



Emergency Response Driving High-Speed (Re-Assessment)

SFJ Awards Level 3 Award
Qualification Handbook

Qualification Number: 603/7679/X
Operational Start Date: 1st July 2021

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Document Control

Revisions and Amendment Register

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June 2021	All	Initial release of qualification	1
March 2025	All	Removed references to Emergency Response Driving Training (ERDT) Limited centre requirements and updated SFJ branding	2

1. Introduction

1.1. About SFJ Awards

SFJ Awards is part of the Workforce Development Trust group, together with Skills for Justice, Skills for Health and People 1st International. The Workforce Development Trust is a not-for-profit organisation helping employers to continually improve their workforce through increasing productivity, improving learning solutions and helping to boost the skills for staff across a wide range of industries throughout the UK and internationally.

SFJ Awards is an independent Awarding Organisation, regulated by the UK qualifications regulators, including Ofqual, CCEA and Qualifications Wales, to assess, quality assure and certificate learners and employees, helping training providers and employers to continue developing a highly skilled workforce for the future. Our values are 'For Skills, For Flexibility and For Jobs' and our work embodies the core charitable aims of the wider Workforce Development Trust group that ultimately supports better jobs. We add value to employers and training providers by delivering a wide range of sector-specific regulated qualifications, bespoke learner certification and quality assurance; SFJ Awards is also an End-Point Assessment Organisation for Apprenticeships in England.

Whilst predominantly delivering qualifications and assessments to meet the needs of Policing, Fire and Rescue, Community Justice, Custodial Care, Armed Forces, Security and Emergency Services, we continue to grow into markets that require a robust, and quality assured certification solution.

1.2. Customer Service Statement

Our Customer Service Statement is published on the 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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Meadowcourt Business Park
4 Hayland Street
Sheffield
S9 1BY

Tel: 0114 284 1970

Email: info@sfjawards.com

Website: www.sfjawards.com

2. The Qualification

2.1. Qualification Objective

This handbook relates to the following qualification:

SFJ Awards Level 3 Award in Emergency Response Driving High-Speed (Re-Assessment)

The objective of this qualification is to re-assess the learner to ensure that they are still competent to drive a vehicle under emergency response conditions at high-speed, safely, and systematically, and are able to claim legal exemptions in accordance with legislation. As the qualification re-assesses knowledge and skills in emergency response driving at highspeed, the learner will only be expected to undertake minimal learning / training to refresh their knowledge and ensure continued competence. The Total Qualification Time and Guided Learning Hours reflect the fact that this qualification is assessment only and does not involve substantial new learning.

The qualification is aimed at those who have previously completed a training course to drive a vehicle under emergency response conditions at high-speed and **must** take place within 5 years of the initial course training or previous re-assessment.

The re-assessment **must** take place in the class of vehicle for which the learner is qualified.

Vehicle Description	
Car and Light vehicles (LV) – Class 2	Cars and light vehicles with four or more wheels and a gross vehicle weight not exceeding 3,500kg
Medium-sized vehicle (MV) – Class 3	Medium-sized vehicles with four or more wheels and a gross vehicle weight which exceeds 3,500kg but which does not exceed 7,500kg
Heavy vehicles (HV) – Class 4	Heavy vehicles with four or more wheels and a gross vehicle weight which exceeds 7,500kg

Learners are required to select the pathway which applies to the class of vehicle they are trained to drive.

The pathways available are:

- Emergency Response Driving High-Speed (Re-Assessment) – Class 2 ERD-LV Pathway: units 1, 2, 5
- Emergency Response Driving High-Speed (Re-Assessment) – Class 3 ERD-MV Pathway: units 1, 3, 5
- Emergency Response Driving High-Speed (Re-Assessment) – Class 4 ERD-HV Pathway: units 1, 4, 5

This qualification was originally developed in 2021 with Emergency Response Driving Training (ERDT) Limited, based on the Police System of Vehicle Control (“Roadcraft”) and the NFCC Emergency Response Driver Framework. The qualification meets the legal requirements of Section 19 of the Road Safety Act 2006 and standards of the Road Traffic (training courses at high speed) Training Regulations 2020.

Please note, the instructor to learner ratio is 1:1 for one day or 1:2 over two days for course delivery.

2.2. Pre-entry Requirements

To undertake this qualification learners will need to:

- hold a full valid UK driving licence for the class of vehicle being driven
- ensure re-assessment takes place within 5 years of the initial emergency response driving at high-speed course or the previous re-assessment

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.

It is the centre’s responsibility to check the learner has met the pre-entry requirements for this qualification and any requirements specified in regulations and codes of practice relating to emergency response driving. For quality assurance purposes, centres must retain records relating to these checks for a minimum of 3 years.

2.3. Qualification Structure

This qualification is made up of three pathways. Learners must complete the units for their chosen vehicle pathway as detailed in the tables below.

