is endorsed by Skills for Justice, the Sector Skills Council for Justice</p>
Location of the unit within the subject/sector classification system	1.4 Public Services
GLH	18

5.4 Save and preserve endangered life

Title:	Save and preserve endangered life	
Level:	4	
Credit value:	8	
Learning outcomes	Assessment criteria	
The learner will:	The learner can:	
1 Understand the fire and rescue service responsibilities in search, rescue and casualty care operations	1.1 explain the health and safety requirements related to search, rescue and casualty care operations 1.2 explain the principles of implementing actions based on the assessment of risk in search, rescue and casualty care operations 1.3 describe fire service and other legislation relevant to carrying out search, rescue and casualty care 1.4 summarise the roles, responsibilities and limits of authority of self, others and other agencies during the course of search, rescue and casualty care operations 1.5 explain the capabilities and limitations of personal protective and operational equipment used during search, rescue and casualty care	
2 Understand the required procedures to support search, rescue and casualty care operations	2.1 summarise the procedures for effective communication with different people involved in search, rescue and casualty care 2.2 explain the procedures for identifying and preserving evidence at the scene of search, rescue and casualty care operations 2.3 explain the procedures for the deployment of resources in search, rescue and casualty care operations	

	<p>2.4 explain the procedures for identifying and dealing with casualties according to priority</p> <p>2.5 explain the protocols for determining the status and removal of the deceased</p>
3 Be able to conduct a search for life	<p>3.1 clarify and agree the search requirements with the relevant people</p> <p>3.2 use equipment, safely and within its limitations, to carry out the search and deal with known and anticipated risks</p> <p>3.3 carry out the search within the designated area</p> <p>3.4 monitor the search area conditions for changes which may affect the continuation of the search</p> <p>3.5 report progress in the search to the designated person in line with agreed protocol</p>
4 Be able to rescue life involved in incidents	<p>4.1 administer aid to minimise further injury and suffering</p> <p>4.2 use equipment safely and within its limitations to carry out the rescue</p> <p>4.3 contribute to removing casualties to a place of safety</p> <p>4.4 take action to protect the remains of the deceased from further harm</p> <p>4.5 report the location of the deceased to the designated person</p>
5 Be able to provide treatment to casualties	<p>5.1 prioritise casualties according to their signs and symptoms</p> <p>5.2 provide treatment to support the stabilisation of casualties' condition</p> <p>5.3 monitor casualties' condition until appropriate agencies take over</p> <p>5.4 reassure casualties about their circumstances and the next stages of their handling in a calm and considerate manner</p>

	5.5 give clear information to relevant people on actions taken and any treatment casualties have received
6 Be able to support people involved in search, rescue and casualty care operations	6.1 provide appropriate support to people in a controlled, considerate and compassionate way 6.2 take appropriate action to restrict other people's view of the incident 6.3 report factors which may adversely affect the safety of those involved to the relevant person
Additional information about the unit	
Unit aim(s)	<p>This unit is about working in a team to search for life and rescue people during fires and other incidents. The unit may cover working as an individual or as part of a team to provide treatment to casualties.</p> <p>Conducting a search for life involves searching safely for life. This could include within:</p> <ul style="list-style-type: none"> • a structure • compartment(s) • transport vehicle • open spaces <p>all of which could either be on, above or below ground.</p> <p>Rescuing life involved in incidents covers rescuing life (human or animal). This could involve:</p> <ul style="list-style-type: none"> • fire • hazardous substances • persons trapped in wreckage • collapsed or dangerous structures • result of adverse weather conditions • animal rescue <p>Providing treatment to casualties (Basic life support and casualty handling) involves treating casualties to an agreed level of authority, responsibility and</p>

	<p>expertise.</p> <p>Examples could include:</p> <ul style="list-style-type: none"> • within an incident environment • removed from an incident • approach by a casualty at an incident <p>Supporting people involved in an operational incident covers providing both physical and emotional support to people directly and indirectly involved in an operational incident. This will include:</p> <ul style="list-style-type: none"> • reassuring and comforting people • protecting their privacy and dignity • maintaining security at the scene of an incident and • liaising with other agencies
Details of the relationship between the unit and relevant national occupational standards	FF3
Details of the relationship between the unit and other standards or curricula (if appropriate)	N/A
Assessment requirements specified by a sector or regulatory body (if appropriate)	This unit requires the workplace assessment of occupational competence wherever practicable. For the knowledge and understanding component of the unit, assessment from a learning and development environment is allowed.
Endorsement of the unit by a sector or other appropriate body (if required)	This unit is endorsed by Skills for Justice, the Sector Skills Council for Justice
Location of the unit within the subject/sector classification system	1.4 Public Services
GLH	48

