

Edexcel Level 3, 4, 6 and 7 Awards in Incident Command in Fire and Rescue Services (QCF)

Specification

BTEC Specialist/Professional qualification

Issue 3

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Purpose of this specification

This specification sets out:

- the qualification objectives
- any other qualification which a learner must have completed before taking these qualifications
- any prior knowledge, skills or understanding the learner needs to have before taking these qualifications
- units which a learner must have completed before the qualification will be awarded
- any other requirements which a learner must have satisfied before the learner will be assessed or before the qualification will be awarded
- the knowledge, skills and understanding which will be assessed as part of the qualifications (giving a clear indication of their coverage and depth)
- the method of any assessment and any associated requirements relating to it
- the criteria against which learners' level of attainment will be measured (such as assessment criteria)
- any specimen materials
- any specified levels of attainment.

1 Introducing BTEC Specialist/Professional qualifications

What are BTEC Specialist/Professional qualifications?

BTEC Specialist/Professional qualifications are qualifications from Entry to level 7 on the Qualifications and Credit Framework (QCF). They are work-related qualifications and are available in a range of sectors. They give learners the knowledge, understanding and skills they need to prepare for employment. They also provide career development opportunities for those already in work. These qualifications may be full-time or part-time courses in schools or colleges. Training centres and employers may also offer these qualifications.

Some BTEC Specialist/Professional qualifications are knowledge components in Apprenticeship Frameworks (previously known as 'Technical Certificates').

There are three sizes of BTEC Specialist/Professional qualifications in the QCF:

- Award (1 to 12 credits)
- Certificate (13 to 36 credits)
- Diploma (37 credits and above).

Every unit and qualification in the QCF has a credit value.

The credit value of a unit is based on:

- one credit for every 10 hours of learning time
- learning time – defined as the time taken by learners at the level of the unit, on average, to complete the learning outcomes to the standard determined by the assessment criteria.

2 Qualification summary and key information

	Edexcel Level 3 Award in Initial Incident Command in Fire and Rescue Services (QCF)
QCF Qualification Number (QN)	600/1313/8
Qualification framework	Qualifications and Credit Framework (QCF)
Date registrations can be made	01/04/2011
Age range that the qualification is approved for	18+
Credit value	6
Assessment	Centre-devised assessment (internal assessment)
Guided learning hours	45
Grading information	The qualification and unit are at pass grade.
Entry requirements	Centres must also follow the Edexcel <i>Access and Recruitment</i> policy (see <i>Section 9, Access and Recruitment</i>).

	Edexcel Level 4 Award in Intermediate Incident Command in Fire and Rescue Services (QCF)
QCF Qualification Number (QN)	600/5189/9
Qualification framework	Qualifications and Credit Framework (QCF)
Date registrations can be made	01/05/2012
Age range that the qualification is approved for	18+
Credit value	5
Assessment	Centre-devised assessment (internal assessment)
Guided learning hours	40
Grading information	The qualification and unit are at pass grade.
Entry requirements	Centres must also follow the Edexcel <i>Access and Recruitment</i> policy (see <i>section 9, Access and Recruitment</i>).

	Edexcel Level 6 Award in Advanced Incident Command in Fire and Rescue Services (QCF)
QCF Qualification Number (QN)	600/1314/X
Qualification framework	Qualifications and Credit Framework (QCF)
Date registrations can be made	01/04/2011
Age range that the qualification is approved for	18+
Credit value	6
Assessment	Centre-devised assessment (internal assessment)
Guided learning hours	52
Grading information	The qualification and unit are at pass grade.
Entry requirements	Centres must also follow the Edexcel <i>Access and Recruitment</i> policy (see section 9, <i>Access and Recruitment</i>).

	Edexcel Level 7 Award in Strategic Incident Command in Fire and Rescue Services (QCF)
QCF Qualification Number (QN)	600/1315/1
Qualification framework	Qualifications and Credit Framework (QCF)
Date registrations can be made	01/04/2011
Age range that the qualification is approved for	18+
Credit value	6
Assessment	Centre-devised assessment (internal assessment)
Guided learning hours	52
Grading information	The qualification and unit are at pass grade.
Entry requirements	Centres must also follow the Edexcel <i>Access and Recruitment</i> policy (see section 9, <i>Access and Recruitment</i>).

QCF qualification title and Qualification Number

Centres will need to use the QCF Qualification Number (QN) when they seek public funding for their learners. As well as a QN, each unit within a qualification has a QCF unit reference number (URN).

The qualification title, QN and URNs are on learners' final certification documentation. Learners need to know this when they are recruited by the centre and registered with Edexcel. Further information about certification is in the Edexcel Information Manual on our website, www.edexcel.com/iwantto/Pages/info-manual.aspx

Objective of the qualifications

The Edexcel Level 3, 4, 6 and 7 Awards in Incident Command in Fire and Rescue Services (QCF) are for learners who work in the fire and rescue services.

They give learners the opportunity to:

- develop knowledge related to incident command within the fire and rescue services
- develop understanding and skills in the area of incident command
- achieve a nationally-recognised, level 3, 4, 6 or 7 qualification
- develop their own personal growth and engagement in learning, including continual professional development.

The Edexcel Level 3 Award in Initial Incident Command in Fire and Rescue Services (QCF) is for learners to enable them to be ready to work, but not competent, as an incident commander (initial level). This level is typified by the officer who will demonstrate the ability to command and control operations at a task focused supervisory level or to control a more serious escalating incident in the early stages until relieved of command by a supervisory officer.

The Edexcel Level 4 Award in Intermediate Incident Command in Fire and Rescue Services (QCF) is for learners to confirm that they are ready to work, but not competent, as a tactical level incident commander (intermediate level). This level is typified by a responding tactical commander who will demonstrate the ability to review and determine incident status, assume responsibility and take over command and control operations at middle manager level.

The Edexcel Level 6 Award in Advanced Incident Command in Fire and Rescue Services (QCF) is for learners to confirm they are ready to work, but not competent, as an incident commander (advanced level). This level requires an officer to tactically command the largest and most serious incidents, usually on scene or at appropriate location, characterised by the requirement for tactical coordination and of having reached the stage of utilising developed command support.

The Edexcel Level 7 Award in Strategic Incident Command in Fire and Rescue Services (QCF) is for learners who are ready to work, but not competent, in the context of representing the lead authority and as a supporting authority. This is the level of command exercised by the most senior operational commanders of fire and rescue services supporting the on scene operations with the authority to direct and commit resources. It includes the requirement to oversee, co-ordinate and support multiple off-site operations, operating within the National Coordination and Advisory Framework when necessary.

Progression opportunities through Edexcel qualifications

Learners who have achieved these qualifications can progress onto other levels of incident command qualifications. See Annexe A for further information.

Industry support and recognition

These qualifications are supported by Skills for Justice, the Sector Skills Council for Justice, Community Safety and Legal Services.

Relationship with National Occupational Standards

These qualifications relate to the National Occupational Standards in Fire and Rescue Services. The mapping document in *Annexe B* shows the links between the units within this qualification and the National Occupational Standards.

3 Centre resource requirements

As part of the approval process, centres must make sure that the resource requirements below are in place before offering the qualification.

General resource requirements

- Centres must have appropriate physical resources (for example equipment, IT, learning materials, teaching rooms) to support the delivery and assessment of the qualifications.
- Staff involved in the assessment process must have relevant expertise and occupational experience.
- There must be systems in place to make sure continuing professional development for staff delivering the qualifications.
- Centres must have appropriate health and safety policies in place relating to the use of equipment by learners.
- Centres must deliver the qualifications in accordance with current equality legislation.

Specific resource requirements

Centres will require the following resources to deliver and assess these qualifications:

- suitable incident command IT simulation or table-top exercises
- audio/visual recording and playback facilities
- relevant appliance, equipment and personal protection equipment.

4 Qualification structures

Edexcel Level 3 Award in Initial Incident Command in Fire and Rescue Services (QCF)

The learner will need to meet the requirements outlined below before Edexcel can award the qualification.

Minimum number of credits that must be achieved	6
Number of mandatory units that must be achieved	1

Unit	URN	Mandatory unit	Level	Credit	GLH
1	D/502/9122	Initial Incident Command in Fire and Rescue Services	3	6	45

Edexcel Level 4 Award in Intermediate Incident Command in Fire and Rescue Services (QCF)

The learner will need to meet the requirements outlined below before Edexcel can award the qualification.

Minimum number of credits that must be achieved	5
Number of mandatory units that must be achieved	1

Unit	URN	Mandatory unit	Level	Credit	GLH
2	T/503/9011	Intermediate Incident Command in Fire and Rescue Services	4	5	40

Edexcel Level 6 Award in Advanced Incident Command in Fire and Rescue Services (QCF)

The learner will need to meet the requirements outlined below before Edexcel can award the qualification.

Minimum number of credits that must be achieved	6
Number of mandatory units that must be achieved	1

Unit	URN	Mandatory unit	Level	Credit	GLH
3	D/502/9119	Advanced Incident Command in Fire and Rescue Services	6	6	52

Edexcel Level 7 Award in Strategic Incident Command in Fire and Rescue Services (QCF)

The learner will need to meet the requirements outlined below before Edexcel can award the qualification.

Minimum number of credits that must be achieved	6
Number of mandatory units that must be achieved	1

Unit	URN	Mandatory unit	Level	Credit	GLH
4	R/502/9134	Strategic Incident Command in Fire and Rescue Services	7	6	52

5 Assessment

The table below gives a summary of the assessment methods used in the qualifications.

Units	Assessment method
All units	Centre-devised assessment

Centre-devised assessment (internal assessment)

Each unit has specified learning outcomes and assessment criteria. To pass an internally assessed unit, learners must meet all the assessment criteria. Centres may find it helpful if learners index and reference their evidence to the relevant learning outcomes and assessment criteria.

Centres need to write assignment briefs for learners to show what evidence is required. Assignment briefs should indicate clearly which assessment criteria are being targeted.

Assignment briefs and evidence produced by learners must also meet any additional requirements in the *Information for tutors* section of the unit.

Unless otherwise indicated within *Information for tutors*, the centre can decide what form assessment evidence will take (for example performance observation, presentations, projects, tests, extended writing) as long as the methods chosen allow learners to produce valid, sufficient and reliable evidence of meeting the assessment criteria.

Centres are encouraged to provide learners with realistic scenarios and maximise the use of practical activities in delivery and assessment.

Opportunities to link the delivery and assessment of units with other units should also be encouraged to avoid over assessment.

Further guidance about internal assessment is on our website. See Section 12 for further details.

6 Recognising prior learning and achievement

Recognition of Prior Learning

Recognition of Prior Learning (RPL) is a method of assessment (leading to the award of credit) that considers whether a learner can demonstrate that they can meet the assessment requirements for a unit through knowledge, understanding or skills they already possess and so do not need to develop through a course of learning.

Edexcel encourages centres to recognise learners' previous achievements and experiences in and outside the workplace, as well as in the classroom. RPL provides a route for the recognition of the achievements resulting from continuous learning.

RPL enables recognition of achievement from a range of activities using any valid assessment methodology. If the assessment requirements of a given unit or qualification have been met, the use of RPL is acceptable for accrediting a unit, units or a whole qualification. Evidence of learning must be sufficient, reliable and valid.

Further guidance is available in the policy document *Recognition of Prior Learning Policy*, which is on our Edexcel website, www.edexcel.com/Policies.

Credit transfer

Credit transfer describes the process of using a credit or credits awarded in the context of a different qualification or awarded by a different awarding organisation towards the achievement requirements of another qualification. All awarding organisations recognise the credits awarded by all other awarding organisations that operate within the QCF.

If learners achieve units with other awarding organisations, they do not need to retake any assessment for the same units. The centre must keep evidence of unit achievement.

7 Quality assurance of centres

Pearson's quality assurance system for all BTEC higher level programmes on the QCF at Levels 4-7 will ensure that centres have effective quality assurance processes to review programme delivery. It will also ensure that the outcomes of assessment are to national standards.

The quality assurance process for centres offering Pearson BTEC higher level programmes on the QCF at Levels 4-7 comprises three key components.

