



Compartment Fire Behaviour Training

Positive Pressure Ventilation Training



Qualifications Handbook

SFJ Awards Level 3 Award in Compartment Fire Behaviour Training

Qualification Number: 610/0384/0

Operational Start Date: 1 February 2022

SFJ Awards Level 3 Certificate in Compartment Fire Behaviour Training

Qualification Number: 610/0385/2

Operational Start Date: 1 February 2022

SFJ Awards Level 3 Award in Positive Pressure Ventilation Training

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1 Introduction

1.1 About us

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

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

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

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

1.2 Customer Service Statement

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

1.3 Centre support

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

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

Tel: 0114 284 1970

E-mail: info@sfjawards.com

Website: www.sfjawards.com

2 The Qualifications

2.1 Qualification objective

This handbook relates to the following qualifications:

- **SFJ Awards Level 3 Award in Compartment Fire Behaviour Training**
- **SFJ Awards Level 3 Certificate in Compartment Fire Behaviour Training**
- **SFJ Awards Level 3 Award in Positive Pressure Ventilation Training**

The main objective of these qualifications is to provide:

- opportunities for fire instructors in the fire and rescue services to achieve a nationally-recognised Level 3 vocational qualification
- the knowledge and understanding for those working in the fire and rescue services who train firefighters in compartment fire behaviour
- the knowledge and understanding for those working in the fire and rescue services who train firefighters in positive pressure ventilation.

2.2 Pre-entry requirements

There are no pre-entry requirements for enrolling on this qualification. However, it is expected that learners will be employed in the fire and rescue services sector with a working knowledge of firefighting operations within the community in order to be able to evidence the learning outcomes.

Centres must also ensure that learners are able to complete this qualification, for example, through completing a skills scan to ensure they can work at the appropriate level.

2.3 Qualification structures

2.3.1 SFJ Awards Level 3 Award in Compartment Fire Behaviour Training

This qualification is made up of 2 mandatory units. To be awarded this qualification the learner must achieve a total of 8 credits as shown in the table below.

Mandatory Units					
Unit Number	Odyssey Reference	Unit Title	Level	GLH	Credit Value
1	6070	Theory of Compartment Fire Behaviour	3	30	4
2	6071	Application of Compartment Fire Behaviour Training	3	30	4

2.3.2 SFJ Awards Level 3 Certificate in Compartment Fire Behaviour Training

This qualification is made up of 3 mandatory units. To be awarded this qualification the learner must achieve a total of 13 credits as shown in the table below.

Mandatory Units					
Unit Number	Odyssey Reference	Unit Title	Level	GLH	Credit Value
1	6070	Theory of Compartment Fire Behaviour	3	30	4
2	6071	Application of Compartment Fire Behaviour Training	3	30	4
3	6072	Application and Theory of Positive Pressure Ventilation Training	3	40	5

2.3.3 SFJ Awards Level 3 Award in Positive Pressure Ventilation Training

This qualification is made up of 1 mandatory unit. To be awarded this qualification the learner must achieve a total of 5 credits as shown in the table below.

Mandatory Units					
Unit Number	Odyssey Reference	Unit Title	Level	GLH	Credit Value
3	6072	Application and Theory of Positive Pressure Ventilation Training	3	40	5

2.4 Total Qualification Time (TQT)

Values for Total Qualification Time¹, including Guided Learning, are calculated by considering the different activities that Learners would typically complete to achieve and demonstrate the learning outcomes of a qualification. They do not include activities which are required by a Learner's Teacher based on the requirements of an individual Learner and/or cohort. Individual Learners' requirements and individual teaching styles mean there will be variation in the actual time taken to complete a qualification. Values for Total Qualification Time, including Guided Learning, are estimates.

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

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

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

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

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.

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

¹ Total Qualification Time, Ofqual

<https://www.gov.uk/guidance/ofqual-handbook/section-e-design-and-development-of-qualifications>

Qualification Title	TQT	GLH
SFJ Awards Level 3 Award in Compartment Fire Behaviour Training	80	60
SFJ Awards Level 3 Certificate in Compartment Fire Behaviour Training	130	100
SFJ Awards Level 3 Award in Positive Pressure Ventilation Training	50	40

2.5 Age range and geographical coverage

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

2.6 Opportunities for progression

Learners who achieve the Level 3 Award in Compartment Fire Behaviour Training or the Level 3 Award in Positive Pressure Ventilation Training can progress to the Level 3 Certificate in Compartment Fire Behaviour Training. All the qualifications create opportunities for progression to a range of qualifications available in the fire and rescue sector, including other training/instructor qualifications.