5.5 Support the effectiveness of operational response

Title:	Support the effectiveness of operational response	
Level:	3	
Credit value:	4	
Learning outcomes	Assessment criteria	
The learner will:	The learner can:	
1. Understand the procedures for supporting the effectiveness of operational response	1.1 explain the procedures for assessing the impact of potential health and safety hazards and risks within the community 1.2 explain the principles of implementing actions based on the assessment of risk within the community 1.3 describe the organisation's policies, aims and objectives in relation to providing an operational response to risks within the community 1.4 explain the roles, responsibilities and limits of authority of self, others and other agencies involved in providing an operational response to risks within the community 1.5 describe the sources and availability of information relating to providing an operational response to risks within the community	
2. Understand the requirements for supporting the effectiveness of operational response	2.1 describe fire service and other legislation relevant to providing an operational response to risks within the community 2.2 Explain the procedures for effective communication with different people involved providing an operational response to risks within the community 2.3 describe the characteristics of the local community - its people,	

	<p>risks, geography and topography</p> <p>2.4 explain the requirements for the availability, operational readiness and response of human and physical resources</p>
<p>3. Be able to collect information on risks in the community</p>	<p>3.1 clarify and agree requirements for collecting information on risks in the community with the relevant people</p> <p>3.2 confirm the accuracy of existing information on known and possible risks in the community</p> <p>3.3 identify and report any changes or new risks in the community affecting people, property and the environment</p>
<p>4. Be able to collect information on resources in your community</p>	<p>4.1 clarify and agree requirements for collecting information on resources in the community with the relevant people</p> <p>4.2 confirm the accuracy of existing information on the availability of actual and potential resources in the community</p> <p>4.3 identify and report any change in available resources to the relevant people</p> <p>4.4 rectify any defects and deficiencies within the agreed level of authority</p>
<p>5. Be able to maintain internal resources</p>	<p>5.1 clarify and agree requirements for the maintenance of internal resources with the relevant people</p> <p>5.2 use equipment safely and within its limitations to carry out any required routine maintenance and testing</p> <p>5.3 identify and report any shortages of supplies, defects and deficiencies which are beyond agreed level of authority</p>
<p>Additional information about the unit</p>	
<p>Unit aim(s)</p>	<p>This unit is about ensuring that the information and the resources you use for operational responses are available</p>

	<p>as required. It covers:</p> <p>Collecting information on risks in your community</p> <p>This is about your ability to work as an individual or a team member to collect new, or update existing, information on risks in your community. Examples could include:</p> <ul style="list-style-type: none"> • sites that contain hazards that need special responses: e.g. chemical, biological and radioactive • sites that by their nature need special responses: e.g. hospitals, shipyards, zoos, airports • risks that might lead to an incident: e.g. property that is derelict or unoccupied <p>Collecting information on resources in your community</p> <p>This is about your ability to work as an individual or a team member to collect new, or update existing information on resources in your community. Examples could include:</p> <ul style="list-style-type: none"> • fixed installations • bulk storage of fire-fighting media • bulk storage of decontamination media • storage of fire-fighting equipment • water supplies and fire service access <p>Maintaining internal resources</p> <p>This is about your ability to work as an individual or a team member to test, maintain and commission equipment on or in the following locations:</p> <ul style="list-style-type: none"> • stations, for example, spare fire-fighting and rescue equipment and internal resources • fire and rescue vehicles, for example, fire-fighting and rescue equipment and media
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Details of the relationship between the unit and relevant national occupational standards (if appropriate)	FF6
Details of the relationship between the unit and other standards or curricula (if appropriate)	N/A
Assessment requirements specified by a sector or regulatory body (if appropriate)	This unit requires the workplace assessment of occupational competence wherever practicable. For the knowledge and understanding component of the unit, assessment from a learning and development environment is allowed.
Endorsement of the unit by a sector or other appropriate body (if required)	This unit is endorsed by Skills for Justice, the Sector Skills Council for Justice
Location of the unit within the subject/sector classification system	1.4 Public Services
GLH	25

