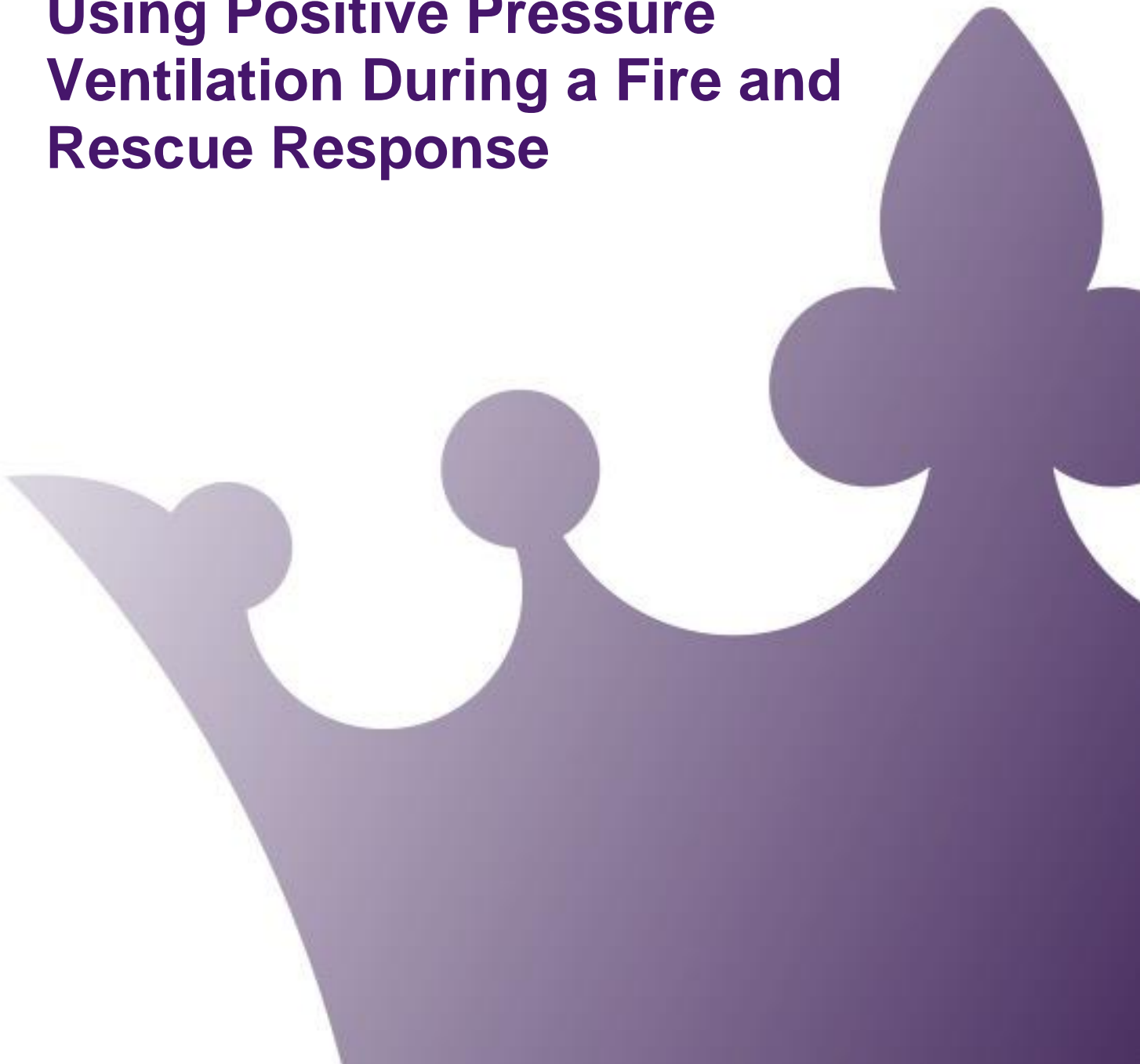




Using Breathing Apparatus in Fire and Rescue Responses

Using Positive Pressure Ventilation During a Fire and Rescue Response



Qualifications Handbook

SFJ Awards Level 3 Award In Using Breathing Apparatus in Fire and Rescue Responses