Approval process

Centres will be required to seek approval to offer BTEC Level 7 qualifications in Subject through the existing Edexcel qualification and centre approval process. Prior to approval being given, centres will be required to submit evidence to demonstrate that they:

- have the human and physical resources required for effective delivery and assessment
- understand the implications for independent assessment and agree to abide by these
- have a robust internal assessment system supported by 'fit for purpose' assessment documentation
- have a system to internally verify assessment decisions, to ensure standardised assessment decisions are made across all assessors and sites.

Applications have to be supported by the head of the centre (principal, chief executive etc) and include a declaration that the centre will operate the programmes strictly as approved and in line with Pearson requirements.

Monitoring of internal centre systems

Centres will be required to demonstrate ongoing fulfilment of the centre approval criteria over time and across all programmes. The process that assures this is external examination, which is undertaken by Pearson's appointed External Examiners. Centres will be given the opportunity to present evidence of the ongoing suitability and deployment of their systems to carry out the required functions. This includes the consistent application of policies affecting learner registrations, appeals, effective internal examination and standardisation processes. Where appropriate, centres may present evidence of their operation within a recognised code of practice, such as that of the Quality Assurance Agency for Higher Education. Pearson reserves the right to confirm independently that these arrangements are operating to Pearson's satisfaction.

Pearson will affirm, or not, the ongoing effectiveness of such systems. Where system failures are identified, sanctions (appropriate to the nature of the problem) will be applied in order to assist the centre in correcting the problem.

Independent assessment review

The internal assessment outcomes reached for all Edexcel BTEC higher level programmes on the Qualifications and Credit Framework at Levels 4-7 are subject to an independent assessment review by an Edexcel-appointed External Examiner.

The outcomes of this process will be to:

- confirm that internal assessment is to national standards and allow certification

or

- make recommendations to improve the quality of assessment outcomes before certification is released

or

- make recommendations about the centre's ability to continue to be approved for the qualifications in question.

Additional arrangement for ALL centres

Regardless of the type of centre, Pearson reserves the right to withdraw either qualification or centre approval when it deems there is an irreversible breakdown in the centre's ability either to quality assure its programme delivery or its assessment standards.

8 Programme delivery

Centres are free to offer the qualifications using any mode of delivery (for example full time, part time, evening only, distance learning) that meets their learners' needs. Whichever mode of delivery is used, centres must make sure that learners have access to the resources identified in the specification and to the subject specialists delivering the units.

Those planning the programme should aim to enhance the vocational nature of the qualification by:

- liaising with employers to make sure a course is relevant to learners' specific needs
- accessing and using non-confidential data and documents from learners' workplaces
- developing up-to-date and relevant teaching materials that make use of scenarios that are relevant to the sector
- giving learners the opportunity to apply their learning in practical activities
- including sponsoring employers in the delivery of the programme and, where appropriate, in the assessment
- making full use of the variety of experience of work and life that learners bring to the programme.

Centres must ensure that where current legislation is part of a unit that the current legislation is taught.

9 Access and recruitment

Edexcel's policy regarding access to our qualifications is that:

- they should be available to everyone who is capable of reaching the required standards
- they should be free from any barriers that restrict access and progression
- there should be equal opportunities for all those wishing to access the qualifications.

Centres are required to recruit learners to BTEC specialist qualifications with integrity.

Applicants will need relevant information and advice about the qualification to make sure it meets their needs.

Centres should review the applicant's prior qualifications and/or experience, considering whether this profile shows that they have the potential to achieve the qualification.

For learners with disabilities and specific needs, this review will need to take account of the support available to the learner during teaching and assessment of the qualification. The review must take account of the information and guidance in *Section 10, Access to qualifications for learners with disabilities or specific needs*.

10 Access to qualifications for learners with disabilities or specific needs

Equality and fairness are central to our work. Edexcel's Equality Policy requires that all learners should have equal opportunity to access our qualifications and assessments and that our qualifications are awarded in a way that is fair to every learner.

We are committed to making sure that:

- learners with a protected characteristic (as defined by the Equality Act 2010) are not, when they are undertaking one of our qualifications, disadvantaged in comparison to learners who do not share that characteristic
- all learners achieve the recognition they deserve from undertaking a qualification and that this achievement can be compared fairly to the achievement of their peers.

Learners taking a qualification may be assessed in British sign language or Irish sign language where it is permitted for the purpose of reasonable adjustments.

Details on how to make adjustments for learners with protected characteristics are in the policy document Reasonable Adjustment and Special Considerations for BTEC and Edexcel NVQ Qualifications, which is on our website, www.edexcel.com/Policies/

11 Units

Unit format

Units have the following sections.

Unit title

The unit title is on the QCF and this form of words will appear on the learner's Notification of Performance (NOP).

Unit reference number

Each unit is assigned a unit reference number that appears with the unit title on the Register of Regulated Qualifications.

QCF level

All units and qualifications within the QCF have a level assigned to them. There are nine levels of achievement, from Entry to level 8. The QCF Level Descriptors inform the allocation of the level.

Credit value

When a learner achieves a unit, they gain the specified number of credits.

Guided learning hours

Guided learning hours are the times when a tutor, trainer or facilitator is present to give specific guidance towards the learning aim for a programme. This definition covers lectures, tutorials and supervised study in for example open learning centres and learning workshops. It also includes assessment by staff where learners are present. It does not include time spent by staff marking assignments or homework where the learner is not present.

Unit aim

This gives a summary of what the unit aims to do.

Essential resources

This section lists any specialist resources that are needed to deliver the unit. The centre will be asked to make sure that these resources are in place when it seeks approval from Edexcel to offer the qualification.

Learning outcomes

The learning outcomes of a unit set out what a learner knows, understands or is able to do as the result of a process of learning.

Assessment criteria

The assessment criteria specify the standard required by the learner to achieve the learning outcome.

Unit amplification

This section gives further clarification on what a learner needs to know to achieve a learning outcome. Information in brackets gives exemplification for specific areas of knowledge.

Information for tutors

This section gives tutors information on delivery and assessment. It usually contains the following sub-sections.

- *Delivery* – explains the content's relationship to the learning outcomes and offers guidance on possible approaches to delivery.
- *Assessment* – gives information about the evidence that learners must produce, together with any additional guidance if appropriate. This section should be read in conjunction with the assessment criteria.
- *Indicative resource materials* – lists resource materials that can be used to support the teaching of the unit, for example books, journals and websites.

Unit 1: Initial Incident Command in Fire and Rescue Services

Unit reference number: D/502/9122

QCF level: 3

Credit value: 6

Guided learning hours: 45

Unit aim

This unit aims to accredit the knowledge and skills development of Fire and Rescue Service learners in providing operational command responses.

Achievement of the unit will confirm that people, once developed, are ready to work, but are not competent, as an incident commander (initial level). This level is typified by the rider officer who will demonstrate the ability to command and control operations at a task-focused supervisory level or to control a more serious or escalating incident in the early stages until relieved of command by a supervisory officer.

Essential resources

The following resources are required for this unit:

- suitable incident command IT simulation or table-top exercises
- audio/visual recording and playback facilities
- relevant appliance, equipment and personal protection equipment.

Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes	Assessment criteria	Unit amplification
1 Understand the key principles of the Incident Command System (ICS)	1.1 Describe the 3 functional areas of the Incident Command System (ICS)	<ul style="list-style-type: none"> □ Functional areas, eg the elements of incident command in three functional areas, ie organisation on the fireground, incident risk management, command competence □ Constituents of the ICS system, eg operational command, operational incident management, leadership, functional command □ How control processes flow from the constituents of the IC system
	1.2 Describe the 3 levels of management applied at operational incidents	<ul style="list-style-type: none"> □ Incident commander, eg the nominated competent person, how to identify, the senior officer □ Leadership and management in the domain of incident command □ The features of and difference of the three levels of command and control eg bronze (operations), silver (tactical) and gold (strategic) □ The emergency responders model, eg Operational, Tactical and Strategic

Learning outcomes	Assessment criteria	Unit amplification
	1.3 Identify the role of other agencies within the ICS	<ul style="list-style-type: none"> □ Agencies relevant for this level of incident command, eg police, ambulance service, local authority, media □ Details of other agencies in relation to the Civil Contingencies Act 2004 and subsequent updates □ How each agency aligns within each level of strategic command, eg Bronze, Silver and Gold
	1.4 Describe the common framework under which Category 1 and 2 responders integrate at multi-agency incidents	<ul style="list-style-type: none"> □ The common framework and its purpose □ Common framework Category 1, responders initial attendance □ Escalating incidents to Category 2 responders
2 Understand the roles and responsibilities of personnel within the incident command structure	2.1 Explain the role and responsibilities of the incident commander at operational level	<ul style="list-style-type: none"> □ Identifying the ICS Commander □ Gathering information, eg local knowledge, operational risk databases, local responsible person □ Setting objectives, eg save life, risk reduction, environmental, extinguish/deal with emergency □ Development and implementation of the operational plan as the incident develops □ Decision-making plan, eg type of incident; resource requirements; safe system of work as appropriate to hazards and risks present □ Coordination of communications between fire service personnel on the scene, eg cross service communication, communication up and down the command structure □ Coordination of communications between personnel off the scene, eg. Control room, other service personnel, media, local government, utility companies

Learning outcomes	Assessment criteria	Unit amplification
2.2	Explain the role and responsibilities of the Sector Commander at incidents	<ul style="list-style-type: none"> □ Purpose of sector commander, eg limit of the span of control □ Roles and responsibilities eg principal focus on command and control to ensure the achievement of the incident commander's objectives within each sector, resources, resource deployment, development to tactical mode, health and safety of personnel and members of the public
2.3	Describe the relationship between the incident commander, the sector commander and the incident command system	<ul style="list-style-type: none"> □ Leadership and management of incident relations □ The essential communication between incident commander and sector commanders, eg briefing of crews, debriefing of crews, establishing effective communications, ground radio channels and call signs, use of local systems where available, declaring tactical mode, communicating the plan, ensuring objectives are met, receiving and providing progress updates, managing information flows, verbal and written communication requirements
2.4	Identify the role and responsibilities of Command Support	<ul style="list-style-type: none"> □ The Incident Command (IC) appliance, how it is identified, duties and responsibilities of the IC appliance □ Role of command support, eg management of the scene, communications, record keeping, liaison with other agencies

Learning outcomes	Assessment criteria	Unit amplification
	2.5 Outline the progression at an incident from first pump attending to the arrival of a dedicated vehicle	<ul style="list-style-type: none"> □ Progression, eg including escalation in relation to incident, increasing level of command and control □ Communicating progression to local and off-site agents, eg personnel on incident ground, fire service mobilising control
	2.6 Explain the responsibility for determining the cause of an incident	<ul style="list-style-type: none"> □ Responsibility for determining the cause of an incident, eg for coroner's court, national fire statistics, initial reference to FDR1 Fire Report, civil and criminal investigation □ Reasons for determining the cause of an incident, eg Regulatory Reform (Fire Safety) Order 2005 and subsequent updates, legal liability, health and safety legislation
	2.7 Define the range and the types of evidence available at an operational incident	<ul style="list-style-type: none"> □ Evidence, eg physical, photographic, witness, documentary, statements, identification of key personnel, actions undertaken and why
3 Understand the requirements for the successful management of risk at operational incidents	3.1 Define a hazard, risk and control measure	<ul style="list-style-type: none"> □ Risk, a situation involving exposure to danger, eg. Fire, obstruction, traffic, building/structural collapse □ Hazard, eg situation causing danger, peril, risk or difficulty □ Control measure, eg any measure to control risk, how control measures can be applied at an incident

Learning outcomes	Assessment criteria	Unit amplification
3.2	Define the categories of risk assessment utilised within the United Kingdom Fire and Rescue Service (UKFRS)	<ul style="list-style-type: none"> □ Strategic risk assessment, eg risk surveys to identify specific areas of concern □ Systematic, eg decide on priorities, set objectives to eliminate or reduce risks □ Dynamic, eg the timely, continuous assessment of risk in a rapidly changing environment
3.3	State the UKFRS risk philosophy applied to the management of risk at operational incidents	<ul style="list-style-type: none"> □ UKFRS risk philosophy, eg will take some risk to save a saveable life, may take some risk to save saveable property, will not take risk to save life or property that are already lost
3.4	Detail the Dynamic Risk Assessment flowchart employed at operational incidents	<ul style="list-style-type: none"> □ Step 1, evaluate the situation □ Step 2, introduce and declare tactical mode □ Step 3, select safe systems of work □ Step 4, assess the chosen systems of work □ Step 5, introduce additional control methods □ Step 6, reassess systems of work and additional control methods
3.5	Explain the tactical mode options available at incidents	<ul style="list-style-type: none"> □ Offensive, ie where safe systems of work are deployed and adequate control measures are deployed □ Defensive, ie where risks to fire and rescue service crews are excessive □ Transitional where employed by FRS, ie where an incident is sectorised with variation in the modes of operation between sectors so both offensive and defensive modes are in operation at the same time