Emergency Response Driving High-Speed (Re-Assessment) – Class 2 ERD-LV Pathway					
Unit No	Odyssey Reference	Unit Title	Level	TQT	GLH
1	5872	Demonstrate Advanced Driving Skills (Re-Assessment)	3	3	3
2	5873	Class 2 Emergency Response Driving Car and Light Vehicle (Re-Assessment)	3	1	1
5	5876	Drive Vehicles at High-Speed under Emergency Response Conditions (Re-Assessment)	3	4	4

Emergency Response Driving High-Speed (Re-Assessment) – Class 3 ERD-M Pathway					
Unit No	Odyssey Reference	Unit Title	Level	TQT	GLH
1	5872	Demonstrate Advanced Driving Skills (Re-Assessment)	3	3	3
3	5874	Class 3 Emergency Response Driving Medium-sized Vehicle Cat-C1 (Re-Assessment)	3	1	1
5	5876	Drive Vehicles at High-Speed under Emergency Response Conditions (Re-Assessment)	3	4	4

Emergency Response Driving High-Speed (Re-Assessment) – Class 4 ERD-H Pathway					
Unit No	Odyssey Reference	Unit Title	Level	TQT	GLH
1	5872	Demonstrate Advanced Driving Skills (Re-Assessment)	3	3	3
4	5875	Class 4 Emergency Response Driving Heavy Vehicle Cat-C (Re-Assessment)	3	1	1
5	5876	Drive Vehicles at High-Speed under Emergency Response Conditions (Re-Assessment)	3	4	4

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.

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

Qualification Title	TQT	GLH
SFJ Awards Level 3 Award in Emergency Response Driving High-Speed (Re-Assessment) - Class 2 ERD-LV Pathway	8	8
SFJ Awards Level 3 Award in Emergency Response Driving High-Speed (Re-Assessment) - Class 3 ERD-MV Pathway	8	8
SFJ Awards Level 3 Award in Emergency Response Driving High-Speed (Re-Assessment) - Class 4 ERD-HV Pathway	8	8

¹ Total Qualification Time, Ofqual

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

2.5. Grading

This qualification is graded pass / fail.

2.6. Age Range and Geographical Coverage

This qualification is recommended to learners aged **18** years and over and is regulated in England and Wales.

2.7. Opportunities for Progression

Following successful completion of the qualification, learners can progress to a relevant Emergency Response Driving Instructor (ERDI) course.

2.8. 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 sfjawards.com or on request from SFJ Awards.

3. Qualification Units

Title	Demonstrate Advanced Driving Skills (Re-Assessment)		
Level	3		
Unit Number	1		
GLH	3		
Learning Outcomes <i>The learner will:</i>	Assessment Criteria <i>The learner can:</i>		Guidance and/or Indicative Content
1. Be able to carry out a daily vehicle safety inspection	1.1	Carry out a daily vehicle safety inspection	Required checks on: <ul style="list-style-type: none"> • Tyres • Brakes • Sound equipment • Fluid levels • Lights • Safety equipment • Bodywork • Cleanliness
	1.2	Confirm the equipment required to be with the vehicle is present and in working order	
	1.3	Explain how to identify, document and report vehicle defects prior to and following use	
2. Be able to carry out vehicle pre-use checks	2.1	Complete accurate documentation as required relating to the vehicle use	Vehicle logbooks are accurately completed for each specific journey and refuelling is correctly recorded
	2.2	Perform a vehicle cockpit drill	
	2.3	Identify and familiarise themselves with vehicle controls before driving	

3. Understand current legislation and driving regulations	3.1	State the reasons for complying with legislation and driving regulations	<p>Road Traffic Law and Legislation:</p> <ul style="list-style-type: none"> • Road Safety Act (RSA) 2006 • Road Traffic Regulations Act (RTRA) 1984 <ul style="list-style-type: none"> ○ Exceeding Speed Limits, RTRA, Sec 87 (amended RSA 2006) • Traffic Signs Regulation and General Directions (TSRGD) 2002 <ul style="list-style-type: none"> ○ Red Traffic Lights, TSRGD 36(1)(b) ○ Keep Left/Right Signs, TSRGD 15(2) • Construction and Use Regulation (CAUR) 1986 <ul style="list-style-type: none"> ○ Use of audible warnings at night, CAUR Reg 99 • Road Vehicle Lighting Regulations (RVLR) 1989 • Motorway Traffic England and Wales Regulation (MTEWR)
	3.2	Outline the consequences of disregarding legislation and driving regulations	
4. Know the goals for driver education (the “GDE matrix”)	○	Explain the four goals for driver education (the “GDE matrix”)	GDE matrix (Hatakka, Keskinen, Glad, Gregersen, Hernetkoski, 2000)