Qualification Number: 600/6951/X

SFJ Awards Level 3 Award in Using Positive Pressure Ventilation During a Fire and Rescue Response

Qualification Number: 600/6985/5

Operational End Date: 31 March 2021

Certification End Date: 31 March 2022

Version	Date of issue	Amendment(s)	Page
V6	06.01.21	Add operational and certification end date	2, 5
V5	19.10.17	Update unit numbering	Various
		Section 2.4: Add Total Qualification Time	6-7
		Section 2.9: Update Use of Languages	7
		Section 3: Update Centre Requirements (no change to requirements)	8
		Section 4: Assessment (no change to requirements, additional information provided)	9-18
		Update SFJ Awards branding and copyright	Various

Contents

1 Introduction

- 1.1 About us
- 1.2 Customer Service Statement
- 1.3 Centre Support

2 The Qualifications

- 2.1 Overall Objective for the Qualifications
- 2.2 Pre-entry Requirements
- 2.3 Unit Content and Rules of Combination
- 2.4 Total Qualification Time (TQT)
- 2.5 Age Restriction
- 2.6 Opportunities for Progression
- 2.7 Exemption
- 2.8 Credit Transfer
- 2.9 Use of Languages

3 Centre Requirements

4 Assessment

- 4.1 Qualification Assessment Methods
- 4.2 Assessors
- 4.3 Internal Quality Assurers
- 4.4 External Quality Assurers
- 4.5 Expert Witnesses
- 4.6 Assessing Competence
- 4.7 Methods for Assessing Competence
- 4.8 Assessing Knowledge and Understanding
- 4.9 Methods for Assessing Knowledge and Understanding
- 4.10 Assessment Planning
- 4.11 Standardisation
- 4.12 Recognition of Prior Learning (RPL)
- 4.13 Equality and Diversity
- 4.14 Health and Safety

5 Qualification Units

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 Qualifications

This handbook relates to the following SFJ Awards qualifications:

- SFJ Awards Level 3 Award in Using Breathing Apparatus in Fire and Rescue Responses
- SFJ Awards Level 3 Award in Using Positive Pressure Ventilation During a Fire and Rescue Response – **last date for registrations on this qualification is 31 March 2021 and all certifications must be complete by 31 March 2022.**

2.1 Overall Objective for the Qualifications

The qualifications have been designed to accredit the knowledge and skills development of learners in the use of Breathing Apparatus (BA) and Positive Pressure Ventilation (PPV). Achievement of these qualifications will confirm that operatives are ready to work with such equipment.

2.2 Pre-entry Requirements

There are no pre-entry requirements for enrolling to complete these qualifications.

2.3 Unit Content and Rules of Combination

2.3.1 Level 3 Award in Using Breathing Apparatus (BA) in Fire and Rescue Responses

This qualification is designed to accredit the knowledge and skills development of learners in the use of Breathing Apparatus.

The qualification consists of 5 mandatory units, all of which are knowledge and skills based. The qualification gives learners a total of 11 credits.

Unit Number	Ofqual Unit Reference	Unit Title	Level	Credit Value
BA1	Y/503/3055	Use Breathing Apparatus for respiratory protection in risk areas	3	4
BA2	M/503/3059	Use Breathing Apparatus for compartment fire behaviour and firefighting response	3	2
BA3	H/503/3074	Use Breathing Apparatus during structural firefighting and rescue operations	3	2

Unit Number	Ofqual Unit Reference	Unit Title	Level	Credit Value
BA4	F/503/3079	Carry out the duties of a Breathing Apparatus entry control operative	3	1
BA5	R/503/3085	Use Breathing Apparatus to deal with hazardous substances and rescue response	3	2

2.3.2 Level 3 Award in Using Positive Pressure Ventilation During a Fire and Rescue Response

This qualification is designed to accredit the knowledge and skills development of learners in the use of Positive Pressure Ventilation (PPV). The qualification consists of 1 mandatory unit. The qualification gives learners a total of 2 credits.