Learning outcomes	Assessment criteria	Unit amplification
	3.6 Identify the hierarchy of control measures in relation to managing risks	<ul style="list-style-type: none"> □ Hierarchy of control measures, ERIC PD (Eliminate, Reduce, Isolate, Control), PPE (personal protective equipment)
	3.7 Explain the importance of evidence preservation	<ul style="list-style-type: none"> □ Types of evidence, eg demonstrative, documentary, testimonial □ Importance of evidence preservation, eg local evidence court awarding bravery (meritorious actions), debrief developing/improving systems, informing future training needs, civil or criminal proceedings, national fire statistics, coroner's court
4 Understand the need for effective lines and methods of communication at incidents	4.1 Identify the lines of communication available at incidents in relation to an Incident Commander's span of control	<ul style="list-style-type: none"> □ Lines of communication the incident commander has to maintain at a local level at the scene and mobilising control □ Incident commanders span of control, eg direct or indirect reports from individuals, crews or sectors
	4.2 Describe the impact of poor or inappropriate communication*	<ul style="list-style-type: none"> □ Features of good communications within the incident context □ Impact of poor or inappropriate communication, eg loss of risk critical information, decision-making compromised, increased risk to personnel safety, ineffective control of incident, inefficient deployment and use of resources, team working at risk, individual frustration, catastrophic event
	4.3 Describe the methods of briefing of crews at operational incidents	<ul style="list-style-type: none"> □ Crew briefing methods, eg face to face, radio, sector commanders □ When, eg en-route, following an initial assessment, continuous

* please refer to assessment guidance for additional clarification

Learning outcomes	Assessment criteria	Unit amplification
	4.4 Describe the standard model for sectorisation utilised by the UKFRS at operational incidents	<ul style="list-style-type: none"> □ Standard model, eg sector 1 at the front or main scene of operation, progression in a clockwise direction, sector 3 normally at rear □ Purpose of sectorisation, eg managing large volumes of activity, provide a clear line of reporting □ Sectorisation of incidents, eg delegate a range of tasks, shared responsibility and authority □ Lines and methods of communication with and between sectors
5	5.1 Be able to plan an initial response to an operational incident	<ul style="list-style-type: none"> □ Planning stage of the decision-making model, eg task event, resources, risks to property and environment, safety issues, involvement of other agencies
	5.2 Apply a command structure as appropriate to the needs of an operational incident	<ul style="list-style-type: none"> □ Command structure, eg Gold (Strategic), Silver (Tactical), Bronze (Operational) □ Command roles within the command structure, eg Gold (Strategic) ie overall policy of command and control, Silver (Tactical), ie planning and co-ordination of the actions determined at the strategic command, Bronze (Operational), ie implementation of orders from tactical level
	5.3 Determine initial action against available resources including their limitations and capabilities	<ul style="list-style-type: none"> □ Establishing an initial plan of action against resources and their limitations, eg available at the scene, additional requests, location of resources and travel distance, capabilities of resources □ Initial actions, eg measures to minimise risks, identification of objectives, prioritisation of objectives, hierarchy of control measures

Learning outcomes	Assessment criteria	Unit amplification
	5.4 Develop objectives through a comprehensive assessment of the known and anticipated risks	<ul style="list-style-type: none"> □ Deciding, eg information about event, information about resources, information about risk and benefit, gathering information, reviewing information, setting objectives, planning, communicating, controlling, continuous evaluating □ Cyclical nature of objective setting, constant review and evaluation, use of information to reshape objectives
	5.5 Apply tactical considerations appropriate to all tasks and objectives during all phases of an operational incident	<ul style="list-style-type: none"> □ Phases of an operational incident □ Tactical considerations □ Tasks and objectives □ How the tactical plan is implemented
6 Be able to implement actions to meet planned objectives	6.1 Identify the significant findings of the risk assessment processes	<ul style="list-style-type: none"> □ How to determine significant findings □ Risk assessment in the fire service, eg to minimise risk, safety briefings, recognised safe systems of work, teams to be familiar with each other and trained together
	6.2 Implement control measures and record as appropriate	<ul style="list-style-type: none"> □ Developing a safe system of work, eg pre-planning and training, sufficient competence of teams to carry out the tasks safely □ Chosen systems of work, eg risks involved are proportional to the potential benefits □ Control measures, eg objectives understood, responsibilities clearly allocated, safety measures are understood □ Recording measures appropriately, eg what to record, methods of recording

Learning outcomes	Assessment criteria	Unit amplification
6.3	Maintain ongoing communication on planned actions to those involved in implementation	<ul style="list-style-type: none"> □ How to maintain effective ongoing communication □ Personnel involved in implementation □ Importance of maintaining clear communications, eg meeting objectives, clear lines of command, accurate information provided to incident commanders □ Impact of ineffective or poor communications, eg orders not clear, misunderstanding between agencies, inaccurate information provided to incident commanders
6.4	Deploy appropriate resources to meet the needs of the incident	<ul style="list-style-type: none"> □ Different types resources required to meet the needs of an incident, eg human, physical □ Selection of the appropriate resource(s) to meet the needs of the incident, eg specialist appliances, personnel □ Availability of specialist resources from partner agencies
6.5	Re-evaluate the plan at regular intervals and re-deploy and adjust as appropriate	<ul style="list-style-type: none"> □ Determining when to and the frequency of plan re-evaluation □ Re-evaluation of plan, eg gather information, reassess safe systems of work and additional control measures required □ Adjusting plan, eg deploy additional resources, establish new safety cordon, re-sectorisation of incident

Learning outcomes	Assessment criteria	Unit amplification
	6.6 Identify signs and symptoms of stress in relation to trauma and/or work-based activity*	<ul style="list-style-type: none"> □ Importance of evaluating the plan's effect on human resources eg heat stress, heat exhaustion, dehydration, physical injuries, identified conditions as a result of the nature of the incident □ How to identify the signs and symptoms of stress, eg feedback from sectors, visual observation of individuals, listening, assessing effect of actions
	6.7 Implement actions to reduce the exposure to and impact on operational personnel and casualties	<ul style="list-style-type: none"> □ Importance of communication, attendance of other agencies as pre-requirements, eg ambulance service □ Exposure and impact reduction actions, eg task allocations to personnel, use of resources, privacy/dignity shield for casualty, crew rotation
	6.8 Identify contingency measures in the event of an unplanned or uncontrolled event or escalation*	<ul style="list-style-type: none"> □ How to identify contingency measures □ Tactical and emergency with-drawals, eg allocate safety officer, head counts, role calls collection of nominal role boards □ Increase in use of resources to deal with escalation, eg additional personnel, physical specialist and additional appliances □ Incident upgrades in relation to requesting further resources
7 Be able to close down the operational phase of an incident	7.1 Instigate measures to hand over control of an incident to an appropriate person, agency or authority	<ul style="list-style-type: none"> □ The 'handover' of control of an incident, eg identification of the appropriate person relevant to the risk, ensure continuity of action, safety, communications made, resources, documentation

* please refer to assessment guidance for additional clarification

Learning outcomes	Assessment criteria	Unit amplification
	7.2 Preserve potential evidence identified at the incident	<ul style="list-style-type: none"> □ Potential evidence, eg product, physical, witness statements, direct observation □ How to collect, secure, record and store evidence for potential investigation by internal and external agencies
	7.3 Identify any unresolved hazards and associated risks at close down of the incident	<ul style="list-style-type: none"> □ Hazards and risks from incidents no longer being dealt with, eg collapse, cylinders, hazardous materials, re-ignition, structures that are dangerous and open to the elements, public access prevention
	7.4 Take action to minimise any unresolved hazards and associated risks within operational constraints	<ul style="list-style-type: none"> □ Operational constraints eg time, human resources, physical resources, expertise required □ Minimising actions involving fire service resources □ Minimising actions involving other agencies, eg for collapse (local authority engineer), hazard material (appropriate licensed contractor to deal with the material), excluding public (inform police)
	7.5 Secure the availability of resources for further deployment at the earliest opportunity	<ul style="list-style-type: none"> □ Secure availability on completion of incident, eg make up risk critical equipment first, inform mobilising control if or if not available
8 Be able to debrief people following incidents	8.1 Conduct a post-incident debrief through open and constructive discussion	<ul style="list-style-type: none"> □ How to create an environment for open and constructive discussion □ Personnel to debrief, eg agencies, fire service personnel □ De brief features and content, eg feedback, timing of feedback, acknowledge success; identify strengths and weaknesses, development/action, points for future incidents, hot de-brief, performance review of operations, performance review of command

Learning outcomes	Assessment criteria	Unit amplification
8.2	Measure performance against agreed standards relevant to defined roles	<ul style="list-style-type: none"> <input type="checkbox"/> Use of the current national occupational standards to measure performance against
8.3	Identify opportunities to improve future personal, team and organisational performance	<ul style="list-style-type: none"> <input type="checkbox"/> Importance of continual performance improvement, eg effective management of response, learning from experience ie success and mistakes, saving life and preserving property, knowledge and skills development <input type="checkbox"/> Methods of measuring performance of personal, team and organisation, eg gathering information, collecting statements, recording information to be fed into the strategic decision-making process at the systematic level <input type="checkbox"/> Opportunities to improve personal performance, eg further training, exposure to a greater frequency of incidents or different type of incidents, using a mentor, performance monitoring officer <input type="checkbox"/> Opportunities to improve organisational performance, eg feedback regarding the suitability of equipment, policies and procedures in dealing with a particular type of incident
8.4	Immediately address risk critical issues identified through performance of people, equipment, working practices, policies and systems	<ul style="list-style-type: none"> <input type="checkbox"/> Types of risk critical issues <input type="checkbox"/> How to address issues, eg reporting to line managers and sector incident commanders further up the chain of command, actions required
8.5	Record the process and report findings appropriately	<ul style="list-style-type: none"> <input type="checkbox"/> Recording requirements <input type="checkbox"/> Reporting the findings

Information for tutors

Delivery

Delivery of this unit requires both theoretical input and opportunities for practical application. Learning outcomes 1–4 can be delivered using formal teaching methods such as lecture, case study analysis, discussion and role play. These could be used to generate evidence, as could role play in the appropriate settings. Use should be made of examples of high-profile incidents involving media coverage and cases where the incident commander has been held accountable for their actions.

Learning outcome 1 enables the learners to develop an underpinning understanding of the Incident Command System (ICS). This should be delivered using a theoretical approach to show how the ICS has been developed and the key roles played by all involved. The use of guest speakers and case studies will also enhance delivery of this learning outcome.

Delivery of learning outcome 2 can be supported through the use of hierarchical diagrams to demonstrate the roles and responsibilities of differing levels of command. Again, this could be supported by guest speakers from a range of agencies to demonstrate the integrated approach taken to incident command.

Learning outcome 3 focuses on risk management; tutors should refer to the details in the *Fire and Rescue Manual Volume 2 – Fire Service Operations, Incident Command 3rd Edition*. This publication provides detailed guidance on risk assessment at all levels within fire and rescue service activities. Coverage of evidence preservation and its importance is also required within the context of risk management at operational incidents.

Learning outcome 4 examines the lines and methods of communication. The use of case studies that illustrate effective and ineffective communication would enhance delivery, and enable learners to differentiate between and develop an understanding of the importance of maintaining effective lines of communication. Role play can also provide valuable experience for learners to enhance their understanding and skills.

For learning outcomes 5–8, a more practical approach could be adopted, whenever possible, with criteria being integrated. It is recommended that a theoretical input is followed by example(s) of the theory in practice. This could be achieved through an IT simulation, role play or a table-top scenario.