5.6 Inform and educate the community to improve awareness of fire safety matters

Title:	Inform and educate the community to improve awareness of fire safety matters	
Level:	3	
Credit value:	4	
Learning outcomes	Assessment criteria	
The learner will:	The learner can:	
1. Understand the principles of community education to improve awareness of fire safety matters	1.1 explain the health, safety and environmental requirements related to giving information, demonstrations and instructions 1.2 summarise the principles of implementing actions based on the assessment of risk when giving information, demonstrations and instructions 1.3 summarise the National and Service objectives for Community Safety 1.4 identify sources of information on community safety matters 1.5 summarise the principles of clear and effective communication in relation to awareness raising activities 1.6 describe the roles, responsibilities and limits of authority of individuals and agencies involved in community education	
2. Understand the requirements for informing and educating the community to improve awareness of fire safety matters	2.1 explain the types and uses of resources available for improving awareness of fire safety matters 2.2 outline the community needs for information and education in relation to safety 2.3 describe the safety advice needed to improve fire safety in the community 2.4 explain the principles of facilitating and evaluating learning in the context of fire safety advice for the	

	community
3. Be able to provide fire safety information to the community	<p>3.1 select appropriate modes of response to a need for fire safety information for the community</p> <p>3.2 provide relevant, accurate and appropriate information in relation to fire safety to different audiences</p> <p>3.3 direct the enquirer to the relevant person if the information required is not appropriate to their job role</p> <p>3.4 clarify and confirm understanding of the information given</p>
4. Be able to give demonstrations in relation to fire safety matters	<p>4.1 apply control measures based on risk assessment before and during the event using appropriate resources</p> <p>4.2 resolve any issues promptly before and during the event</p> <p>4.3 return and secure resources</p> <p>4.4 ensure the need for replenishment or repair of resources is reported to appropriate person</p>
Additional information about the unit	
Unit aim(s)	<p>This unit is about meeting the organisation's targets for specific community needs to ensure that communities are safer. It covers promoting safety to the community, e.g. responding to requests for safety information and taking part in community events. It might involve working without direct supervision or in the team at events organised within the community. Information to be provided might cover safety in relation to fire or wider safety issues.</p> <p>It is also about giving demonstrations and instructions to help people in the community get a better understanding of safety matters, e.g. demonstration of targeted safety responses to the community and everyday hazards. It includes involvement in both formal and informal activities within the local community.</p>

Details of the relationship between the unit and relevant national occupational standards (if appropriate)	FF1
Details of the relationship between the unit and other standards or curricula (if appropriate)	N/A
Assessment requirements specified by a sector or regulatory body (if appropriate)	This unit requires the workplace assessment of occupational competence wherever practicable. For the knowledge and understanding component of the unit, assessment from a learning and development environment is allowed.
Endorsement of the unit by a sector or other appropriate body (if required)	This unit is endorsed by Skills for Justice, the Sector Skills Council for Justice
Location of the unit within the subject/sector classification system	1.4 Public Services
GLH	23

5.7 Support the development of colleagues in fire and rescue

Title:	Support the development of colleagues in fire and rescue	
Level:	3	
Credit value:	4	
Learning outcomes	Assessment criteria	
The learner will:	The learner can:	
1. Understand the requirements for supporting the development of colleagues in fire and rescue	1.1 summarise roles, responsibilities and limits of authority applicable to individuals in relation to supporting the development of colleagues 1.2 describe sources of relevant information to support the development of colleagues 1.3 explain the impact of providing incorrect or inappropriate information 1.4 describe effective methods of communication information to support the development of colleagues 1.5 describe methods and techniques for treating others with respect and consideration 1.6 explain the principles of motivating people by recognising achievement and acknowledging success 1.7 describe methods for assessing support needs of colleagues against agreed standards 1.8 describe methods of facilitating learning for individuals and groups	
2. Be able to communicate their skills and knowledge to colleagues	2.1 clarify and confirm the skills and knowledge that colleagues need to acquire 2.2 use the necessary up to date learning resources to provide development support to colleagues 2.3 confirm that colleagues have understood the information and	