Unit Number	Ofqual Unit Reference	Unit Title	Level	Credit Value
PPV1	K/503/3089	Using positive pressure ventilation during a fire and rescue response	3	2

The detailed content of each of the units in the above qualifications is provided in Section 5.

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.

The Total Qualification Time and Guided Learning Hours for these qualifications 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
Level 3 Award in Using Breathing Apparatus in Fire and Rescue Responses	110	30
Level 3 Award in Using Positive Pressure Ventilation During a Fire and Rescue Response	20	10

2.5 Age Restriction

These qualifications are available to learners aged 18+ years.

2.6 Opportunities for Progression

Progression into these awards could be through recruitment and induction learning programmes. However they can also be used to accredit the learning and skills of existing FRS staff. Progression beyond these awards is likely to be into other FRS vocational qualifications.

2.7 Exemption

No exemptions have been identified.

2.8 Credit Transfer

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

2.9 Use of Languages

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

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

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

3 Centre Requirements

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

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

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

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

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

4 Assessment

4.1 Qualification Assessment Methods

- SFJ Awards Level 3 Award in Using Breathing Apparatus in Fire and Rescue Responses
- SFJ Awards Level 3 Award in Using Positive Pressure Ventilation During a Fire and Rescue Response

Assessment methods that can be used for these qualifications are as follows:

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

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

Unit No:	BA1	
Ofqual reference:	Y/503/3055	
Title:	Use Breathing Apparatus for respiratory protection in risk areas	
Level:	3	
Credit value:	4	
GLH:	15	
Learning outcomes	Assessment criteria	
<i>The learner will:</i>	<i>The learner can:</i>	
1. understand the anatomy and physiology of respiration	1.1	explain the breathing process
	1.2	describe the composition of inspired and expired air
	1.3	explain the effects of exertion in relation to consumption of air and the use of Breathing Apparatus (BA)
2. understand the BA set	2.1	explain how the BA set manages inspired and expired air
	2.2	explain: <ul style="list-style-type: none"> • the capabilities and limitations of the breathing apparatus set • ancillary equipment • communications equipment • BA entry control recording equipment
	2.3	calculate: <ul style="list-style-type: none"> • cylinder capacity • full duration • working duration • safety margin • turnaround points
3. understand how to use a BA set	3.1	explain: <ul style="list-style-type: none"> • the psychological effects of working in BA and their impact on air consumption • how psychological effects may be controlled and managed
	3.2	explain what testing and checks apply to the BA set and its ancillary equipment

	<p>3.3 state the responsibilities of a breathing apparatus wearer</p> <p>3.4 explain how risk is managed through the systems of BA control</p>
4. be able to look after a BA set and ancillary equipment	<p>4.1 use the correct procedures to move the BA set and its ancillary equipment</p> <p>4.2 follow the correct procedures to store the BA set and its ancillary equipment</p> <p>4.3 test and check the BA set and the ancillary equipment</p> <p>4.4 record and report BA set and ancillary equipment defects, faults and deficiencies</p>
5. be able to commence use of a BA set for respiratory protection	<p>5.1 follow the correct procedures to:</p> <ul style="list-style-type: none"> • don a BA set • start up a BA set
6. be able to work in risk areas when wearing BA	<p>6.1 check in through the BA entry control as designated by incident commander</p> <p>6.2 enter into the risk area as a team member</p> <p>6.3 use techniques to move within the risk area with the team</p> <p>6.4 communicate progress/liaise with the team, other teams and BA entry control</p> <p>6.5 use the pressure gauge to determine when to withdraw from the risk area and return to BA control before time of whistle with the team</p> <p>6.6 exit the risk area and checkout through the BA entry control with the team</p> <p>6.7 provide feedback to the BA entry control operative and relevant incident commander</p>
7. be able to complete the use of a BA set	<p>7.1 follow the correct procedures to remove the BA set</p> <p>7.2 confirm that the BA is available for future use</p>
Additional information about the unit	
Unit aim(s)	<p>This unit aims to accredit the knowledge and skills development of learners in the wearing of BA</p> <p>Achievement of this unit will confirm that operatives are ready to work with BA equipment</p>
Details of the relationship between the unit and relevant national occupational standards (if appropriate)	<p>FF3 Save and preserve endangered life</p> <p>FF4 Resolve fire and rescue incidents</p> <p>WM7 Lead and support people to resolve incidents</p>