Assessment

Learning outcomes 1–4 may be assessed in a learning and development environment. For assessment criterion 4.2, learners may provide details of the impact in relation to either poor communication or inappropriate communication.

Learning outcomes 5–8 should be assessed in a simulated work environment covering both the incident commander and sector commander roles. For assessment criterion 6.6, the learner must demonstrate that they are able to identify signs and symptoms of stress in relation to one of or both trauma and work-based activity. Assessment criterion 6.8 requires the learner to identify the contingency measures in relation to one of the three items given ie one of unplanned event, uncontrolled event, escalation.

Centres will devise and undertake the assessment of learners for this unit.

Learners must meet all assessment criteria to pass the unit.

Learners will produce written and/or oral evidence, and this can be supported by observation records and witness testimony which demonstrate the learner's ability to develop an appropriate incident planning scenario.

Indicative resource materials

Documents

Fire and Rescue Manual Volume 2 – Fire Service Operations, Incident Command 3rd Edition (The Stationery Office, 2008) ISBN 978-0-11-341325-8 (also available as a free download from: www.communities.gov.uk/publications/fire/incidentcommand3rd)

Fire and Rescue Services Act 2004 (free to download from www.legislation.gov.uk/ukpga/2004/21/pdfs/ukpga_20040021_en.pdf)

Fire Service Guides to Risk Assessments (free to download from www.communities.gov.uk/fire/firesafety/firesafetylaw/)

FRS Circular 25/2010 - Standard Operating Procedures Guide for Multi-Agency Airwave Interoperability (free to download from www.communities.gov.uk/publications/fire/fsc252010)

Websites

www.emergencyservicespress.co.uk/fire/index
Details of recent incidents

www.hse.gov.uk
Health and Safety Executive compliance information

Unit 2: Intermediate Incident Command in Fire and Rescue Services

Unit reference number: T/503/9011

QCF level: 4

Credit value: 5

Guided learning hours: 40

Unit aim

This unit aims to accredit the knowledge and skills learners have developed in providing operational command responses.

Achievement of the unit will confirm that people, once developed, are ready to work, but are not competent, as a tactical level incident commander (intermediate level). This level is typified by a responding tactical commander who will demonstrate the ability to review and determine incident status, assume responsibility and take over command and control operations at middle manager level.

Essential resources

The following resources are required for this unit:

- suitable incident command IT simulation or table-top exercises
- audio/visual recording and playback facilities
- relevant appliance, equipment and personal protection equipment.

Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes	Assessment criteria		Unit amplification
1 Understand the roles, responsibilities and limits of authority within the Incident Command System (ICS)	1.1	Explain the role and responsibilities of the Incident Commander at Tactical level	<ul style="list-style-type: none"> □ Role, eg manage the incident, prioritising, allocating resources, obtaining additional resources when required □ Key function, eg consequence management, maintain degree of control in relation to size and demands of the incident □ Considerations during 'handover' of information, eg deciding to take over as officer in charge, existing plan, risk assessment and tactical mode, adequacy of resources, effectiveness of communications, review of command structure, evaluation of the tactical plan, welfare issues, effective liaison with other agencies, initiate any required investigation, relevant points for debriefing
	1.2	Describe the performance criteria involved in leading, monitoring and supporting people to resolve operational incidents	<ul style="list-style-type: none"> □ Leading requirements □ Monitoring practice requirements □ Supportive practice requirements □ Ensuring operational incident outcomes are achieved, eg reviewing and determine incident status, taking responsibility and implement action plan to support those involved in the incident, enable a debrief following the resolution of incident

Learning outcomes	Assessment criteria		Unit amplification
	1.3	Identify the role and responsibilities of Command Support at Tactical (Silver) level incidents, including the role of Command Support Officer	<ul style="list-style-type: none"> □ Role and responsibilities, eg tactical modes declaration, ie Offensive Mode, Defensive Mode and Transitional Mode, operate the tactical mode where used by FRS ie in terms of the outcome of the strategic decision, its currency □ Role of the command support officer
	1.4	Identify potential limits to the authority of the Incident Commander	<ul style="list-style-type: none"> □ Potential limits, eg capacities, objectives and constraints of other responding agencies, inter-working agreements
2	2.1	Explain the need for effective command decision making	<ul style="list-style-type: none"> □ Decision-making, eg challenge of the time pressured environment, continuous in response to developing situation, minimisation of stress for all, minimise injuries, maximise safety, minimise damage and/or loss, establish and maintain confidence in command □ Decision-making approaches, eg naturalistic decision-making (NDM), recognition-primed decision model (RPD)
	2.2	Identify the four styles used within the United Kingdom Fire and Rescue Service	<ul style="list-style-type: none"> □ Four decision styles and attributed cognitive processes, eg creative problem solving, analytical option comparison, procedural/standard operating procedures, intuitive/recognition-primed decisions (RPD)
	2.3	Explain the benefits of the decision-making model employed by the United Kingdom Fire and Rescue Service	<ul style="list-style-type: none"> □ Benefits, eg a tool for dynamic risk assessment (DRA), framework for any task or event, aid to the identification of when policy, procedures or equipment need to be introduced or improved, applicable to all personnel and to the service, ie confirm best practice, identify training needs

Learning outcomes	Assessment criteria	Unit amplification
2.4	Explain how to select and apply a range of tactics to resolve different types of operational incidents	<ul style="list-style-type: none"> □ Select and apply tactics, eg operate within a risk control process ie evaluate the situation, introduce and declare tactical mode, select safe system of work, assess the chosen system of work, introduction of additional control measures, reassess systems of work and additional control methods □ Different types of operational incident
2.5	Explain the term 'situational awareness' and its relevance to the role of Incident Commander	<ul style="list-style-type: none"> □ Situational awareness, eg an awareness of the incident environment, situation assessment □ Relevance to role, eg fundamental to effective decision-making processes ie problem recognition, diagnosis to develop a rational action plan
2.6	Describe the key elements of leadership within the role of Incident Commander	<ul style="list-style-type: none"> □ The IC as a leader, eg key attributes, weight of emphasis on the management or behavioural requirements that are required to achieve the desired result □ Leadership embodiment, eg of concepts, of command, control organisation and duty □ Aspire model, eg the three leadership domains ie operational, political, personal □ Leadership styles and behaviours

Learning outcomes	Assessment criteria	Unit amplification
3 Understand the principles of successful risk management at operational incidents	<p>3.1 Summarise the key points of the United Kingdom Fire and Rescue Service philosophy in minimising and controlling risks to operational personnel</p> <p>3.2 Explain the concept of the United Kingdom Fire and Rescue Service philosophy in minimising and controlling risks to operational personnel</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Philosophy, eg role of the fire and rescue service <input type="checkbox"/> Operational procedures and practices, eg promote safe systems of work, used so far as reasonable and practicable <input type="checkbox"/> Team working, eg working in a team, work together as teams, whenever practicable teams to be made up of people who are familiar with each other and have trained together <input type="checkbox"/> Suitable and sufficient assessments of the risk, eg hazard identification, identify who might be harmed and how, evaluate operational personnel risks, decide precautions, record findings and planned action, implement planned actions, continually review the assessment and update if necessary <ul style="list-style-type: none"> <input type="checkbox"/> Philosophy concept <input type="checkbox"/> Generic risk assessment use, eg reduce risk assessment time, forms foundation for dynamic risk assessment (DRA's), Fire and Rescue Service Standard Operating Procedures (SOPS) and training schemes, assist in completion of analytical risk assessments (ARA's) <input type="checkbox"/> Generic risk assessment provides, eg activity scope, significant hazards and risks, key control measures, technical references, list of considerations, summary <input type="checkbox"/> Dynamic risk assessment (DRA), ie the timely and continuous assessment of risk carried in a rapidly changing environment <input type="checkbox"/> DRA outcome as the declaration of tactical mode

Learning outcomes	Assessment criteria	Unit amplification
	<p>3.3 Describe how to identify and control a strong appetite for risk in others</p>	<ul style="list-style-type: none"> □ Identify, eg observation of personnel, listening, body language, verbal communication, tone and language use, team member concerns, damage to or wastage of resources □ Risk appetite control actions, eg clear indication of action(s) required, state how actions are to be implemented, check awareness of risk behaviour implications on self and others, identify individual's concept of acceptable/not acceptable risk, close supervision and performance correction, engaging team members in control of risk

Learning outcomes	Assessment criteria	Unit amplification
<p>4 Understand the methods and types of communication systems available both at incidents and remotely</p>	<p>4.1 Explain the importance of effective communication in recognising poor or inaccurate information and taking action to rectify*</p>	<ul style="list-style-type: none"> □ Importance, eg maximising safety of personnel, ensuring team confidence in command, awareness of the tactics being employed by the incident commander, effective control of incident, maximising use and impact of resources □ Effective communication, eg between the incident commander to crews and vice versa □ Effective communications with mobilising control, eg relay of messages and information to ensure an accurate picture of the incident is maintained and recorded □ Features of effective communication, eg continuous, respectful, authoritative, unambiguous, effective listening skills □ Extent of briefings with crews with differing levels of experience, eg the pre-briefing for small fires that crews regularly deal, where crews have little experience and there is a high risk factor □ Recognising poor or inaccurate information, eg details missing, receiver demonstrates signs of confusion, failure of information flow □ Taking action, eg checking for a common understanding of requirements and actions, clarifying requirements with personnel, coordinating □ Spans of control, eg purpose, ideal

* please refer to assessment guidance for additional clarification

Learning outcomes	Assessment criteria	Unit amplification
4.2	Describe the types and methods of communication available to an Incident Commander at Tactical level	<ul style="list-style-type: none"> □ Types and methods, eg verbal, radio, mobilising control, risk assessments, listening, non-verbal □ Effective communications, eg information as an important asset, using systems effectively □ Communication challenges, eg operational issues, effect on the ability to start, coordinate and complete effective operations □ Management of communication, eg balance of communication, information overload action, resolving lack of sufficient information
4.3	Identify a range of remote information sources available to an Incident Commander	<ul style="list-style-type: none"> □ Remote information sources, eg Fire Service Mobilising Control, agencies, scientific advisers
4.4	Detail the unique role of Command Support in establishing effective communications at incidents	<ul style="list-style-type: none"> □ Command support role, eg under the guidance of the Incident Commander, span of control □ Establishing effective communications, eg links with the FRS control, allocation of incident ground radio channels and correctly allocated call signs, with sector commanders, with other agencies, direct agreed radio channels or simple verbal communications, utilise local systems □ Maintain effective liaison with other agencies, eg tactical liaison with other emergency services, technical specialists, media

Learning outcomes	Assessment criteria	Unit amplification
	4.5 Explain the requirement to ensure effective briefings are undertaken in the role of Incident Commander at Tactical level	<ul style="list-style-type: none"> □ Ensure effective briefings, eg gather essential information, issue of orders, receiving situation reports □ Extent of briefings with crews with differing levels of experience, eg pre-briefing for small fires that crews regularly deal with, where crews have little experience, where there is a high risk factor
5 Understand the benefits of inter-operability and the contribution of other agencies to the provision of specialist advice and support	5.1 Explain the need for effective liaison with other agencies to achieve desired outcomes	<ul style="list-style-type: none"> □ Need for effective liaison, eg understanding other agency command and control systems, necessity of continuous inter-agency liaison, criticality of continuous liaison in incident resolution □ Other agencies, eg police, ambulance services, local authority personnel, Women's Royal Voluntary Service, media □ Liaison with, eg most senior officers of each agency committed within the area of operations to assume tactical command of the event or situation, others

Learning outcomes	Assessment criteria	Unit amplification
	<p>5.2 Discuss the provision of information to other agencies which may assist in their decision making</p>	<ul style="list-style-type: none"> □ Provide information, eg individual, group briefing, agency specific, multi-agency □ Methods of providing information, eg face to face, radio, video link, telephone, wiser (wireless information system for emergency responders) □ Establishing a set of common objectives, eg saving and protecting life, relieving suffering, containing the emergency to limit its escalation or spread, providing the public with warning, advice and information, protecting the health and safety of personnel, safeguarding the environment, protecting property, maintaining normal services at an appropriate level, promoting and facilitating self-help in the community □ Evaluate, eg the response and recovery effort to identify lessons to be learned □ Other agencies, eg police, ambulance service, local authority, scientific advisers