2.7 Use of languages

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

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

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

3 Qualification Units

Title	Theory of Compartment Fire Behaviour		
Level	3		
Unit Number	1		
Credit Value	4		
GLH	30		
Learning Outcomes <i>The learner will:</i>	Assessment Criteria <i>The learner can:</i>	Guidance and/or Indicative Content	
1. Understand the principles of combustion	1.1	Explain the requirements for combustion to occur	Triangle/tetrahedron of fire including interaction of heat, fuel, oxygen and chemical reaction; propagation e.g. conduction, convection, radiation; process including pyrolysis; chemistry; types of combustion including complete and incomplete; products (carbons and un-burnt pyrolysis products); passives; combustible gases; flammable range e.g. lower explosive limit, upper explosive limit, ideal mixtures; ignition sources; fire gases; types of
	1.2	Explain pyrolysis	
	1.3	Explain complete, incomplete combustion and passives	
	1.4	Describe flammable range	
	1.5	Explain the chemistry of combustion	

	1.6	Explain extinguishing media	flame e.g. colours, pre-mixed, diffused; extinguishing media.
2. Understand how fire develops and spreads within compartments	2.1	Explain flashover	Terminology of compartment fire development: e.g. air tract, under pressure, over pressure, neutral plane; stages of development (early, flashover, fully developed, decay), principle of thermal capacity and the concept of combustion inhibitors (passives), processes (smouldering fires, backdraught, fire-gas explosion). Factors of compartment fire spread e.g. compartment construction, compartment size, fire loading, location of fire, changes in fire environment, ventilation; spread to adjacent compartments; effects of limited ventilation; effects of insufficient fuel, flammable range bang box experiment, gas aquarium experiment, backdraught demonstrator, dolls' house.
	2.2	Explain backdraught	
	2.3	Explain fire gas explosion	
	2.4	Explain the factors which affect the development and spread of a compartment fire	
	2.5	Explain methods of demonstrating fire behaviour to learners	
3. Understand methods used by firefighters to deal with and prevent fire development within a compartment	3.1	Explain branch techniques	Theory and methods of extinguishing compartment fires i.e. direct cooling, indirect cooling, gas cooling; with water (effects of steam). Door procedures i.e. methods signs and symptoms, dynamic and individual risk assessment. Advantages and disadvantages of ventilation i.e. air temperatures reduced, visibility increased, may cause the fire to intensify.
	3.2	Explain compartment entry procedures	
	3.3	Explain the effects of ventilation on a compartment fire	

4. Understand the safety procedures relating to training in fire development within compartment fire	4.1	Explain the need for continual dynamic and individual risk assessments	The requirement for continual dynamic and individual risk assessments; component parts of safety briefs including control measures, individual responsibilities, legal requirements (Management of Health and Safety at Work Regulations, RIDDOR), emergency plans for withdrawal, extremes of weather, fatigue, physiological and psychological injury, physiological and psychological issues from wearing PPE, provision of emergency first aid.
	4.2	Describe relevant safety briefs	
	4.3	Explain why emergency withdrawal and first aid procedures are needed during compartment fire behaviour	
	4.4	Explain health, safety and welfare procedures	
5. Understand how to implement safety procedures	5.1	Explain how health, safety and welfare procedures are implemented during compartment fire safety	Safety procedures including checking the maintenance of the compartment and safety equipment (PUWER), PPE, trainer/learner ratio, pre-exercise safety brief, control measures, health monitoring and welfare of trainers and learners, branch techniques, movement within environment, environmental temperature monitoring, recording relevant information.
Additional information about the unit			
Assessment guidance	<i>ACs within each LO are interrelated. The unit guidance/indicative content is therefore relevant for a number of ACs within the LO.</i>		
Links	<i>National Operational Guidance: https://www.ukfrs.com/guidance</i>		

Title	Application of Compartment Fire Behaviour Training		
Level	3		
Unit Number	2		
Credit Value	4		
GLH	30		
Learning Outcomes <i>The learner will:</i>		Assessment Criteria <i>The learner can:</i>	Guidance and/or Indicative Content
1. Be able to respond to the conditions within compartments	1.1	Identify hazards and risks of the neutral zone horizontal positions	Conditions within a compartment i.e. neutral zone/plane, combustible gas layers, horizontal position; smoke colours e.g. black, grey, smoke temperatures, flame colours, position of flame fronts exiting the fire compartment, speed of the smoke layer movement. Ventilation techniques i.e. smoke and heat exhaust ventilation system, automatic ventilation systems (HVAC or powered heat and exhaust systems) steam removal, vent operations, air management. Generic, dynamic and individual risk assessments.
	1.2	Apply dynamic and individual risk assessments, based on the changing conditions of the fire environment	
	1.3	Apply ventilation techniques	