5. Be able to manage hazards and control the vehicle accurately, appropriate to road and traffic conditions	5.1	Demonstrate the ability to recognise, assess and manage hazards through advanced and effective observation, anticipation and planning	
	5.2	Demonstrate steering the vehicle accurately to maintain a safe and appropriate course	
	5.3	Demonstrate safe, accurate use and interpretation of driver signals	
	5.4	Demonstrate safe and systematic control of the vehicle through proper use of accelerator, brakes, steering, gears and clutch (if fitted)	
6. Be able to make safe progress appropriate to the road and traffic conditions	6.1	Demonstrate safe progress appropriate to the road and traffic conditions	
7. Be able to select the best position to see and be seen	7.1	Demonstrate safe and systematic positioning on the approach to a hazard, hazard negotiation and overtaking	
	7.2	Approach and negotiate corners safely	
	7.3	Identify limit points when negotiating corners	
8. Be able to use the system of vehicle control ("Roadcraft")	8.1	Explain the phases of the system of vehicle control ("Roadcraft")	
	8.2	Explain the advantages of the system of vehicle control ("Roadcraft")	
	8.3	Demonstrate accurate use of the system of vehicle control ("Roadcraft")	
9. Be able to manoeuvre and park a vehicle safely	9.1	Select safe and appropriate locations to park and manoeuvre the vehicle	
	9.2	Call on the assistance of others before completing difficult manoeuvres	
	9.3	Perform low speed, confined space, reverse manoeuvring and park safely	
10. Understand factors relevant to safe driving	10.1	Summarise the main requirements of relevant road traffic laws, regulations and Highway Code provisions	

under emergency response driving conditions	10.2	Identify physiological and psychological factors relevant to safe driving	
	10.3	Explain the Police System of Car Control (“Roadcraft”)	
	10.4	Define the legal exemptions available to emergency drivers	
	10.5	Define the legal and safety requirements of operating in-car technology	
Additional information about the unit			
Unit summary	This unit assesses skills, knowledge and understanding required to prepare, manoeuvre and drive emergency vehicles implementing the Police System of Vehicle Control (“Roadcraft”) over mixed roads including pre-driving checks, managing factors relevant to safe driving. This unit is non-vehicle specific.		
Assessment guidance	<p>Range statement: A typical variety of road traffic conditions within the statutory speed limits. As specified in The Road Traffic (Training Courses for Driving Vehicles at High Speed) Regulations 2020 – Schedule 1:</p> <ul style="list-style-type: none"> • Independent advanced driving assessment – learners must demonstrate routine driving throughout an assessment of at least 30 minutes duration over mixed roads to a sufficient standard. • Theory test – learners must be able to demonstrate a thorough knowledge of the following topics: <ul style="list-style-type: none"> ○ relevant road traffic laws, regulations and Highway Code provisions ○ physiological and psychological factors relevant to safe driving ○ the Police System of Vehicle Control (“Roadcraft”) ○ legal exemptions available to emergency drivers ○ legal and safety requirements of operating in-car technology 		
Links	<i>Reference to The Road Traffic (Training Courses for Driving Vehicles at High Speed) Regulations 2020 (draft) – Schedule 1</i>		

Title	Class 2 Emergency Response Driving Car and Light Vehicle (Re-Assessment)		
Level	3		
Unit Number	2		
GLH	1		
Learning Outcomes <i>The learner will:</i>	Assessment Criteria <i>The learner can:</i>		Guidance and/or Indicative Content
1. Be able to drive a car or light vehicle under emergency response conditions	1.1	Manage crew comfort and safety when driving a car or light vehicle	In daylight and darkness
	1.2	Demonstrate driving, manoeuvring and parking a car or light vehicle	In daylight and darkness Consider vulnerabilities associated with driving a car or light vehicle: <ul style="list-style-type: none"> • Vehicle presence • Vehicle dimensions • Spatial awareness
	1.3	Manage car or light vehicle handling characteristics and performance	In daylight and darkness
Additional information about the unit			
Unit summary	This unit assesses skills, knowledge and understanding required to drive a car or light vehicle implementing advanced observation, hazard perception, anticipation and planning in daylight and darkness.		
Links	<i>Reference to The Road Traffic (Training Courses for Driving Vehicles at High Speed) Regulations 2020 – Schedule 1</i>		

Title	Class 3 Emergency Response Driving Medium-sized Vehicle Cat-C1 (Re-Assessment)		
Level	3		
Unit Number	3		
GLH	1		
Learning Outcomes <i>The learner will:</i>	Assessment Criteria <i>The learner can:</i>		Guidance and/or Indicative Content
1. Be able to drive a medium-sized vehicle under emergency response conditions	1.1	Manage crew (patient if driving an Ambulance) comfort and safety when driving a medium-sized vehicle	In daylight and darkness
	1.2	Demonstrate driving, manoeuvring and parking a medium-sized vehicle	<ul style="list-style-type: none"> • In daylight and darkness • Take into consideration vehicle dimensions and demonstrate spatial awareness
	1.3	Drive a medium-sized vehicle whilst considering the vehicle's handling characteristics and higher centre of gravity	In daylight and darkness
	1.4	Drive a medium-sized vehicle whilst considering vehicle stability management (anti-rollover) procedures and techniques	In daylight and darkness
Additional information about the unit			
Unit summary	This unit assesses skills, knowledge and understanding required to drive a medium-sized vehicle implementing advanced observation, hazard perception, anticipation and planning in daylight and darkness.		
Links	<i>Reference to The Road Traffic (Training Courses for Driving Vehicles at High Speed) Regulations 2020 – Schedule 1</i>		