<p>Details of the relationship between the unit and other standards or curricula (if appropriate)</p>	<p>Fire Service Guides to Risk Assessments</p> <p>Generic Risk Assessments</p> <p>Specific Risk Assessments</p> <p>Standard Operating Procedures</p> <p>Technical Bulletins and Fire Service Circulars</p> <p>The above are relevant to local authority fire and rescue staff, they are sometimes applied in other occupational fire services and agencies or these organisations will have their own derivatives</p> <p>This unit is signposted to the following level 3 Key Skills: Working with Others; Problem Solving; Improving Own Learning and Performance</p>
<p>Assessment requirements specified by a sector or regulatory body (if appropriate)</p>	<p>For the knowledge and understanding component of the unit, assessment from a learning and development environment is allowed. Simulations should be used to support the skills development and to inform the overall assessment of the unit.</p>
<p>Endorsement of the unit by a sector or other appropriate body (if required)</p>	<p>This unit is endorsed by Skills for Justice, the Sector Skills Council for Justice, Community Safety and Legal Services</p>
<p>Location of the unit within the subject/sector classification system</p>	<p>01 Health, Public Services and Care 01.4 Public Services</p>

Unit no:	BA2	
Ofqual reference:	M/503/3059	
Title:	Use Breathing Apparatus for compartment fire behaviour and firefighting response	
Level:	3	
Credit value:	2	
GLH:	5	
Learning outcomes	Assessment criteria	
<i>The learner will:</i>	<i>The learner can:</i>	
1. understand the chemistry of combustion	1.1 explain the chemistry of combustion 1.2 explain different types of combustion 1.3 explain the processes and products of combustion	
2. understand compartment fire behaviour	2.1 explain the principles of compartment fire behaviour 2.2 explain the key stages and processes in the development of a compartment fire 2.3 explain the factors which affect the development and spread of a compartment fire	
3. understand the hazards and risks associated with compartment fire	3.1 explain the hazards and risks of the combustion process 3.2 explain the hazards and risks in relation to the products of combustion 3.3 explain the signs and symptoms of, and hazards and risks associated with flashover and backdraughts	
4. understand how to extinguish compartment fires	4.1 explain the theory and methods of extinguishing compartment fires	
5. be able to enter a compartment to extinguish a fire as a member of a Breathing Apparatus (BA) team	5.1 check in through the BA entry control point with own equipment and crew 5.2 demonstrate how to apply the appropriate cooling techniques in compartments adjacent to the fire compartment 5.3 demonstrate how to apply the appropriate techniques to prevent further pyrolysis 5.4 demonstrate how to enter into a fire compartment, and use the appropriate extinguishing techniques within the fire compartment	