2. Be able to demonstrate firefighting techniques prior to and after compartment entry	2.1	Apply methods of gaining entry to compartments	Entry techniques i.e. locating the fire, reading the stage of fire development, securing the area around the fire compartment before entry (control measures), cooling techniques from adjacent compartments before entry, entry via a door or a window. Extinguishing techniques i.e. direct and indirect, over-pressure and under-pressure. Branch techniques i.e. cooling techniques in fire compartments; use of water to prevent further pyrolysis.
	2.2	Apply branch techniques in fire compartments	
	2.3	Apply branch techniques in compartment adjacent to the fire compartments	
	2.4	Apply branch techniques to prevent further pyrolysis	
3. Be able to demonstrate procedures for operating a carbonaceous compartment fire behaviour training facility	3.1	Inform users of the carbonaceous systems in use, including their physical properties	Carbonaceous systems i.e. carbonaceous fuels e.g. wood, fibrous materials; physical properties (flammability, toxicity, environmental issues); protocols for fuel load (compliance with GRA). Health, safety and welfare monitoring procedures e.g. for heat stress, for heat syncope, hydration levels, personal protective equipment (PPE), firefighting equipment, communication systems, maintenance of the facility's safety system. Risk assessments i.e. application of knowledge and understanding relevant to generic, dynamic and individual risk assessments. Application of knowledge and understanding of current good practice emergency safety procedures.
	3.2	Apply loading protocols of the carbonaceous system in use	
	3.3	Apply health, safety and welfare monitoring procedures required during delivery of carbonaceous compartment fire behaviour training	
	3.4	Apply risk assessment for carbonaceous compartment fire behaviour training facility	
	3.5	Apply emergency safety procedures	

4. Be able to conduct a compartment fire behaviour training session	4.1	Deliver safety brief prior to training session	CFBT session including safety brief, session brief (including aims and objectives), set safe and controlled conditions, group and individual debriefs, provide feedback highlighting both best practice and areas for improvement.
	4.2	Deliver brief prior to training session	
	4.3	Set safe and controlled conditions within the compartment	
	4.4	Carry out structured debrief, provide feedback and close session	
Additional information about the unit			
Assessment guidance	<i>ACs within each LO are interrelated. The unit guidance/indicative content is therefore relevant for a number of ACs within the LO.</i>		
Links	National Operational Guidance: https://www.ukfrs.com/guidance		

Title	Application and Theory of Positive Pressure Ventilation Training		
Level	3		
Unit Number	3		
Credit Value	5		
GLH	40		
Learning Outcomes <i>The learner will:</i>	Assessment Criteria <i>The learner can:</i>		Guidance and/or Indicative Content
1. Be able to demonstrate positive pressure ventilation (PPV) techniques	1.1	Explain operational PPV techniques in specific locations	Positive pressure ventilation (PPV) techniques including vertical and horizontal ventilation, offensive and defensive ventilation, incident command considerations, identifying the appropriate outlet and inlet locations and sizes, appropriate positioning of PPV fans, method of fire attack to extinguish fire within the fire compartment, air flow management, sequential ventilation of compartments adjacent to the fire compartment; specific building locations e.g. high-rise, basements and enclosed rooms. Hazards and risk identification including escaping hot combustible gases, provision of a covering water spray jet at
	1.2	Apply sequential ventilation techniques in compartments	
	1.3	Apply inlet, outlet and air flow management techniques	

			the outlet (exit port), preference of open windows rather than breaking to create outlet (exit port), broken glass and debris, using aerial appliances to create high level outlet (exit port) and ensuring that water spray jets are not directed into the created outlet (exit port).
2. Be able to demonstrate entry and air control techniques, and procedures in compartments	2.1	Identify signs and symptoms associated with flashover and backdraught	Entry and air control techniques including identification of location of the fire compartment, identification of the conditions within a compartment, identification of wind direction and strength, identification of access for air flows created by positive pressure ventilation (PPV) fans, current good practice for radio communications during operational use of PPV fans and performance of appropriate sequential ventilation around fire compartment. Hazards and risks including creating an appropriate size for the outlet (exit port), possibility of locally intensifying the fire, increasing potential for creating a flashover or backdraught, and of creating a fire-gas explosion. Emergency procedures including application of knowledge and understanding of current good practice emergency procedures and identification of control measures.
	2.2	Identify hazards and risks associated with flashover and backdraught	
	2.3	Apply entry and air control techniques in compartments	
	2.4	Apply tactics to respond to flashover and backdraught	
	2.5	Implement emergency safety procedures	