Title	Class 4 Emergency Response Driving Heavy Vehicle Cat-C (Re-Assessment)		
Level	3		
Unit Number	4		
GLH	1		
Learning Outcomes <i>The learner will:</i>	Assessment Criteria <i>The learner can:</i>		Guidance and/or Indicative Content
1. Be able to drive a heavy vehicle under emergency response conditions	1.1	Manage crew comfort and safety when driving a heavy vehicle	In daylight and darkness
	1.2	Demonstrate driving, manoeuvring and parking a heavy vehicle	<ul style="list-style-type: none"> • In daylight and darkness • Take into consideration vehicle dimensions and demonstrate spatial awareness
	1.3	Drive a heavy vehicle whilst considering the vehicle's handling characteristics and higher centre of gravity	In daylight and darkness
	1.4	Drive a heavy vehicle whilst considering vehicle stability management (anti-rollover) procedures and techniques	<ul style="list-style-type: none"> • In daylight and darkness • Learner should take into consideration liquid loads when driving a Fire Appliance
Additional information about the unit			
Unit summary	This unit assesses skills, knowledge and understanding required to drive a heavy vehicle implementing advanced observation, hazard perception, anticipation and planning in daylight and darkness.		
Links	<i>Reference to The Road Traffic (Training Courses for Driving Vehicles at High Speed) Regulations 2020 – Schedule 1</i>		

Title	Drive Vehicles at High-Speed Under Emergency Response Conditions (Re-Assessment)		
Level	3		
Unit Number	5		
GLH	4		
Learning Outcomes <i>The learner will:</i>	Assessment Criteria <i>The learner can:</i>		Guidance and/or Indicative Content
1. Be able to prepare and drive a vehicle at high-speed	1.1	Identify the requirements for individuals to drive a vehicle at high-speed	
	1.2	Confirm they are authorised to prepare and drive a vehicle at high-speed	
	1.3	Ensure the vehicle is fit for purpose to be driven progressively at high-speed during and after use	
2. Be able to formulate and implement driving plans and use observation links when driving at high-speed	2.1	Gather information to formulate driving plans	
	2.2	Anticipate driving situations when implementing driving plans	
	2.3	Use observation links effectively	
	2.4	Provide a 'system' based commentary while driving'	Based on driving the system of car control ("Roadcraft")
3. Be able to make safe progress at speed on a variety of roads	3.1	Make safe progress whilst showing and maintaining restraint	<ul style="list-style-type: none"> • Urban • Single track • Single carriageway • Multi-lane • Dual carriageway • Motorway roads
	3.2	Judge accurately the speed of own vehicle	
	3.3	Judge accurately the speed of other vehicles relative to circumstances and own proposed actions	
4. Be able to control and steer the vehicle safely when driving at high-speed	4.1	Control the vehicle safely and smoothly through use of the accelerator	
	4.2	Control the vehicle safely and smoothly by applying the required amount of braking at the correct time	
	4.3	Select the correct gear for the circumstances	<ul style="list-style-type: none"> • When driving a manual

			<p>vehicle, select the correct gear for the circumstances through smooth use of the gears and clutch</p> <ul style="list-style-type: none"> • When driving a vehicle with an automatic gearbox, correctly select gears in accordance with the manufacturer's guidance
	4.4	Steer the vehicle accurately, adapting steering techniques as necessary when manoeuvring	
5. Be able to position the vehicle safely when driving at high-speed	5.1	Position the vehicle correctly when following and overtaking other vehicles	
	5.2	Position the vehicle correctly when negotiating corners and bends	
	5.3	Position the vehicle to obtain the best view with regard to safety	
	5.4	Adopt the safest road position at all times in relation to existing road and traffic positions	
6. Be able to assess and negotiate corners safely when driving at high-speed	6.1	Assess and negotiate corners and bends correctly and accurately taking account of all relevant factors	
	6.2	Identify limit points when negotiating corners	
7. Be able to give and interpret signals when driving at high-speed	7.1	Give appropriate signals to other road users using indicators, lights, audible devices and hand signals	
	7.2	Correctly interpret and act on signals from other road users	
8. Be able to overtake safely when driving at high-speed	8.1	Demonstrate overtaking safely	
	8.2	Identify, plan and execute all overtaking manoeuvres safely when passing stationary and moving objects	