	<p>5.5 monitor own BA pressure gauge to determine own withdrawal time</p> <p>5.6 update the relevant persons of progress throughout</p> <p>5.7 check out through the BA entry control point with own equipment and crew</p>
Additional information about the unit	
Unit aim(s)	<p>This unit aims to accredit the knowledge and skills development of learners in the wearing of BA to apply compartment behaviour techniques</p> <p>Achievement of this unit will confirm that operatives are ready to work with BA equipment in this context</p>
Details of the relationship between the unit and relevant national occupational standards (if appropriate)	<p>Skills for Justice Fire and Rescue NOS FF3: Save and preserve endangered life</p> <p>FF4: Resolve operational incidents</p>
Details of the relationship between the unit and other standards or curricula (if appropriate)	<p>Fire Service Guides to Risk Assessments</p> <p>Generic Risk Assessments</p> <p>Specific Risk Assessments</p> <p>Standard Operating Procedures</p> <p>Technical Bulletin and the Fire Service Circulars</p> <p>Fire Service Manual - Volume 4: Fire Service Training: Guidance and Compliance Framework for Compartment Fire Behaviour Training</p> <p>The above are relevant to local authority fire and rescue staff, they are sometimes applied in other occupational fire services and agencies or these organisations will have their own derivatives</p> <p>This unit is signposted to the following level 3 Key Skills: Working with Others; Problem Solving; Improving Own Learning and Performance</p>
Assessment requirements specified by a sector or regulatory body (if appropriate)	<p>For the whole unit assessment is from a learning and development environment Simulations of described actions must be used for the skills assessment</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, Community Safety and Legal Services</p>

Location of the unit within the subject/sector classification system	01 Health, Public Services and Care 01.4 Public Services
--	---

Unit no:	BA3	
Ofqual reference:	H/503/3074	
Title:	Use Breathing Apparatus during structural firefighting and rescue operations	
Level:	3	
Credit value:	2	
GLH:	4	
Learning outcomes	Assessment criteria	
<i>The learner will:</i>	<i>The learner can:</i>	
1. understand how to use Breathing Apparatus (BA) during structural fires	1.1	explain the capabilities and limitations of the following when used in conjunction with BA: <ul style="list-style-type: none"> • personal protective equipment • rescue equipment • communications equipment • BA ancillary equipment • navigational techniques and equipment
	1.2	state the responsibilities of a BA team leader
	1.3	explain the actions to be followed in the event of a team member having a 'distress to wearer' event
	1.4	explain the methods that a fire-fighter and the team can apply to return along a path of entry
2. understand the risks and hazards associated with structural fires	2.1	explain the hazards and risks associated with extinguishing fires and rescuing casualties within burning buildings
	2.2	explain the actions to take to deal with the hazards and risks associated with entering a burning building to extinguish a fire and rescue casualties
3. understand how to extinguish structural fires	3.1	explain the application of extinguishing media for dealing with structural fires

<p>4. be able to navigate when wearing BA in a limited visibility environment</p>	<p>4.1 check in through the BA entry control 4.2 move with purpose using assessment of risk and as a member of a team 4.3 use approved methods to search for fire and casualties and communicate findings to own team leader 4.4 use navigational techniques and equipment to meet a specific casualty search objective and return to BA entry control 4.5 use pressure reading to determine when to withdraw from the risk area and return to BA control before the time of whistle 4.6 checkout through the BA control 4.7 provide feedback to the BA entry control operative</p>
<p>5. be able to lead a team when wearing BA in a limited visibility environment</p>	<p>5.1 check in through the BA entry control 5.2 lead the team to move a hose and branch to extinguish a fire, rescue casualties and return to BA control 5.3 use communications equipment to communicate with relevant people throughout the operation 5.4 lead the team in order to withdraw from the risk area and return to BA entry control 5.5 checkout through the BA control 5.6 provide feedback to the BA entry control operative</p>
<p>6. be able to deal with emergencies when wearing BA in a limited visibility environment</p>	<p>6.1 follow the correct procedures in the event of becoming entrapped 6.2 prepare as a member of an emergency crew 6.3 when committed rescue a colleague whilst wearing BA</p>
<p>Additional information about the unit</p>	
<p>Unit aim(s)</p>	<p>This unit aims to accredit the knowledge and skills development of learners in the wearing of BA to extinguish fire and rescue casualties at a fire in a structure</p> <p>Achievement of this unit will also confirm that operatives are ready to work with BA equipment in this context</p>
<p>Details of the relationship between the unit and relevant national occupational standards (if appropriate)</p>	<p>Skills for Justice Fire and Rescue NOS FF3: Save and preserve endangered life FF4: Resolve operational incidents</p>