Learning outcomes	Assessment criteria	Unit amplification
5.3	Identify the implications of establishing a successful media strategy at a developing incident	<ul style="list-style-type: none"> □ Implications, eg managing media to support emergency service needs, securing public confidence, clear and timely information and advice available to the public, establishes cooperation, promotes safety □ Establishing, eg incorporating in contingency planning, defining key communication objectives, identifying and managing the needs of different types of media organisations, ensuring accurate content, timely information flow, communication style used to establish confidence, coordinating information □ Media types, eg radio and television broadcasting, print and text services □ Incident information sources, eg police, fire service, ambulance service
5.4	Identify the benefits of inter-operability in obtaining and acting upon specialist advice and support from other agencies	<ul style="list-style-type: none"> □ Benefits of inter-operability, eg set clear direction, monitor progress, coordinate resources, exchange mission and decision critical information rapidly and timely, coordinate a common response □ Inter-operability in fire and rescue service policies for effective incident command, eg for local, regional, routine cross border mutual aid operations, and larger scale incidents involving deployment of national assets such as urban search and rescue, mass decontamination □ Communicate and agree changes, eg policy, terminology, technology, working procedures

Learning outcomes	Assessment criteria		Unit amplification
6 Be able to review and determine the status of operational incidents	6.1	Obtain all appropriate information relevant to the incident, resolving any conflicts or discrepancies in existing sources against current incident status*	<ul style="list-style-type: none"> <li data-bbox="280 315 448 1158">□ Obtain information, eg the current plan, priorities, actions, effect of actions and progress made, outcome of any risk assessment, the command structure, communication lines, resources, welfare issues, details of other agencies, contribution of other agencies, progress of other agencies <li data-bbox="472 315 632 1158">□ Current incident status, eg awareness of the duties of the Incident commander at Tactical (Silver) level, reporting to command support, book in attendance, make contact with IC, exchange of relevant information with regard to the incident <li data-bbox="655 315 823 1158">□ Command of incident decision-making, eg decision to take over, mentor at scene or the incident, remain at the scene in a mentoring or monitoring role, allow the existing incident commander to remain in charge, communicate to all relevant parties <li data-bbox="847 577 871 1158">□ How to resolve conflict or discrepancies

* please refer to assessment guidance for additional clarification

Learning outcomes	Assessment criteria	Unit amplification
6.2	Confirm with relevant personnel: <ul style="list-style-type: none"> □ the existing plan and current progress □ priorities and actions to resolve the incident □ risk assessments completed □ existing tactical mode □ the incident command structure □ lines of communication □ resources deployed and those anticipated □ welfare issues 	<ul style="list-style-type: none"> □ Relevant personnel, eg incident commander, mobilising control □ Means of confirmation with personnel, eg verbal, written record □ Confirm, eg points considered, plan against agreed tactical priorities, safe systems of working informed by risk assessments, communication effectiveness, recording of communications, command structure, tactical plan, roles, risk versus benefit analysis, welfare issues, other agency working towards objectives, need for any investigations, collection of information for later use
6.3	Confirm current action complies with relevant legislation and protocols	<ul style="list-style-type: none"> □ Legislation compliance confirmation, eg health and safety □ Acceptable level of protection at operational incidents, eg to operate at the three different levels (strategic, systematic and dynamic) □ Protocol prioritisation of safety, eg dynamic risk assessments, SOPs (Standard Operating Procedures), SIPs (Standard Incident Procedures)
6.4	Review application of safe systems of work at operational incidents	<ul style="list-style-type: none"> □ Application of safe systems, eg task weighed carefully against the risk, management of health and safety ie moral, economic and legal

Learning outcomes	Assessment criteria	Unit amplification
	6.5 Evaluate the tactical plan, giving support to the existing Incident Commander in resolving an operational incident	<ul style="list-style-type: none"> □ Tactical plan evaluation, eg pre-planning arrangements such as SOPs (Standard Operational Procedures), on arrival ie such as identifying risks to crews, the public, the environment, resource requirements
7 Be able to assume responsibility for implementing action to support those involved in operational incidents	7.1 Take command of the incident	<ul style="list-style-type: none"> □ Command transfer, eg disciplined and formal manner, supportive, acknowledge the contribution of others, communicate change to relevant personnel, identification of incident commander
	7.2 Implement a plan to: <ul style="list-style-type: none"> □ take account of all available information and anticipated risks □ confirm roles, responsibilities, tasks and communications channels □ ensure the command structure remains relevant □ match resources to meet the needs of the incident □ ensure appropriate tactical considerations 	<ul style="list-style-type: none"> □ Plan purpose, eg command and control, tactical planning, to provide overall management of the incident □ Taking account of information and risks □ Roles, responsibilities, tasks and communication channels □ Command structure relevance □ Matching resource needs, eg personnel and equipment resources, deployment of resources □ Plan implementation, eg coordination of the sector operations, running the incident
	7.3 Conduct dynamic and analytical risk assessment processes	<ul style="list-style-type: none"> □ Dynamic risk assessments □ Analytical risk assessments
	7.4 Interpret and record results of dynamic and analytical risk assessment	<ul style="list-style-type: none"> □ Interpret information, eg about the event/task, resources, risk and benefits, information on progress □ Recording requirements

Learning outcomes	Assessment criteria	Unit amplification
7.5	Conduct timely and comprehensive briefings and updates with relevant people to obtain progress reports and instigate action	<ul style="list-style-type: none"> □ Continuous communications, eg to control risks, meet changing demands □ Conduct briefings and updates, eg determining purpose and key messages, communication style, tone and language used, techniques to obtain and clarify progress information □ Instigating action, eg objectives, resource allocation, safety issues, involvement of other agencies □ Relevant people, eg fire service personnel, fire service mobilising control, sector control, other agencies
7.6	Continually evaluate and mitigate risks to personnel, community and environment	<ul style="list-style-type: none"> □ Purpose, eg safety □ Evaluation and mitigation of risk, eg communication requirements, accuracy of information, timeliness of information, risk proportionality to benefit of taking action, delegating □ Personnel, eg fire service personnel, other agency personnel □ Community, eg immediate, wider community □ Environment, eg types of environmental risks, duration of risk ie short term, medium term, long term
7.7	Evaluate the capabilities and limitations of personnel, appliances and equipment	<ul style="list-style-type: none"> □ Evaluation, eg of sufficiency, expertise, appliances and specialist equipment
7.8	Maintain a communications strategy for the duration of the incident	<ul style="list-style-type: none"> □ Communication strategy, eg designated control vehicle, communication on the fireground, communication with other agencies, utilisation of local systems, involvement of media services

Learning outcomes	Assessment criteria	Unit amplification
	7.9 Establish and maintain liaison with other agencies	<ul style="list-style-type: none"> □ Other agencies, eg police, ambulance service, local authority personnel, media, Health and Safety Executive □ Establishing and maintaining liaison techniques
	7.10 Ensure all organisational objectives are met and that the relevant status of the incident is handed over prior to the withdrawal of support	<ul style="list-style-type: none"> □ Organisational objectives, eg transfer of health and safety, preservation of scene, post-incident considerations, incident investigation, debriefing, welfare □ Handing over the incident, eg handover protocols, debriefing
	7.11 Delegate responsibilities for necessary investigations	<ul style="list-style-type: none"> □ Delegation practice, eg effective communication, providing information required by those delegated to □ Responsibilities that may be delegated
	7.12 Collate relevant points for the debrief	<ul style="list-style-type: none"> □ Purpose, eg promoting improvements in personnel and organisational performance, information and points for other agencies □ Type of debrief, eg formal, informal □ Relevant points to consider, eg debrief context, participants

Learning outcomes	Assessment criteria	Unit amplification
8	<p>8.1 Organise and conduct a post-incident debrief appropriate to the type and scale of incident through open and constructive discussion and review</p> <p>8.2 Gather and review all relevant information from internal and external sources</p>	<ul style="list-style-type: none"> □ Types of debriefing, eg formal, informal, simple, multi-agency, with internal and external teams □ Organise, eg information to be gathered, information capture when memories are fresh, documenting information, selection of appropriate location, venue, time, presentation equipment and aids, attendees, aims and objectives, content, relevant documentation □ Open and constructive discussion, eg communication styles, encouraging constructive and positive participation and exchange, managing unhelpful, diversionary or irrelevant behaviour, types of question used, building a complete and accurate picture of actions and progress of the incident, summarising techniques □ How to review, eg successes and areas to improve, promoting active involvement in personal, teamwork, organisational performance and inter-agency working improvements <ul style="list-style-type: none"> □ Analytical skills, eg examination of information to make sound judgements, key aspects of components of performance, strengths and weaknesses, draw realistic conclusions □ Interview skills, eg styles and techniques, purpose, active listening skills, formal and informal interviews, paraphrasing and adapting communication to meet the purpose and objectives □ Internal and external sources, eg agencies, media, mobile phone records

Learning outcomes	Assessment criteria	Unit amplification
8.3	Assimilate the findings of the debrief to inform organisational and legal policy and procedures	<ul style="list-style-type: none"> □ Recording of findings, eg accurate, relevant, conclusions, outcomes, learning points
8.4	Implement remedial measures to improve future practice and performance	<ul style="list-style-type: none"> □ Implement, eg remedial action requirements, influencing and gaining support for change, identification of who to involve, determining timescales, testing new protocols
8.5	Identify trends and their implications on performance	<ul style="list-style-type: none"> □ Identify trends, eg information reliability, information analysis techniques, information presentation, internal and external service changes, good practice(s), bad practice(s), suitability of equipment, performance of crews □ Performance implications, eg performance improvement, requirement for performance enhancement, personnel development requirements, team development requirements
8.6	Provide constructive feedback to other agencies to assist inter-operability	<ul style="list-style-type: none"> □ Features of constructive □ Other agencies eg police, ambulance service, local authority, media, scientific advisers □ Feedback content, eg identifying strengths and weaknesses, suggestions to improve procedures and equipment use
8.7	Establish appropriate support mechanisms and instigate action to deliver these	<ul style="list-style-type: none"> □ Support mechanisms and action, eg continuous liaison to ensure common understanding, common set of objectives, testing of emergency procedures

Learning outcomes	Assessment criteria		Unit amplification
	8.8	Agree and implement appropriate action including responsibilities and timescales	<ul style="list-style-type: none"> <input type="checkbox"/> Agreement, eg influencing techniques, reaching agreement, recorded minutes from debrief <input type="checkbox"/> Actions, eg revision of plans, procedures, training, strengthening of liaison with other agencies, devising of targeted exercises to test alternative approaches <input type="checkbox"/> Responsibilities, eg each service, specific personnel, provision of personnel and/or resources <input type="checkbox"/> Timescales, eg immediate, target date(s)
	8.9	Report meritorious conduct and recommendations for action	<ul style="list-style-type: none"> <input type="checkbox"/> Report, eg reporting procedures, evidence, testimony(ies) of meritorious conduct <input type="checkbox"/> Recommendations for action, eg level of awards, letter of commendation, local awards, national awards

Information for tutors

Delivery

Delivery of this unit requires delivery of both theoretical input and opportunities for practical application. Learning outcomes 1–4 can be delivered using formal teaching methods such as lecture, case study analysis, discussion and role play. These could be used to generate evidence, as could role play in the appropriate settings. Use should be made of examples of high-profile incidents involving media coverage and cases where the incident commander has been held accountable for their actions.

Learning outcome 1 enables learners to develop their understanding of the roles, responsibilities and limits of authority within the Incident Command System (ICS). It would be useful for learners to examine a range of incidents of varying complexity so they can examine the role and responsibilities of the tactical commander at intermediate and advanced (Silver) levels and those of the command support officer, at different incidents. Case studies and table top scenarios would support the delivery of this learning outcome.

Learning outcome 2 examines decision-making and the decision-making processes used at incidents. Again, the use of case studies and table-top exercises will extend learning and enable learners to apply the knowledge attained. To support this, the delivery team may wish to provide real or hypothetical incidents that learners need to apply decision-making processes to and then explain why they made the decisions that they did.