	<p>support given</p> <p>2.4 provide opportunities for colleagues to give feedback on the support received</p> <p>2.5 return all learning resources to the correct location</p> <p>2.6 present an evaluation of work carried out to the relevant people</p>
3. Be able to support the development of colleagues	<p>3.1 encourage colleagues to ask for help on work related issues</p> <p>3.2 provide feedback and support on their performance</p> <p>3.3 promote the organisation's values, ethics and code of practice</p> <p>3.4 encourage self-development and independent decision making</p>
Additional information about the unit	
Unit aim(s)	This unit is about helping your colleagues to develop themselves in their job roles. It is for staff working in the fire, rescue and safety sector. The unit covers workplace equipment and supporting information.
Details of the relationship between the unit and relevant national occupational standards (if appropriate)	FF7
Details of the relationship between the unit and other standards or curricula (if appropriate)	N/A
Assessment requirements specified by a sector or regulatory body (if appropriate)	This unit requires the workplace assessment of occupational competence wherever practicable. For the knowledge and understanding component of the unit, assessment from a learning and development environment is allowed.
Endorsement of the unit by a sector or other appropriate body (if required)	This unit is endorsed by Skills for Justice, the Sector Skills Council for Justice
Location of the unit within the subject/sector classification system	1.4 Public Services
GLH	20

5.8 Contribute to fire safety solutions to minimise risks to the community

Title:	Contribute to fire safety solutions to minimise risks to the community	
Level:	3	
Credit value:	4	
Learning outcomes	Assessment criteria	
The learner will:	The learner can:	
1. Understand the procedures for contributing to fire safety solutions to minimise risks to the community	1.1	explain the relevant health, safety and environmental requirements in relation to carrying out inspections
	1.2	explain the principles of implementing actions based on the assessment of risk in relation to the premises and the inspection
	1.3	describe the legislation and organisational policy and procedures relating to inspections
	1.4	explain the procedures for effective communication with the different people involved in the inspection
	1.5	explain the roles, responsibilities and limits of authority applicable to self and others in relation to inspections
	1.6	explain the procedures for recording and reporting inspections
2. Understand the principles of fire safety inspection	2.1	explain how to access and interpret different types of information relating to inspections
	2.2	explain the relationship between building construction and design and fire safety
	2.3	describe the purpose and operation of active and passive fire protection systems
	2.4	outline the causes, effects and behaviour of fire and the importance of maintaining a

	<p>means of escape</p> <p>2.5 identify the principles behind the storage of resources and hazardous materials in premises</p> <p>2.6 describe methods for providing appropriate safety advice</p>
<p>3. Be able to inspect premises to minimise risks to people, property and the environment</p>	<p>3.1 present confirmation of competence and authority to carry out the type and scope of inspection</p> <p>3.2 develop an inspection plan based on all available information</p> <p>3.3 confirm the date, time and detail of the inspection with the relevant people</p> <p>3.4 assess the risks presented to people, property and the environment by the premises, its conditions and the occupier</p> <p>3.5 take action to minimise any immediate risks presented by the occupier or conditions in the premises</p> <p>3.6 communicate with people within the limits of their authority</p>
<p>4. Be able to report on issues arising at an inspection</p>	<p>4.1 confirm their inspection findings with the relevant people</p> <p>4.2 refer any matters beyond their level of competence to the relevant people</p> <p>4.3 report on their actions and any further actions to be taken</p> <p>4.4 follow up on actions, reporting any inadequate response or non-compliance</p> <p>4.5 report any risks outside of the scope of their inspection to the relevant people appropriately</p> <p>4.6 complete records and ensure they are within the agreed format and are available to the relevant authorised people</p>
<p>Additional information about the unit</p>	
<p>Unit aim(s)</p>	<p>This unit is about undertaking an inspection of premises within an area of</p>

	responsibility. It covers inspecting premises to minimise risks to people, property and the environment and reporting on issues arising at an inspection. Such issues could be: changes to the premises in terms of ownership, use and storage; failure to comply with requirements; changes that conflict with the requirements for use; conditions that are the responsibility of another authority, e.g. occupier being at risk due to age or infirmity; threats by occupiers/owners to self or others.
Details of the relationship between the unit and relevant national occupational standards (if appropriate)	FF8
Details of the relationship between the unit and other standards or curricula (if appropriate)	N/A
Assessment requirements specified by a sector or regulatory body (if appropriate)	This unit requires the workplace assessment of occupational competence wherever practicable. For the knowledge and understanding component of the unit, assessment from a learning and development environment is allowed.
Endorsement of the unit by a sector or other appropriate body (if required)	This unit is endorsed by Skills for Justice, the Sector Skills Council for Justice
Location of the unit within the subject/sector classification system	1.4 Public Services
GLH	25