9. Be able to join, drive on and leave motorways, multi-lane and dual carriageways safely when driving at high-speed	9.1	Follow the correct procedure for joining motorways, multi-lane and dual carriageway roads	
	9.2	Adopt the correct lane or position for existing road and traffic conditions	
	9.3	Adjust speed appropriately for the type of road and traffic conditions	
	9.4	Follow the correct procedure for exiting motorways, multi-lane and dual carriageway roads	
	9.5	Interpret the relevant sections of the Highway Code when joining, driving on and leaving motorways, multi-lane and dual carriageways safely at high-speed, including the meaning of all road signs, matrix signals, marker boards and cats' eyes on motorways, multi-lane and dual carriageway road	
10. Be able to justify the use of an emergency response and speed exemption	10.1	Justify that an emergency response is proportionate, legal, necessary, accountable and should be maintained	
	10.2	Justify the decision to take advantage of speed exemptions	
	10.3	Ensure all actions are consistent with legal requirements and organisational policies	
11. Be able to drive a vehicle safely under emergency response conditions in daylight and darkness	11.1	Demonstrate safe, systematic, progressive and high-speed driving under emergency response conditions while showing restraint	
	11.2	Demonstrate driving a vehicle under emergency response conditions in daylight	
	11.3	Demonstrate driving a vehicle under emergency response conditions in darkness	
	11.4	Demonstrate effective use of emergency warning equipment	
	11.5	Anticipate and respond to the actions of other road users	
	11.6	Maintain a duty of care whilst using the speed limit and other legal exemptions	
	11.7	Maintain clear communication with others as required	

	11.8	Demonstrate the ability to safely claim the legal exemption to exceed the speed limit for the class of vehicle being driven	
	11.9	Demonstrate safely proceeding through a red traffic signal junction and pedestrian crossing in-line with legislation	
	11.10	Demonstrate safely passing on the wrong side of a 'keep left' or 'keep right' sign in-line with legislation	
12. Be able to demonstrate the correct attitude and behaviour when driving under response conditions	12.1	Demonstrate giving priority to public safety when driving under response conditions	
	12.2	Demonstrate a calm, considerate and professional manner when driving under response conditions	
	12.3	Control the tendency to 'personalise' (red mist)	
	12.4	Recognise and respond appropriately to the effects of fatigue, adrenaline, stress and other physical and physiological factors that may impair judgment, performance and decision making	
	12.5	Concentrate on driving in the face of any other distraction	
13. Understand how to respond to incidents	13.1	Identify safe positioning at incidents	
	13.2	Identify the appropriate actions when involved in a collision	
14. Be able to drive in a manner, which minimises the risk of skidding	14.1	Demonstrate how to drive in adverse weather conditions	Weather permitting
	14.2	Demonstrate driving a vehicle in a manner, which minimises the risk of skidding	
15. Understand the types and corrections of skids	15.1	Explain the cause and the correction of front-wheel, rear-wheel and four-wheel skids without active safety devices	
	15.2	Explain cause and the correction of front-wheel, rear-wheel and four-wheel skids with active safety devices	
	15.3	Explain the cause and correction of aquaplaning	
	15.4	Explain the appropriate corrective action on the type of vehicle being driven	

16. Understand vehicle control under emergency response conditions	16.1	Identify mechanisms of control loss including oversteer, understeer, lift-off oversteer and aquaplaning	
	16.2	Identify techniques and safety systems available to maintain vehicle stability and avoid loss of control	
	16.3	Identify the effects of adverse weather conditions	
	16.4	Identify how to drive in adverse weather conditions	
Additional information about the unit			
Unit summary	This unit assesses skills, knowledge and understanding required to drive a vehicle under emergency response conditions at high-speed implementing advanced observation, hazard perception, anticipation and planning in daylight and darkness.		
Assessment guidance	<p>Range Statement: A typical variety of road traffic conditions within and above statutory speed limits.</p> <p>As specified in The Road Traffic (Training Courses for Driving Vehicles at High Speed) Regulations 2020 – Schedule 1:</p> <ul style="list-style-type: none"> • Emergency response driving assessments – learners must be able to consistently demonstrate by way of continuous assessment and final practical examination under response conditions: <ul style="list-style-type: none"> ○ safe, systematic, progressive driving on urban, single track, single carriageway, multi-lane, dual carriageway and motorway roads ○ advanced observation, hazard perception, anticipation and planning ○ safe, accurate use and interpretation of driver signals ○ safe and systematic control of the vehicle through proper use of accelerator, brakes, steering and gears ○ safe and systematic positioning, hazard negotiation, overtaking and cornering • Theory test – learners must be able to demonstrate a thorough knowledge of the following topics: <ul style="list-style-type: none"> ○ safe positioning at incidents ○ actions when involved in a collision ○ mechanisms of control loss including oversteer, understeer, lift-off oversteer and aquaplaning ○ techniques and safety systems available to maintain vehicle stability and avoid loss of control 		

	<ul style="list-style-type: none">○ how to drive in, and the effects of, adverse weather conditions
Links	<i>Reference to The Road Traffic (Training Courses for Driving Vehicles at High Speed) Regulations 2020 – Schedule 1</i>

4. Centre Requirements

4.1. Centre Responsibilities

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.

When a centre applies to offer a qualification, they will need to provide evidence that they have sufficient resources and infrastructure in place for delivery of that qualification:

- evidence of assessor and IQA competence
- sample assessment materials and mark schemes
- scheme of work
- details of available resources.