3. Be able to apply operating procedures for the positive pressure ventilation (PPV) training facility	3.1	Explain the need for continual dynamic and individual risk assessments	Reasoning for dynamic and individual risk assessment. Planning and use of generic risk assessment(s), identification and use of control measures. Safety considerations associated with different types of simulator i.e. carbonaceous fuels e.g. flammability, toxicity, environmental issues etc. Health, safety and welfare monitoring procedures for both instructors and learners e.g. heat stress, heat syncope, hydration levels, personal protective equipment, firefighting equipment, communication systems, maintenance protocols for the simulator, recording systems. Application of knowledge and understanding of safe systems of work relevant to generic, dynamic and individual risk assessment.
	3.2	Apply the generic risk assessment for the PPV training facility	
	3.3	Apply health, safety and welfare monitoring procedures required during delivery of PPV training	
	3.4	Apply the dynamic and individual risk assessments used in the delivery of PPV training	
4. Be able to conduct a positive pressure ventilation (PPV) training session	4.1	Deliver relevant safety brief prior to session	PPV training session including safety brief, session brief, set safe and controlled conditions as per safe system of work, group and individual debriefs, provide feedback highlighting both best practice and areas for improvement.
	4.2	Deliver brief prior to session	
	4.3	Set safe and controlled conditions within the compartment	
	4.4	Carry out structured debrief, provide feedback and close session	

Additional information about the unit

Assessment guidance

ACs within each LO are interrelated. The unit guidance/indicative content is therefore relevant for a number of ACs within the LO.

Links

National Operational Guidance: <https://www.ukfrs.com/guidance>

4 Centre Requirements

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

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

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

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

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

5 Assessment

5.1 Qualification assessment methods

Assessment methods² that can be used for the

- SFJ Awards Level 3 Award in Compartment Fire Behaviour Training
- SFJ Awards Level 3 Certificate in Compartment Fire Behaviour Training
- SFJ Awards Level 3 Award in Positive Pressure Ventilation Training

are as follows:

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

5.2 Assessor and internal quality assurer and requirements

5.2.1 Occupational knowledge and competence

All assessors, internal and external quality assurers must:

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

Assessors must also:

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

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

Internal quality assurers (IQAs) must also:

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

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

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

5.2.2 Assessor competence

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

- qualified with a recognised assessor qualification, or
- working towards a recognised assessor qualification, or
- able to prove equivalent competence through training to appropriate national standards, for example, National Occupational Standard 9: Assess learner 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.

5.2.3 Internal Quality Assurer competence

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

- coordinate the work of assessors
- provide authoritative advice
- call meetings as appropriate
- conduct pre-delivery internal quality assurance on centre assessment plans, for example, to ensure that any proposed simulations are fit for purpose
- visit and observe assessment practice
- review the assessment process by sampling assessment decisions

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

- 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.

5.3 Expert witnesses

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

5.3.1 Occupational competence

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

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

5.3.2 Qualification knowledge

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

5.4 Assessing competence

The purpose of assessing competence is to make sure that an individual is competent to carry out the activities required in their work. Assessors gather and judge evidence during normal work activities to determine whether the learner demonstrates their competence against the standards in the qualification unit(s). Competence should be demonstrated at a

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

level appropriate to the qualification. The skills required at the different qualification levels are defined in Ofqual's level descriptors.⁵ Further information on qualification levels is included in the SFJ Awards Assessment Guidance.

Evidence must be:

- Valid
- Authentic
- Sufficient
- Current
- Reliable

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

5.5 Methods for assessing competence

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

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

5.5.1 Observation

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

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

5.5.2 Testimony of witnesses and expert witnesses

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

Testimony can also be provided by expert witnesses who are occupationally competent and familiar with the qualification/unit(s)/criteria. Expert witnesses are the preferred witness type

⁵ Qualification and Component Levels, Ofqual

<https://www.gov.uk/guidance/ofqual-handbook/section-e-design-and-development-of-qualifications>

recommended by SFJ Awards as they provide a stronger form of evidence which is more easily authenticated and verified.

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

5.5.3 Work outputs (product evidence)

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

5.5.4 Professional discussion

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

5.5.5 Questioning the learner

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

5.5.6 Simulations

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

Simulations can be used when:

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

Simulations must follow the principles below:

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

5.6 Assessing knowledge and understanding

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

Assessments must be:

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

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

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

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

5.7 Methods for assessing knowledge and understanding

Qualifications may be assessed using any method, or combination of methods in Section 5.1, which clearly demonstrate that knowledge-based learning outcomes and assessment

⁶ Qualification and Component Level, Ofqual

<https://www.gov.uk/guidance/ofqual-handbook/section-e-design-and-development-of-qualifications>

criteria have been met. Evidence of assessment, examples listed below, can be included in a portfolio of evidence.

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

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

5.8 Assessment planning

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

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

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

5.9 Standardisation

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

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

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

5.10 Recognition of Prior Learning (RPL)

Recognition of prior learning (RPL) is the process of recognising previous formal, informal or experiential learning so that the learner avoids having to repeat learning/assessment within a

new qualification. RPL is a broad concept and covers a range of possible approaches and outcomes to the recognition of prior learning (including credit transfer where an awarding organisation has decided to attribute credit to a qualification).

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

5.11 Equality and diversity

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

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

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

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

5.12 Health and safety

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

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

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

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

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

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