5.9 Drive, manoeuvre and re-deploy fire and rescue vehicles

Title:	Drive, manoeuvre and re-deploy fire and rescue vehicles	
Level:	3	
Credit value:	6	
Learning outcomes	Assessment criteria	
The learner will:	The learner can:	
1. Understand the requirements for driving, manoeuvring and re-deploying fire and rescue vehicles	1.1	explain the relevant health, safety and environmental requirements in relation to driving, manoeuvring and re-deploying fire and rescue vehicles
	1.2	outline relevant fire, rescue and other legislation as applied to driving, manoeuvring and re-deploying fire and rescue vehicles for operational incidents
	1.3	explain the roles, responsibilities and limits of authority applicable to self and others in relation to driving, manoeuvring and re-deploying fire and rescue vehicles
	1.4	explain how to apply defensive driving techniques when driving to incidents
2. Understand the operational requirements of fire and rescue vehicles	2.1	summarise the dimensions, weight limits and capabilities of fire and rescue vehicles
	2.2	summarise the capabilities and limitations of operational equipment carried by fire and rescue vehicles
	2.3	explain the principles of siting and operating appliances
	2.4	explain the requirements for availability and operational readiness of resources
	2.5	describe the procedure for reporting accidents, damage and defects involving fire and rescue vehicles
	2.6	explain how to ensure that

	<p>equipment is safely stowed</p> <p>2.7 describe how to undertake the routine maintenance of vehicles</p>
3. Be able to drive vehicles to incidents	<p>3.1 confirm the vehicle's readiness for an emergency response</p> <p>3.2 implement planned routes for journeys in the shortest time whilst minimising risks</p> <p>3.3 comply with the relevant regulations and guidelines when driving to incidents</p> <p>3.4 treat colleagues and members of the public in a way that promotes a positive image of themselves and the organisation</p> <p>3.5 drive the vehicle safely within its capabilities and their own limitations</p> <p>3.6 use warning devices only when they are appropriate to the situation</p> <p>3.7 continuously assess driving conditions to modify their driving to minimise risk to themselves, colleagues and members of the public</p>
4. Be able to manoeuvre, site and re-deploy vehicles	<p>4.1 manoeuvre and site the vehicle in the best position to suit the needs and risks of the incident</p> <p>4.2 disengage any unnecessary systems and devices to suit the needs and risks of the incident</p> <p>4.3 manoeuvre the vehicle on departure in accordance with local traffic management schemes and regulations</p> <p>4.4 make the vehicle ready for the next operation on completion of incident duties</p>
Additional information about the unit	
Unit aim(s)	<p>This unit is about driving a fire and rescue vehicle safely to and from an incident, for example a fire - following the most effective route. The unit also covers siting the vehicle safely and securely at incidents and then taking the</p>

	vehicle to its next required position. It covers any incident requiring an emergency response and the relocation of resources. It also covers the following regulations and guidelines: Road Traffic law; Civil Law (duty of care); Health and Safety law; the Highway code; Legal exemptions and 'Roadcraft'.
Details of the relationship between the unit and relevant national occupational standards (if appropriate)	FF9
Details of the relationship between the unit and other standards or curricula (if appropriate)	N/A
Assessment requirements specified by a sector or regulatory body (if appropriate)	This unit requires the workplace assessment of occupational competence wherever practicable. For the knowledge and understanding component of the unit, assessment from a learning and development environment is allowed.
Endorsement of the unit by a sector or other appropriate body (if required)	This unit is endorsed by Skills for Justice, the Sector Skills Council for Justice
Location of the unit within the subject/sector classification system	1.4 Public Services
GLH	38

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