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
- have access to appropriate training and support
- are independent and any conflicts of interests are managed and monitored appropriately by SFJ Awards.

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 handbook should be used in conjunction with the following SFJ Awards documents:

- Assessment Guidance
- Centre Handbook
- Centre Assessment Standards Scrutiny (CASS) Strategy
- Conflict of Interest Policy
- Whistleblowing Policy
- Malpractice and Maladministration Policies
- Equality and Diversity Policy
- Appeals Policy
- Complaints Policy
- Sanctions Policy
- Examinations and Invigilation Policy
- Risk and Centre Monitoring Policy

- Fair Access and Equality of Opportunity Policy
- Reasonable Adjustment and Special Considerations Policy
- Standardisation Policy
- Direct Claims Policy
- Centre Approval Process

All documents referenced in the strategy are available to centres on Odyssey, SFJ Awards learner management system, or on request from SFJ Awards.

4.2. Centre Assessment Standards Scrutiny (CASS) Strategy

Awarding Organisations are required by Ofqual to have a CASS Strategy in place to improve the controls where an assessment is devised and marked by a centre². In line with our CASS Strategy, SFJ Awards will determine the most appropriate CASS approach for each qualification / qualification suite using a risk based approach.

Any Subject Matter Experts (SMEs) used by centres to develop and/or mark assessments must declare any conflict of interest and centres must ensure that any such conflicts are mitigated. All details of such conflicts of interest must be recorded by the centre.

SFJ Awards will require sample assessments from centres to maintain confidence with our centres' approach to maintaining the integrity of our quality assurance strategy defined within the CASS strategy. Centre marking will be subject to external quality assurance.

Centres are permitted to develop and mark assessments for the qualification(s) in this handbook, in line with our CASS Strategy.

4.3. Facilities

Training and assessment for approved qualifications must take place in a suitable environment that has been approved by SFJ Awards. The environment must be adequately equipped for training, conducive to effective learning, and must comply with current Health and Safety requirements. Equipment for practical activities must be readily available and fit for purpose. All examination venues must comply with the policy, standards, and regulations specified by SFJ Awards to gain approval for knowledge-based assessment.

Training and assessment facilities must comply with the ongoing approval arrangements of SFJ Awards.

² [Condition H2 - Centre Assessment Standards Scrutiny where an assessment is marked by a Centre](#)

4.4. Trainers

Some sectors specify trainer requirements for qualification delivery, for example first aid and security. Details of any specific trainer requirements are included in this qualification handbook. Centres should therefore check the handbook, or with SFJ Awards, for any trainer requirements that apply to the qualification(s) they wish to deliver. Centres applying for approval with SFJ Awards will be required to provide SFJ Awards with current evidence of how each trainer meets the requirements, for example certificates of achievement, CV or CPD records.

5. Assessment

This qualification is based on the Police System of Vehicle Control (“Roadcraft”) and written in line with the NFCC Emergency Response Driver Framework. The qualification meets the legal requirements of Section 19 of the Road Safety Act 2006 and standards of the draft Road Traffic (training courses at high speed) Training Regulations 2020.

5.1. Qualification Assessment Methods

Assessment methods³ that can be used for the SFJ Awards Level 3 Award in Emergency Response Driving High-Speed (Re-Assessment) are as follows:

- Multiple Choice Examination
- Practical Assessment / Direct Observation, including documented Questions and Answers

Assessment will be internally set, marked and quality assured, and externally quality assured by SFJ Awards.

Learners must demonstrate that they have met all assessment criteria of all units.

5.2. Assessment Format

5.2.1. Theory Test (Re-Assessment)

The learner must be able to demonstrate by a thorough knowledge of the following topics:

- Relevant road traffic laws, regulations and Highway Code provisions
- Physiological and psychological factors relevant to safe driving
- The Police System of Vehicle Control (“Roadcraft”)
- Legal exemptions available to emergency drivers
- Legal and safety requirements of operating in-car technology
- Safe positioning at incidents
- Actions when involved in a collision
- Mechanisms of control loss including oversteer, understeer, lift-off oversteer and aquaplaning
- Techniques and safety systems available to maintain vehicle stability and avoid loss of control
- How to drive in, and the effects of, adverse weather conditions

³ Selected from assessment methods listed on Ofqual’s regulatory system (Portal)

5.2.2. Practical Assessments (Re-Assessment)

The independent advanced driving assessment is followed by an emergency response driving assessment. If the learner is deemed not competent on the advanced driving assessment, a support plan will be put in place and the learner will not be assessed under emergency response conditions. If the learner is deemed competent, they will be assessed under emergency response driving conditions. If the learner is deemed not competent a support plan will be put in place, but they will not be required to re-sit the advanced driving assessment.

During the independent advanced driving and emergency response driving assessments, the learner's driving standard and attitude will be observed. It must meet the standards defined in the learning outcomes and assessment criteria.