<p>Details of the relationship between the unit and other standards or curricula (if appropriate)</p>	<p>Fire Service Guides to Risk Assessments</p> <p>Generic Risk Assessments</p> <p>Specific Risk Assessments</p> <p>Standard Operating Procedures</p> <p>Technical Bulletins and Fire Service Circulars</p> <p>The above are relevant to local authority fire and rescue staff, they are sometimes applied in other occupational fire services and agencies or these organisations will have their own derivatives</p> <p>This unit is signposted to the following level 3 Key Skills: Working with Others; Problem Solving; Improving Own Learning and Performance</p>
<p>Assessment requirements specified by a sector or regulatory body (if appropriate)</p>	<p>For the knowledge and understanding component of the unit, assessment from a learning and development environment is allowed. Simulations must be used to support the skills development and to inform the overall assessment of the unit.</p>
<p>Endorsement of the unit by a sector or other appropriate body (if required)</p>	<p>This unit is endorsed by Skills for Justice, the Sector Skills Council for Justice, Community Safety and Legal Services</p>
<p>Location of the unit within the subject/sector classification system</p>	<p>01 Health, Public Services and Care 01.4 Public Services</p>

Unit no:	BA4	
Ofqual reference:	F/503/3079	
Title:	Carry out the duties of a Breathing Apparatus entry control operative	
Level:	3	
Credit value:	1	
GLH:	3	
Learning outcomes	Assessment criteria	
<i>The learner will:</i>	<i>The learner can:</i>	
1. understand the Breathing Apparatus (BA) control systems and their application	1.1	explain the capabilities and limitations of BA entry control procedures
	1.2	explain what testing and checks apply to BA control boards
	1.3	explain the responsibilities of a BA entry control operative
2. be able to operate BA control	2.1	establish a BA entry control point
	2.2	check in BA wearers through a BA entry control point
	2.3	checkout BA wearers through a BA entry control point
	2.4	monitor feedback from BA teams
	2.5	record feedback from BA teams
	2.6	provide the relevant incident/ sector commander with up-to-date information
	2.7	implement emergency procedures when necessary
	2.8	support BA sector operations
	2.9	carry out the additional duties appropriate to each level of BA entry control such as:
		<ul style="list-style-type: none"> • guidelines and branchlines • communications equipment • synchronisation of clocks • telemetry • radiation monitoring equipment

Additional information about the unit	
Unit aim(s)	<p>This unit aims to accredit the knowledge and skills development of learners in the operation of BA control and supporting BA control systems</p> <p>Achievement of this unit will also confirm that operatives are ready to work with BA control equipment and systems</p>
Details of the relationship between the unit and relevant national occupational standards (if appropriate)	<p>Skills for Justice, Fire and Rescue NOS FF3: Save and preserve endangered life</p> <p>FF4: Resolve operational incidents</p> <p>FF5: Protect the environment from the effects of hazardous materials</p>
Details of the relationship between the unit and other standards or curricula (if appropriate)	<p>Fire Service Guides to Risk Assessments</p> <p>Generic Risk Assessments</p> <p>Specific Risk Assessments</p> <p>Standard Operating Procedures</p> <p>Rapid deployment, stage 1 and stage 2 breathing apparatus entry control procedures</p> <p>Technical Bulletins and Fire Service Circulars</p> <p>The above are relevant to local authority fire and rescue staff, they are sometimes applied in other occupational fire services and agencies or these organisations will have their own derivatives</p> <p>This unit is signposted to the following level 3 Key Skills: Working with Others; Problem Solving; Improving Own Learning and Performance</p>
Assessment requirements specified by a sector or regulatory body (if appropriate)	<p>For the knowledge and understanding component of the unit, assessment from a learning and development environment is allowed. Simulations must be used to support the skills development and to inform the overall assessment of the unit.</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, Community Safety and Legal Services.</p>