Learning outcome 3 focuses on risk management, and tutors should refer to the details in *Fire and Rescue Manual Volume 2 – Fire Service Operations, Incident Command 3rd Edition*. This publication provides detailed guidance on risk assessment at all levels within fire and rescue service activities. Coverage of evidence preservation and its importance are also required within the context of risk management at operational incidents. In particular, it is important that learners can describe how to minimise risk to those under their command at an incident.

Learning outcome 4 examines the lines and methods of communication available to an incident commander at tactical level. The use of case studies that illustrate effective and ineffective communication would enhance delivery and enable learners to differentiate between and develop an understanding of the importance of maintaining effective lines of communication. Using a number of role play activities where communication takes place using different communication systems and style provides valuable experience for learners to enhance their understanding and skills.

Learning outcome 5 will be enhanced through the use of guest speakers from some of the other agencies that provide specialist advice and support. This will give learners the opportunity to develop their understanding of the need for effective inter-agency operation during incident command. This could be linked to the use of case studies and table-top scenarios to show how important it is to establish an effective media strategy at an incident.

Delivery of learning outcomes 6 and 7, a more practical approach to learning could be adopted, whenever possible, with criteria being integrated. It is recommended that a theoretical input is followed by example(s) of the theory in practice. This could be achieved through an IT simulation, role play or a table-top scenario.

Learning outcome 8 also requires a practical approach where learners are able to examine the debriefing processes used after an incident. Learners will need to have access to case studies to show how debriefs have been undertaken. This may be enhanced through the use of experienced tactical commanders as guest speakers to provide current examples of the effective use of debriefs. This learning outcome will also be enhanced through activities such as role play so the learners can apply their theoretical learning to realistic scenarios.

Assessment

Learning outcomes 1–5 may be assessed in a learning and development environment. Learning outcomes 6–8 should be assessed in a simulated work environment covering both the incident commander at tactical level and sector commander roles. For assessment criteria 4.1, the learner may explain the importance of effective communication in one of the contexts given ie poor communication, inaccurate information, and then explain the action to rectify. For assessment criterion 6.1, the information obtained and the current incident status will determine the need to resolve information conflicts, discrepancies or both.

Centres will devise and undertake the assessment of learners for this unit. Learners must meet all assessment criteria to pass the unit.

Learners will produce written and/or oral evidence. This can be supported by observation records and witness testimony, demonstrating the learner's ability to develop appropriate incident planning and implement action and debriefing activities within an appropriate scenario.

Indicative resource materials

Documents

CRFA Generic Risk Assessments – a series of generic risk assessment documents (free to download from www.communities.gov.uk/fire/runningfire/CFRA/operationalguidance)

Emergency Response and Recovery HM Government 3rd edition (free to download from <http://.interim.cabinetoffice.gov.uk/media/353478/err-guidance-050410.pdf>)

Fire and Rescue Manual Volume 2 – Fire Service Operations, Incident Command 3rd Edition (The Stationary Office, 2008) ISBN 978-0-11-341325-8 (free to download from: www.communities.gov.uk/publications/fire/incidentcommand3rd)

Fire and Rescue Services Act 2004 (free to download from www.legislation.gov.uk/ukpga/2004/21/pdfs/ukpga_20040021_en.pdf)

Fire Service Guides to Risk Assessments (free to download from www.communities.gov.uk/fire/firesafety/firesafetylaw/)

Fire Service Guide to Risk Assessment (The Stationary Office):

Volume 1 A Guide for Senior Officers (1998) ISBN 0 11 341218 5

Volume 2 A Guide for Fire Service Managers (1998) ISBN 0 11 3412193

Volume 3 A Guide to Operational Risk Assessment (1998) ISBN 0 11 3412207

FRS Circular 25/2010 – Standard Operating Procedures Guide for Multi-Agency Airwave Interoperability (free to download from www.communities.gov.uk/publications/fire/fsc252010)

Non Statutory Guidance to the Civil Contingencies Act 2004 Ch 3 Responding Agencies 2005 (free to download from

<http://webarchive.nationalarchives.gov.uk/+http://www.cabinetoffice.gov.uk/media/131906/emergresponse.pdf>)

The Civil Contingencies Act 2004 (free to download from www.legislation.gov.uk/ukpga/2004/36/contents)

UK Resilience Framework (various documents available for download from the Cabinet Office www.cabinetoffice.gov.uk/ukresilience)

Textbook

Zsombok C and Klein G: *Naturalistic Decision Making (Expertise: Research and Application Series)* (Lawrence Erlbaum Associates Inc, 1997) ISBN 9780805818741

Websites

www.emergencyservicespress.co.uk/fire/index (details of recent incidents)

www.hse.gov.uk (health and safety information from the Health and Safety Executive)

Unit 3: Advanced Incident Command in Fire and Rescue Services

Unit reference number: D/502/9119

QCF level: 6

Credit value: 6

Guided learning hours: 52

Unit aim

This unit aims to accredit the knowledge and skills development of FRS officers in providing operational (advanced level) command responses likely to be operating at multi-agency Silver level.

Achievement of the unit will confirm that people, once developed, are ready to work, but are not competent, as an incident commander (advanced level). Incident command at this level requires an officer to tactically command the largest and most serious incidents, usually on scene or at an appropriate location, characterised by the requirements for tactical coordination and of having reached the stage of utilising developed command support.

Essential resources

The following resources are required for this unit:

- suitable incident command IT simulation or table-top exercises
- audio/visual recording and playback facilities
- relevant appliance, equipment and personal protection equipment.

Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Unit amplification
1	Understand the principles of decision making when leading, monitoring and supporting people to resolve operational incidents	1.1	Clarify the need for effective decision making when leading, monitoring and supporting people to resolve operational incidents	<ul style="list-style-type: none"> □ Effective decision-making, eg high speed decision-making, TADMUS (tactical decision-making under stress), minimisation of stress, minimise damage and/or loss, continuous nature, establish and maintain confidence in command
		1.2	Explain what the different components of the decision-making model are	<ul style="list-style-type: none"> □ Components, eg identify the problem, generate a set of options for solving the problem/choice alternatives, evaluate these options concurrently, weighting and comparing the relevant features of the options, choose and implement the preferred option □ Decision-making styles, eg naturalistic decision-making (NDM), recognition primed decision making (RPD)
		1.3	Evaluate how the different components of decision making can be applied when leading, monitoring and supporting people to resolve operational incidents	<ul style="list-style-type: none"> □ Component application at operational incidents, eg identify appropriate objectives, define a plan, consider the results of evaluation, controlling, evaluating the outcome of the plan □ Decision-making model, eg applicable to all personnel at all levels, formed around two main activities, ie decision-gathering and thinking, acting-communicating, functions within the two main activities

Learning outcomes	Assessment criteria	Unit amplification
	1.4 Specify the requirements for applying critical decision making when leading, monitoring and supporting people to resolve operational incidents	<ul style="list-style-type: none"> □ Application of critical decision-making when leading, monitoring and supporting people □ Critical decision-making, eg incident commander does not and should not work alone, making time for decision-making in a fast moving environment, Crew Resource Management
2 Understand a tactical approach to leading and supporting people to resolve operational incidents	2.1 Summarise the range of different tactics that can be applied to resolve operational incidents	<ul style="list-style-type: none"> □ Range of tactics, eg defensive, offensive, codified mode ie transitional mode when employed by the FRS, where both are employed in one or more sectors □ Knowledge and understanding, eg of the domain of command and control in which the IC operates, of the domains operating above and below
	2.2 Justify the selection and application of tactics to resolve different types of operational incidents	<ul style="list-style-type: none"> □ selection and application determination, eg information about risk and benefit (balanced decision, potential risks against perceived benefits), meeting changing developments at incident (generating, monitoring and modifying plans to meet the needs of the situation) □ Announcement and recording of tactical mode, eg continuously as the incident grows, as Incident Commander's span of control increases, message prefix ie delta-defensive, oscar-offensive or tango-transitional □ Use of tactical mode when sectors are in use, eg IC to remain accountable, sector commanders work in liaison with the IC, sector commanders responsiveness to changing conditions

Learning outcomes	Assessment criteria	Unit amplification
	2.3 Explain the term 'situational awareness'	<ul style="list-style-type: none"> □ Situational awareness, eg awareness of the incident environment, tune in and observe, use of situation assessment for awareness □ Situation assessment, eg demands, resources, effects of stress
	2.4 Explain how 'situational awareness' is relevant to the roles of incident commander and sector commander at an operational incident	<ul style="list-style-type: none"> □ Relevance, eg foundation for effective decision-making, awareness of the incident environment, problem recognition, diagnosis, continued monitoring of the environment □ Use in management function, eg 'size up' a fireground in a rapid yet deliberate way, consideration of all critical fireground factors, development of a rational attack plan □ Types of decisions, eg standard, typical, constructed □ Levels of mental activity, eg sensorimotor, procedural, abstract, supervisory and resource management

Learning outcomes	Assessment criteria	Unit amplification
	<p>2.5 Explain the importance of effective communications processes</p>	<ul style="list-style-type: none"> □ Importance, eg gathering information including situation reports, issuing clear and understood orders, maximising personnel safety, ensuring team confidence in command, awareness of tactics being employed, effective control of incident, maximising use and impact of resources □ Effective communication, eg two way between incident commander, other commanders and crew, mobilising control relay of information □ Features of effective communication, eg continuous, respectful, authoritative, unambiguous, effective listening skills □ Checking communication process, eg questioning, observation of non-verbal communication, monitoring of verbal communication
	<p>2.6 Explain the importance of effective media management during the incident</p>	<ul style="list-style-type: none"> □ Media management, eg providing accurate and timely information for the public, use of media liaison points, establishing constructive dialogue, gaining the confidence of the media, gaining the confidence of the public

Learning outcomes	Assessment criteria	Unit amplification
<p>3 Understand the principles of risk management when leading, monitoring and supporting people to resolve operational incidents</p>	<p>3.1 Critically evaluate the principles of different types of risk assessment at operational incidents</p>	<ul style="list-style-type: none"> □ Principles of different types of risk assessment, eg dynamic risk assessment, analytical risk assessment □ Dynamic risk assessment (DRA), eg purpose, when and why completed □ Analytical risk assessment (ARA), eg purpose, when and why completed □ Confirm, eg dynamic risk assessment and chosen Tactical Mode are correct, can form the basis of a future or ongoing DRA □ Responsibilities within tactical mode, eg everyone on the incident ground responsible for their own safety and the safety of others □ Risk control measures, eg initial stage of incident, situation evaluation, introduction and declaration of tactical mode, safe system of work selection, chosen systems of work assessment, additional control measures introduction, re-assessment of additional control measures
	<p>3.2 Explain how an understanding of different types of risk assessment influence own attitude to risk</p>	<ul style="list-style-type: none"> □ Responsibilities within tactical mode, eg everyone on the incident ground has a responsibility for their own safety and the safety of others □ Own attitude to risk, eg responsibility for self and others, measurement of risk posed using approved methodology reducing dependence on own personal measure of risk, changing behaviour to thinking before you act rather than acting before you think

Learning outcomes	Assessment criteria	Unit amplification
	<p>3.3 Critically evaluate the attitude to risk in others in terms of the potential impact on resolving operational incidents</p>	<ul style="list-style-type: none"> □ Identifying attitude to risk, eg observation of personnel actions and body language, listening to verbal communication (tone and language use), team member concerns, damage to or wastage of resources □ Evaluation of impact, eg increased risk to people, property and/or environment, benefits of proceeding with a task versus risks □ Manage risk, eg posed by firefighters willing to take some risk to save saveable lives and/or property, not willing to take any risk at all to save lives and/or properties that are already lost
	<p>3.4 Explain how the negative aspects of other people's attitude to risk can be managed at operational incidents</p>	<ul style="list-style-type: none"> □ Negative attitudes to risk □ Managing negative attitudes, eg establishing and maintaining an appropriate balance of willingness and negative attitude to risk, gaining the confidence of teams and individuals in the assessment of risk, using others to support and encourage individual(s)