5.2.3. Assessment Durations

1. Advanced driving assessment (practical)– 30 minutes
2. Emergency response assessment (practical) – 45 minutes in a minimum of two different driving environments

5.2.4. Assessment Competency

The learner will not be deemed competent if:

- The learner does not demonstrate the required outcomes of the assessment criteria
- The learner commits a road traffic offence
- The learner places other road users, the vehicle or public in actual or potential danger
- If the learner is not competent in one or more elements of the assessment, they will be deemed not competent

The instructor may ask questions to check the learner's knowledge and understanding of elements which cannot be practically assessed.

On the emergency response driving assessment depending on the road, weather and traffic conditions, it is expected the learner will make safe progress above the posted speed limits if safe to do so.

The purpose of the emergency response driving assessment is to demonstrate the learner is competent to drive at high-speed while claiming a range of legal exemptions, where appropriate, however the learner must not compromise safety at any time. The learner must be prepared to return to routine driving if it is not safe to drive under response.

5.3. 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 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.

5.4. Methods for Assessing Competence

Qualifications may be assessed using any method, or combination of methods, as stipulated either by SFJ Awards or within specific qualifications, and which clearly demonstrate that the learning outcomes and assessment criteria have been met. Some sectors may have specific assessment requirements that apply to their qualifications and where these apply, details will be included in the qualification-specific handbook.

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 expect assessors to use a combination of different assessment methods to make a decision about an individual's occupational competence. Assessment methods which are most likely to be used are outlined below. However, these are included for guidance only and there may be other methods which are suitable. Further information on assessment methods is included in the SFJ Awards Assessment Guidance.

⁴ Ofqual Handbook: General Conditions of Recognition, Section E - Design and development of qualifications www.gov.uk/guidance/ofqual-handbook/section-e-design-and-development-of-qualifications

5.4.1. Observation

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

5.4.2. Testimony of Witnesses and Expert Witnesses

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

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

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

5.4.3. 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.

5.4.4. 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.

5.4.5. 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.

5.4.6. Simulations

Simulations may take place either in a non-operational environment which is not the learner's workplace, for example a training centre. The qualification handbook will specify whether simulations are allowed for the qualification and/or units within it. 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.

5.5. 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 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.

Where assessment in controlled environments is considered appropriate for qualifications, or the use of specific assessment materials (for example, exemplars or scenarios) is required, information will be included in the qualification handbook.

⁵ Ofqual Handbook: General Conditions of Recognition, Section E - Design and development of qualifications www.gov.uk/guidance/ofqual-handbook/section-e-design-and-development-of-qualifications

5.6. Methods for Assessing Knowledge and Understanding

SFJ Awards expect assessors to use a variety of different assessment methods to make a decision about an individual's knowledge and understanding, which are likely to include a combination of the following:

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

Where written assessments are centre-devised and centre-assessed, centres must:

- maintain a sufficient bank of assignments which are changed regularly
- record how risks in tests/exams conducted in controlled environments are mitigated
- conduct assessments in line with SFJ Awards Examination and Invigilation Policy.

Centres must take into account the qualification when selecting knowledge assessment methods to ensure they are appropriate and allow the learner to evidence the assessment criteria. For example, MCQs are unlikely to be appropriate for higher levels qualifications or assessment criteria which require learners to 'explain', 'describe', 'evaluate' or 'analyse'.

5.7. 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.

6. Assessor Requirements

6.1. Occupational Knowledge and Competence

Due to the risk-critical nature of the work, particularly when assessing in the public and security 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 unit(s) they are assessing. They will have gained their occupational competence by working within the sector relating to the unit(s) or qualification(s) 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 unit(s) they are assessing as a practitioner, trainer or manager.

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

6.2. Qualification Knowledge

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

6.3. Assessor Competence

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

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

However, there may be circumstances when assessors have the equivalent competence through training to appropriate national standards, and SFJ Awards will agree this on a case-by-case basis.

Assessors' experience, knowledge and understanding could be verified by a combination of:

- curriculum vitae and employer endorsement or references
- possession of a relevant NVQ/SVQ, or vocationally related qualification
- corporate membership of a relevant professional institution
- interview (the verification process must be recorded and available for audit).

Recognised assessor qualifications include, but are not limited to:

- RQF/QCF Level 3 Award in Assessing Competence in the Work Environment
- RQF/QCF Level 3 Award in Assessing Vocationally Related Achievement
- RQF/QCF Level 3 Certificate in Assessing Vocationally Related Achievement
- An appropriate Assessor qualification in the SCQF as identified by SQA Accreditation
- A1 Assess candidates using a range of methods
- D32/33 Assess candidate performance, using differing sources of evidence.

Where assessors hold an older qualification e.g. D32/33 or A1, they must provide evidence of Continuing Professional Development (CPD) to demonstrate current competence.

Assessors must hold an assessor qualification, or equivalent competence if agreed by SFJ Awards, relevant to the type of qualification(s) they are assessing e.g.