Location of the unit within the subject/sector classification system	01 Health, Public Services and Care 01.4 Public Services
--	---

Unit no:	BA5	
Ofqual reference:	R/503/3085	
Title:	Use Breathing Apparatus to deal with hazardous substances and rescue response	
Level:	3	
Credit value:	2	
GLH:	3	
Learning outcomes	Assessment criteria	
<i>The learner will:</i>	<i>The learner can:</i>	
1. understand the equipment used to deal with hazardous substances, incidents and the signage identifying such substances	1.1	explain the capabilities and limitations of the specialist equipment used for hazardous substance incidents
	1.2	explain the reasoning for shortened working durations for wearers of personal protection suits at hazardous substance incidents
	1.3	interpret hazardous substance signage and information
2. be able to look after chemical incident equipment	2.1	follow the correct procedures to move the chemical incident equipment
	2.2	test and check the chemical incident equipment and chemical protection suits
	2.3	identify chemical incident equipment and chemical protection suit defects, faults and deficiencies
	2.4	record and report chemical incident equipment and chemical protection suit defects, faults and deficiencies
3. be able to commence use of Breathing Apparatus (BA) and chemical protection equipment	3.1	follow the correct procedures to don and start up a BA set and chemical protection suit

<p>4. be able to work in a hazardous chemical environment while wearing BA and chemical protection suit</p>	<p>4.1 check in through the BA entry control</p> <p>4.2 move with purpose using assessment of risk and as a member of a team</p> <p>4.3 communicate progress with the team and BA control, whilst maintaining physical contact with own team throughout</p> <p>4.4 capture and communicate hazardous substance information to enable an incident response to be determined</p> <p>4.5 use the pressure gauge reading to determine when to withdraw from the risk area and return to the decontamination area with the team</p> <p>4.6 enter the decontamination area with the team and checkout through the BA entry control</p> <p>4.7 provide feedback to the decontamination team and relevant incident commander</p> <p>4.8 implement emergency procedures when necessary</p> <p>4.9 clean/replenish equipment to ensure it is available for use</p>
<p>5. be able to complete the use of BA and chemical protection equipment</p>	<p>5.1 follow the correct procedures to remove BA and chemical protection equipment</p> <p>5.2 ensure that the BA and chemical protection equipment is available for future use.</p>
<p>6. be able to decontaminate people and resources</p>	<p>6.1 set up a decontamination area as part of a team</p> <p>6.2 check in through the BA entry control</p> <p>6.3 communicate the details of the decontamination process to those requiring decontamination</p> <p>6.4 decontaminate:</p> <ul style="list-style-type: none"> • a contaminated person rescued from an incident • an exiting chemical protection suited team • contaminated resources <p>6.5 augment the air supply for exiting team members who are low on air</p> <p>6.6 implement emergency procedures when necessary</p> <p>6.7 close down a decontamination area with own team</p> <p>6.8 checkout through the BA entry control</p> <p>6.9 clean/replenish equipment to ensure it is available for use</p>

Additional information about the unit	
Unit aim(s)	<p>This unit aims to accredit the knowledge and skills development of learners in hazardous substance incident response</p> <p>Achievement of the unit will also confirm that operatives are ready to work with chemical protection and decontamination equipment for hazardous substance incident and rescue responses</p>
Details of the relationship between the unit and relevant national occupational standards (if appropriate)	<p>Skills for Justice Fire and Rescue NOS</p> <p>FF3: Save and preserve endangered life</p> <p>FF5: Protect the environment from the effects of hazardous materials</p>
Details of the relationship between the unit and other standards or curricula (if appropriate)	<p>Fire Service Guides to Risk Assessments</p> <p>Generic Risk Assessments</p> <p>Specific Risk Assessments</p> <p>Standard Operating Procedures</p> <p>Technical Bulletins and Fire Service Circulars</p> <p>The above are relevant to local authority fire and rescue staff, they are sometimes applied in other occupational fire services and agencies or these organisations will have their own derivatives</p> <p>This unit is signposted to the following level 3 Key Skills: Working with Others; Problem Solving; Improving Own Learning and Performance</p>
Assessment requirements specified by a sector or regulatory body (if appropriate)	<p>For the knowledge and understanding component of the unit, assessment from a learning and development environment is allowed. Simulations must be used to support the skills development and to inform the overall assessment of the unit.</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, Community Safety and Legal Services</p>
Location of the unit within the subject/sector classification system	<p>01 Health, Public Services and Care</p> <p>01.4 Public Services</p>