Learning outcomes	Assessment criteria	Unit amplification
<p>4 Understand the principles of debriefing following an operational incident</p>	<p>4.1 Summarise responsibilities in relation to debriefing following operational incidents</p>	<ul style="list-style-type: none"> □ Determine type of briefing, eg formal, simple, multi-agency, with internal and external teams □ Organise, eg information to be gathered, information capture when memories are fresh, documenting information, selection of appropriate location, venue, time, presentation equipment and aids, attendees, aims and objectives, content, relevant documentation □ Debrief requirements, eg identification of successes and areas to improve, promoting active involvement in personal, teamwork, organisational performance and inter-agency working improvements
	<p>4.2 Summarise the benefits of effective debriefing in terms of organisational and personal development</p>	<ul style="list-style-type: none"> □ Benefits, sharing of lessons to be learned and improvements to be made, opportunity to encourage standards and performance improvement, encourage personal advancement, building public and individual confidence
	<p>4.3 Critically compare different approaches to debrief</p>	<ul style="list-style-type: none"> □ Types of debriefings, eg formal, informal, simple, multi-agency, public enquiry, with internal and external teams □ Different approaches, eg appropriate to the nature of the incident, to promote open, supportive discussion
	<p>4.4 Explain when different types of debrief should be utilised following operational incidents</p>	<ul style="list-style-type: none"> □ Types of debrief and utilisation, eg formal, informal, simple, multi-agency, public enquiry, with internal and external team

Learning outcomes	Assessment criteria		Unit amplification
5 Be able to evaluate the status of an operational incident	5.1	Confirm with relevant personnel: <ul style="list-style-type: none"> <input type="checkbox"/> the existing tactical plan <input type="checkbox"/> risk assessments made <input type="checkbox"/> existing tactical mode <input type="checkbox"/> the incident command structure <input type="checkbox"/> lines of communication <input type="checkbox"/> what resources have been deployed <input type="checkbox"/> welfare issues 	<ul style="list-style-type: none"> <input type="checkbox"/> Relevant personnel, eg incident commander, mobilising control <input type="checkbox"/> Means of confirmation, eg verbal, written documents/records <input type="checkbox"/> Information sources, eg observations, progress reports, situational reports <input type="checkbox"/> Confirm, eg points considered, plan against tactical priorities, safe systems of work informed by risk assessments, recording of communications, command structure, tactical plan, roles, risk versus benefit analysis, welfare issues, other agencies working towards objectives, need for any investigations, collection of information for later use
	5.2	Determine the effectiveness of current subordinate commanders	<ul style="list-style-type: none"> <input type="checkbox"/> Effectiveness, eg how to gauge the extent to which commanders have met their objectives, achievability of objectives, progress made <input type="checkbox"/> Information, eg from observations, progress reports, situational reports
	5.3	Delegate responsibilities for any necessary functions and investigations	<ul style="list-style-type: none"> <input type="checkbox"/> Delegation, what may be discharged, shared responsibility, responsibility in the command structure that may not be divested <input type="checkbox"/> Effective delegation, eg effective communication, provision of accurate and sufficient information to those delegated to

Learning outcomes	Assessment criteria	Unit amplification
	5.4 Collate relevant points for the debrief	<ul style="list-style-type: none"> □ Type of debrief, eg formal, informal □ Collation requirements, eg completion, accuracy, available quickly for use □ Purpose, eg promoting improvements in personnel and organisational performance, information and points for other agencies
	5.5 Evaluate the plan to: <ul style="list-style-type: none"> □ support the existing incident commander to resolve the incident □ take command of the incident 	<ul style="list-style-type: none"> □ Evaluation of, eg systems of work, effectiveness of control measures, information ie on progress, on risk and benefit, about the task or event, communication effectiveness □ Tactical plan evaluation, eg pre-planning arrangements such as Standard Operational Procedures (SOPs) Standard Incident Procedures (SIPs), on arrival ie identifying risks to crews, the public, the environment, resource requirements □ provision of updates, eg regularity, depth and breadth required □ how to transfer command, eg handover protocols, disciplined and formal manner, supportive, acknowledge contribution of others, communicating change to relevant personnel, identification of incident commander

Learning outcomes	Assessment criteria		Unit amplification
6 Be able to assume responsibility for action to support those involved in an operational incident	6.1	Take action to meet the needs of an incident	<ul style="list-style-type: none"> □ needs and actions, eg mitigating the cost in terms of risk to life and injury, leadership and action in a developing situation, advice and support provision
	6.2	Communicate with other levels of command	<ul style="list-style-type: none"> □ other levels of command, eg Bronze, sector commanders, feed-forward and feedback, handover, spans of control □ communication, eg means of communication, adapting communication style and content to meet needs of receivers
	6.3	Evaluate the capabilities and limitations of the operational resources available	<ul style="list-style-type: none"> □ how to evaluate resource limitations and capabilities, eg personnel, equipment, need for fire and rescue service specialist adviser
	6.4	Match resources to the needs of the incident	<ul style="list-style-type: none"> □ Resources, eg personnel, general equipment, specialised equipment □ Matching, eg initial, need for additional resource, resources no longer required, proactive, reactive
	6.5	Confirm the results of dynamic and analytical risk assessments	<ul style="list-style-type: none"> □ How to confirm results of both dynamic and analytical risk assessments
	6.6	Act upon the results of dynamic and analytical risk assessments	<ul style="list-style-type: none"> □ Actions, eg updating of the tactical plan, effective communication of actions, maintaining the safety and security of personnel, allocation/ reallocation of resources, reducing/additional resource requirements

Learning outcomes	Assessment criteria		Unit amplification
	6.7	Control hazards and risks identified within the incident	<ul style="list-style-type: none"> <input type="checkbox"/> Hazard and risk control, eg risk versus benefit analysis continuous review and evaluation, constant updating
	6.8	Liaise with other agencies to ensure effective responses	<ul style="list-style-type: none"> <input type="checkbox"/> Other agencies, eg police, ambulance service, local authority, media <input type="checkbox"/> Liaison requirements
7 Be able to close down the operational phase of an incident	7.1	Ensure the area under their control is fit for handover to the appropriate person, agency or authority*	<ul style="list-style-type: none"> <input type="checkbox"/> Appropriate person, agency or authority handover requirements
	7.2	Contribute to a post-incident debrief through open and constructive discussion and review	<ul style="list-style-type: none"> <input type="checkbox"/> Collecting and collating information for the debrief <input type="checkbox"/> Content, eg identifying strengths and weaknesses, suggestions to improve procedures and equipment use, suggestions to improve inter-agency working <input type="checkbox"/> Communication skills, eg presenting information, listening skills, influencing skills, negotiation skills, non-verbal communication, actions to create and support an environment in which open discussion and review can take place

*please refer to assessment guidance for additional clarification

Information for tutors

Delivery

The delivery of this unit requires both theoretical input and opportunities for practical application. Learning outcomes 1–4 can be delivered using formal teaching methods such as lectures, case study analysis, discussion and role play. These could be used to generate evidence, as could role play in the appropriate settings. Use should be made of examples of high-profile incidents involving media coverage and cases where the incident commander has been held accountable for their actions.

Learning outcome 1 enables learners to develop their understanding of how decisions are made and also the principles of decision-making. It is important that learners apply these principles to leading, monitoring and supporting people. Learners should have access to examples of the differing decision-making models used in the UK Fire and Rescue Service, as indicated in the unit content. Evaluative skills are a key part of this learning outcome and these should be explicitly and implicitly developed.

Within the delivery of learning outcome 2 it is important that learners move to applying their knowledge when looking at tactical approaches to leadership. It is important that learners have the opportunity to examine a number of incidents that extend their learning, so they will then be able to justify the selection of tactics. As they move through the learning outcome, the use of case studies and table top scenarios will enable learners to apply theoretical learning surrounding situational awareness to realistic scenarios. This also applies to the learning surrounding communication processes and media management.

Learning outcome 3 focuses on risk management, and tutors should refer to the details in the *Fire and Rescue Manual Volume 2 – Fire Service Operations, Incident Command 3rd Edition*. This publication provides detailed guidance on risk assessment at all levels within fire and rescue service activities. Coverage of evidence preservation and its importance are also required within the context of risk management at operational incidents. It is important that within this learning outcome the development of evaluative skills moves to a critical evaluation where learners are required to decide the degree to which a statement is true, or the importance or value of something, by reviewing the information. This will include providing precise and detailed information and assessing possible alternatives, taking into account their strengths and weaknesses.

For learning outcome 4, learners need to examine a range of incident debrief scenarios to critically compare the approaches to debrief. It is important that they have the opportunity to demonstrate their understanding of the requirements of debriefing, and also the benefits in terms of the development of both the organisation and the individuals involved. Learners will need to examine case studies and then give their view after they have considered all the evidence, deciding the importance of all the relevant positive and negative aspects.

For learning outcomes 5–7 a more practical approach could be adopted, whenever possible, with criteria being integrated. It is recommended that a theoretical input is followed by example(s) of the theory in practice. This could be achieved through an IT simulation, role play or a table top scenario. It is important that learners are given access to scenarios that allow them to apply the evaluative skills developed through the unit, and that the scenarios are complex enough to allow learning at this level to be developed appropriately.

Assessment

Learning outcomes 1–4 may be assessed in a learning and development environment. Learning outcomes 5–7 should be assessed in a simulated work environment covering both the incident commander and sector commander roles. For assessment criterion 7.1, the learner will demonstrate that they have ensured the area is fit for handover. The incident simulation determines whether it is one or more of the following: appropriate person, agency, authority.

Centres will devise and undertake the assessment of learners for this unit. Learners must meet all assessment criteria to pass the unit.

Learners will produce written and/or oral evidence, and this can be supported by observation records and witness testimony to demonstrate the learner's ability to develop an appropriate incident planning scenario.

For learning outcomes 1–4, assessors must ensure that there is evidence of depth in evaluation, and critical evaluation, where required.

Indicative resources

Documents

Emergency Response and Recovery HM Government 3rd edition (free to download from <http://.interim.cabinetoffice.gov.uk/media/353478/err-guidance-050410.pdf>)

Emergency Preparedness (this document is being updated. Latest information free to download from www.cabinetoffice.gov.uk/resource-library/emergency-preparedness)

Fire and Rescue Services Act 2004 (free to download from www.legislation.gov.uk/ukpga/2004/21/pdfs/ukpga_20040021_en.pdf)

Fire Service Guides to Risk Assessments (free to download from www.communities.gov.uk/fire/firesafety/firesafetylaw/)

Fire Service Guide to Risk Assessment (The Stationary Office):

Volume 1 A Guide for Senior Officers (1998) ISBN 0 11 341218 5

Volume 2 A Guide for Fire Service Managers (1998) ISBN 0 11 3412193

Volume 3 A Guide to Operational Risk Assessment (1998) ISBN 0 11 3412207

Fire and Rescue Manual Volume 2 – Fire Service Operations, Incident Command 3rd Edition (The Stationary Office, 2008) ISBN 978-0-11-341325-8 (also available as a free download from: www.communities.gov.uk/publications/fire/incidentcommand3rd)

Guidance on Command and Control 2009 (National Policing Improvement Agency/Association of Chief Police Officers, 2009) (free to download from www.acpo.police.uk/documents/crime/2009/200907CRICCG01.pdf)

Guidance on Emergency Procedures 2009 (National Policing Improvement Agency/ Association of Chief Police Officers, 2009) (free to download from www.npia.police.uk/en/docs/Emergency_Procedures_2009.pdf)

Guidance on Multi Agency Interoperability 2009 (National Policing Improvement Agency/ Association of Chief Police Officers, 2009) (free to download from www.acpo.police.uk/documents/uniformed/2009/200907UNMAI01.pdf)

HM Government Emergency Response and Recovery (free to download from UK Resilience Framework: <http://interim.cabinetoffice.gov.uk/media/353478/err-guidance-050410.pdf>)

HM Government Emergency Response and Recovery 2nd Edition (<http://webarchive.nationalarchives.gov.uk/+http://www.cabinetoffice.gov.uk/media/238642/err-guidance-120809.pdf>)

Non Statutory Guidance to the Civil Contingencies Act 2004 Ch 3 Responding Agencies 2005 (free to download from <http://webarchive.nationalarchives.gov.uk/+http://www.cabinetoffice.gov.uk/media/131906/emergresponse.pdf>)

The Civil Contingencies Act 2004 (free to download from www.legislation.gov.uk/ukpga/2004/36/contents)

The National Security Strategy of the UK 2008 (The Cabinet Office 2008) (free to download from http://interactive.cabinetoffice.gov.uk/documents/security/national_security_strategy.pdf)

Fire Service Guide to Risk Assessment (The Stationary Office):

Volume 1 A Guide for Senior Officers (1998) ISBN 0 11 341218 5

Volume 2 A Guide for Fire Service Managers (1998) ISBN 0 11 3412193

Volume 3 A Guide to Operational Risk Assessment (1998) ISBN 0 11 3412207

Documents

Zsombok C and Klein G 1997 *Naturalistic Decision Making (Expertise: Research and Applications Series)* (Lawrence Erlbaum Associates Inc, 1997)
ISBN 9780805818741

Websites

www.emergencyservicespress.co.uk/fire/index (details of recent incidents)

www.hse.gov.uk (range of health and safety information from the Health and Safety Executive)

Unit 4: Strategic Incident Command in Fire and Rescue Services

Unit reference number: R/502/9134

QCF level: 7

Credit value: 6

Guided learning hours: 52

Unit aim

This unit aims to accredit the knowledge and skills development of FRS officers in providing operational (strategic level) command responses to incidents in a local, regional and national context.