- Level 3 Award in Assessing Competence in the Work Environment:
 - For assessors who assess **competence in a work environment**, which requires the use of the following assessment methods: observation, examining work products or outputs, oral questioning, discussion, use of witness testimony, learner statements and Recognition of Prior Learning (RPL).
- Level 3 Award in Assessing Vocationally Related Achievement:
 - For assessors who assess **knowledge and/or skills in vocationally related areas** using the following assessment methods: tests of skills, oral questioning, written questions, case studies, assignments, projects and RPL.

To be able to assess both knowledge and competence-based qualifications, new assessors should be working towards the **Level 3 Certificate in Assessing Vocational Achievement**.

Centres must have in place a procedure to ensure that their trainee assessors have a representative sample of their assessment decisions counter signed by a qualified and competent assessor. SFJ Awards will provide centres with guidance on the ratio of qualified/trainee assessors.

Trainee assessors working towards a qualification must be registered for the qualification with a regulated AO and achieve it within 18 months. Assessor competence will be checked through annual External Quality Assurance checks.

Centres must check the qualification handbook for assessor requirements for the qualification(s) they are approved to deliver as some sectors have different requirements e.g. security, education and training, assessor and quality assurance, and learning and development.

Centres applying for approval with SFJ Awards will be required to provide SFJ Awards with current evidence of how each assessor meets these requirements, for

example certificates of achievement. Centres who apply for approval to offer additional qualifications will be required to provide evidence of assessor competence for the qualifications they wish to offer.

6.4. 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.

It is the centre's responsibility to retain the CPD information of assessors. Assessor competence and CPD will be checked by External Quality Assurers at the centre's annual compliance visit.

7. Internal Quality Assurer Requirements

7.1. 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, community safety and security 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.

7.2. 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.

7.3. 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.

However, there may be circumstances when IQAs have the equivalent competence through training to appropriate national standards, and SFJ Awards will agree this on a case-by-case basis. Recognised IQA qualifications include, but are not limited to:

- RQF/QCF Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice
- RQF/QCF Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice
- An appropriate IQA qualification in the SCQF as identified by SQA Accreditation
- V1 Conduct internal quality assurance of the assessment process
- D34 Internally verify the assessment process.

Where IQAs hold an older qualification e.g. D34 or V1, they must provide evidence of Continuing Professional Development (CPD) to demonstrate current competence. Approved centres will be required to provide SFJ Awards with current evidence of how each IQA meets these requirements, for example certificates of achievement.

Centres must have in place a procedure to ensure that their trainee IQAs have a representative sample of their IQA decisions counter signed by a qualified IQA who holds a minimum of the **Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice**. SFJ Awards will provide centres with guidance on the ratio of qualified/trainee assessors.

Trainee IQAs working towards one of the above qualifications must be registered for the qualification with a regulated AO and achieve it within 18 months. IQA competence will be checked through annual External Quality Assurance checks.

7.4. 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.

Centres must check the qualification handbook for IQA requirements for the qualification(s) they are approved to deliver as some sectors have different requirements e.g. security, education and training, assessor and quality assurance, and learning and development.

8. 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.

8.1. Occupational Competence

Expert witnesses must, according to current sector practice, be competent in the functions covered by the unit(s) 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.

8.2. 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.

9. External Quality Assurers

External quality assurance is carried out by SFJ Awards to ensure that there is compliance, validity, reliability and good practice in centres. External quality assessors (EQAs) are appointed by SFJ Awards to approve centres and to monitor the assessment and internal quality assurance carried out by centres.

SFJ Awards are responsible for ensuring that their external quality assurance team have:

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

9.1. 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

Relevant qualifications include:

- Level 4 Award in the External Quality Assurance of Assessment Processes and Practice
- Level 4 Certificate in Leading the External Quality Assurance of Assessment Processes and Practice

Trainee EQAs working towards one of the above qualifications must be registered for the qualification with a regulated AO and aim to achieve it within 18 months. Whilst working towards a qualification, trainee EQAs will be supported by qualified EQA and receive training, for example by shadowing the EQA on compliance visits. EQA competence will be checked and monitored by SFJ Awards.

9.2. 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.

10. Standardisation

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

10.1. 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.

10.2. 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) Guidance and the SFJ Awards [Standardisation Policy](#).

11. Recognition of Prior Learning (RPL)

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

The use of RPL encourages transferability of qualifications and/or units, which benefits both learners and employers. SFJ Awards support 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](#).

12. Equality and Diversity

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

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

Reasonable adjustments are made to ensure that learners who are disabled or who have additional 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.

All cases where reasonable adjustment has been used must be fully documented, made available for external quality assurance and retained for a minimum of 3 years.

Further information is available in the SFJ Awards [Reasonable Adjustments and Special Considerations Policy](#) and the SFJ Awards [Equality of Opportunity Policy](#).

SFJ Awards will conduct Equality Impact Assessments in the design and development of qualifications to minimise as far as possible any impact on learners with a protected characteristic, disability or additional learning needs.

13. Health and Safety

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

SFJ Awards foster 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 some sectors 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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