Unit no:	PPV1	
Ofqual reference:	K/503/3089	
Title:	Using positive pressure ventilation during a fire and rescue response	
Level:	3	
Credit value:	2	
GLH:	10	
Learning outcomes	Assessment criteria	
<i>The learner will:</i>	<i>The learner can:</i>	
1. understand the practicalities of positive pressure ventilation (PPV) in relation to fire and rescue incidents	1.1 evaluate the advantages and disadvantages of PPV equipment 1.2 explain the practices that should be applied when using PPV at various stages 1.3 describe the procedures to be adopted on discovery of a backdraught compartment whilst PPV is in use 1.4 explain the factors to consider when siting PPV units 1.5 explain the health and safety considerations in relation to using PPV 1.6 explain the importance of effective communication between teams and outside operations when PPV is in use	
2. be able to use positive pressure techniques to support fire and rescue operations	2.1 apply required health and safety procedures in relation to use of PPV in fire and rescue incidents 2.2 apply inlet/outlet and air flow management techniques to support fire and rescue operations 2.3 apply entry and air control techniques into fire compartments to support fire and rescue operations 2.4 apply sequential ventilation techniques in multi-compartment buildings 2.5 apply ventilation to a sealed compartment following approved procedure 2.6 apply the procedures to be adopted on discovery of a backdraught compartment whilst PPV is in use	

Additional information about the unit	
Unit aim(s)	<p>To accredit the knowledge and skills development of learners in using PPV</p> <p>Achievement of this unit will confirm that operatives are ready to work with PPV equipment</p>
Details of the relationship between the unit and relevant national occupational standards (if appropriate)	<p>Skills for Justice, Fire and Rescue NOS FF3: Save and preserve endangered life</p> <p>FF4: Resolve operational incidents</p>
Details of the relationship between the unit and other standards or curricula (if appropriate)	<p>Fire Service Guides to Risk Assessments</p> <p>Generic Risk Assessments</p> <p>Specific Risk Assessments</p> <p>Standard Operating Procedures</p> <p>Technical Bulletins and Fire Service Circulars</p> <p>The above are relevant to local authority fire and rescue staff, they are sometimes applied in other occupational fire services and agencies or these organisations will have their own derivatives</p> <p>This unit is signposted to the following level 3 Key Skills: Working with Others; Problem Solving; Improving Own Learning and Performance</p>
Assessment requirements specified by a sector or regulatory body (if appropriate)	<p>For the knowledge and understanding component of the unit, assessment from a learning and development environment is allowed. Simulations must be used to support the skills development and to inform the overall assessment of the unit.</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, Community Safety and Legal Services</p>
Location of the unit within the subject/sector classification system	<p>01 Health, Public Services and Care</p> <p>01.4 Public Services</p>

Copyright

The content of this document is, unless otherwise indicated, Copyright © SFJ Awards and may not be copied, revised, reproduced or distributed, without prior written consent from SFJ Awards.

However, approved SFJ Awards centres may use and reproduce this document free of charge when teaching/assessing learners working towards SFJ Awards qualifications, or for SFJ Awards related administration purposes. Learners may copy the document for their own use only when working towards SFJ Awards qualifications via an approved SFJ Awards centre.