It is likely to reflect the Gold level of command.

Achievement of the unit will confirm that people, once developed, are ready to work, but are not competent, in the context of representing the lead authority and as a supporting authority. This is the level of command exercised by the most senior operational commanders of a fire and rescue service supporting the on scene operations, with the authority to direct and commit resources. It includes the requirement to oversee, coordinate and support multiple off-site operations, operating when necessary within the National Coordination and Advisory Framework.

Essential resources

The following resources are required for this unit:

- suitable incident command IT simulation or table-top exercises
- audio/visual recording and playback facilities.

Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes	Assessment criteria		Unit amplification
1 Understand the roles and responsibilities of people and organisations within the incident command arrangements that exist at local, regional and national levels	1.1	Critically evaluate the key roles and responsibilities of the fire and rescue service and other agencies before, during and after operational incidents	<ul style="list-style-type: none"> □ Key roles and responsibilities before incidents, eg determining policy and procedures, planning approach to incidents with other agencies, testing of approaches and systems □ Key roles responsibilities during incidents, eg operating to agreed policy and procedure, working effectively with other agencies, implementing lines of command and control □ Key roles and responsibilities after incidents, eg debriefing, measuring and evaluating performance of own service and other agencies ie what went well, areas to improve on and propose improvements, evidence preservation, statement for enquiry
	1.2	Clarify how the fire and rescue service becomes involved in incidents led strategically by other services	<ul style="list-style-type: none"> □ Other services that may lead incidents □ How the fire and rescue service becomes involved and its role □ Scope, eg civil protection, integrated emergency management, emergency preparedness, emergency response and recovery □ Definitions, eg response, recovery, emergency UK Resilience Framework

Learning outcomes	Assessment criteria	Unit amplification
1.3	Critically evaluate the roles, responsibilities and levels of authority, within the incident command inter-agency structures and the fire and rescue service strategic commander	<ul style="list-style-type: none"> □ Incident command inter-agency structures □ Operating within the multi-agency Bronze, Silver and Gold Structure, eg reflecting operations, tactics, strategy □ Gold, eg major support to Silver, discussing tactics, adviser □ Interactions between the three tiers, eg their roles and responsibilities
1.4	Explain the key points of interoperability between the fire and rescue service and other agencies	<ul style="list-style-type: none"> □ Key roles in relation to strategic command, eg hierarchical structure individual agency functions and attributed hierarchical structure □ Interoperability guiding principles, eg continuity, preparedness, subsidiarity, direction, integration, cooperation communication, anticipation
1.5	Explain how to access human, physical and financial resources to meet the needs of such incidents	<ul style="list-style-type: none"> □ How to access, eg via emergency response and recovery
1.6	Explain current strategic national command support arrangements	<ul style="list-style-type: none"> □ National coordination and advisory structure, eg locations, Department for Communities and Local Government or subsequent responsible government department, Emergency Room, Fire and Rescue Service National Co-ordination Centre, Strategic Holding Areas, Cabinet Office Briefing Room (COBR) or subsequent responsible group, National Resilience Assurance Team □ As relevant to each nation, eg enable a national interoperable response

Learning outcomes	Assessment criteria		Unit amplification
	1.7	Explain mechanisms for accessing overseas assistance	<ul style="list-style-type: none"> □ Mechanisms, eg functions of Fire and Rescue Service Operational Guidance, National Coordination and Advisory Framework, Responding to Emergencies, UK Central Government Response Concept of Operations □ Implications for the UK, eg its citizens, challenging demands on local responders □ Effects distributed geographically across the UK □ central government working closely with, eg the police and other agencies
2	2.1	Analyse how to prioritise actions and methods for deployment of resources	<ul style="list-style-type: none"> □ Prioritisation scope and requirements □ Resource deployment decision-making process and action, eg incident information, resource information, hazards and safety information, think-prioritise-plan-communicate, control, outcome, evaluate
	2.2	Summarise the statutory acts and guidance that apply in all circumstances	<ul style="list-style-type: none"> □ Statutory acts and subsequent updates, eg Fire and Rescue Services Act 2004 Civil Contingencies Act 2004, The Fire and Rescue Services (Emergencies) (England) Order 2007 □ guidance and subsequent updates, eg Fire and Service Manual, Volume 2, Operations, Incident Command, 3rd Edition, Emergency Response and Recovery, 3rd Edition, Cabinet Office, 2010, Ch.4, Emergency Preparedness, 1st Edition, Cabinet Office, 2005 (2nd edition due for publication in 2012), Responding to Emergencies, the UK Central Government Response Concept

Learning outcomes	Assessment criteria	Unit amplification
	2.3	Analyse the technical issues being dealt with at tactical (Fire Silver) level
	2.4	Summarise the broad issues surrounding the tactical issues being addressed by the other principal responding agencies
3 Understand the role of communications within the context of local, regional and national incidents	3.1	Critically evaluate the key components of the communications strategy that supports the incident command inter-agency structures
	3.2	Critically compare the main capabilities and limitations of the command support functions available to the fire and rescue service strategic commander
	3.3	Clarify how to obtain technical and professional advice to inform decision making
	3.4	Explain what is meant by the national, regional and local governmental decision making process and what can be done to support its effective response
<ul style="list-style-type: none"> <li data-bbox="280 288 424 1155">□ Technical issues, eg generic risk assessments, attributed Fire and Rescue Service Circulars, SOPs (Standard Operating Procedures), SIPs (Standard Incident Procedures), technical bulletins <li data-bbox="440 288 472 1155">□ Other principal responding agencies <li data-bbox="488 288 568 1155">□ Issues surrounding the tactical issues, eg damage to human welfare, environment, war, terrorism, security <li data-bbox="584 288 679 1155">□ Scale or impact issues, eg impact of the event, situation, demands likely to be made, exceptional deployment of resources <li data-bbox="695 288 727 1155">□ Communication strategy key components <li data-bbox="743 288 823 1155">□ Effective liaison, eg tactics, coordination of response, avoid conflicting approach <li data-bbox="887 288 919 1155">□ Command support functions available <li data-bbox="935 288 967 1155">□ Capabilities and limitations <li data-bbox="1078 288 1110 1155">□ Technical and professional advice sources <li data-bbox="1126 288 1206 1155">□ How to access, eg freely available, where security access is in place <li data-bbox="1222 288 1286 1155">□ National, regional and local government decision-making process <li data-bbox="1302 288 1334 1155">□ How to support its effective response 		

Learning outcomes	Assessment criteria		Unit amplification
	3.5	Explain how to work with the media in conjunction with government and other agencies for the benefit of the community	<ul style="list-style-type: none"> □ Media information provision, eg accurate, clear, timely advice for the public, Media Emergency Forum, the media liaison officer, awareness of copy deadlines and/or broadcast live reports □ How to work in conjunction, eg agreed strategy, protocols, media liaison
4 Understand how to manage people involved in incidents within local, regional and national contexts	4.1	Summarise the relationships defined within the incident command system	<ul style="list-style-type: none"> □ Defined relationships, eg category 1 and 2 responders, Regional Resilience Forum, Regional Civil Contingencies Committee, central government's role
	4.2	Define in detail the relationship between the Fire Gold and the tactical incident commander/s (Fire Silver/s)	<ul style="list-style-type: none"> □ The relationship, eg operations, tactics and strategy
	4.3	Explain the relationship between the Incident Command Structure and the structures described within the guidance to the Civil Contingencies Act	<ul style="list-style-type: none"> □ Structures in the guidance to the Civil Contingencies Act and subsequent updates □ Relationship with the incident command structure, eg tactical parameters
	4.4	Explain how the command support structures and staff sustain the capability of the strategic commander	<ul style="list-style-type: none"> □ The command structures and staff, eg framework for overall management □ How to sustain capability, eg determine strategic objectives, clear lines of communication, coordination of information flow
	4.5	Analyse the effects that operational incidents have on the individual, the team and the wider organisation	<ul style="list-style-type: none"> □ Effects, eg physical, emotional, psychological, short-term and longer-term effects

Learning outcomes	Assessment criteria		Unit amplification
	4.6	Explain the importance of effective handovers of command during ongoing and protracted incidents	<ul style="list-style-type: none"> <input type="checkbox"/> Effective handover practice <input type="checkbox"/> Who to involve and inform in the handover process <input type="checkbox"/> Importance of effective handover
5	5.1	Summarise the factors involved in closing down the strategic phase of an incident	<ul style="list-style-type: none"> <input type="checkbox"/> Factors, eg no compliancy, continuous process of task, hazard identification, assessment of risk, planning, organisation, control, monitoring, review of the preventive and protective measures, debrief, resources, communications, maintenance of control, welfare, post-incident considerations, full handover, delegating responsibility, declaration of mode
	5.2	Analyse the post-incident responsibilities of the strategic commander and the joint responders' group	<ul style="list-style-type: none"> <input type="checkbox"/> Post-incident responsibilities, eg scene preservation, recording and logging, impounding equipment, identification of key personnel, role of the joint responders' group, recovery management <input type="checkbox"/> Joint responder's group composition
6	6.1	Establish liaison with key personnel in own service and other agencies who may contribute to achieving objectives	<ul style="list-style-type: none"> <input type="checkbox"/> UK resilience framework <input type="checkbox"/> How to establish liaison, eg Civil Contingencies Act 2004 Part 1 and subsequent updates
	6.2	Confirm the strategic command structure as suitable to meet the needs of the incident	<ul style="list-style-type: none"> <input type="checkbox"/> Determining the suitability of the strategic command structure

Learning outcomes	Assessment criteria	Unit amplification
6.3	Review the implications of exercising Fire Gold command during an incident where multiple Fire Silvers are operating, including approving tactical plans and prioritising resource needs	<ul style="list-style-type: none"> □ Implications for the Gold incident commander, eg clear defined visible command structure, shared responsibility, consistent and predictable pattern of sectorisation
6.4	Work in co-ordination with strategic representatives of other agencies to maximise effectiveness of response	<ul style="list-style-type: none"> □ Strategic representatives of other agencies, eg local and regional structures, central government, military □ Coordination, eg create seamless fit with other agencies, actions to maximise response effectiveness
6.5	Analyse the factors involved in setting and reviewing the strategy	<ul style="list-style-type: none"> □ Factors in setting strategy, eg resource impact, large number of agencies impact, extended duration □ Factors in reviewing the strategy, eg the task, tactical parameters, prioritising demands for silver commander(s), direct planning and operations beyond immediate response
6.6	Obtain and share information to enable co-ordination of a strategic response	<ul style="list-style-type: none"> □ Information to obtain □ Sharing information, eg determining depth and breadth of information required according to joint and individual agency needs, direct flow of information, timeliness of information, purpose of information and analysis □ Means of sharing information, eg with individual, in group situation, using technology, face to face, security of technology, security of information protocols and procedures, span of control

Learning outcomes	Assessment criteria	Unit amplification
	6.7 Ensure that the information and feedback needs of those involved in resolving, and/or those affected by the incident are met*	<ul style="list-style-type: none"> <input type="checkbox"/> How to meet information and feedback needs <input type="checkbox"/> Measures to check information and feedback needs are met
	6.8 Take action to mitigate risks to the health, safety and welfare of those involved in, or affected by the incident	<ul style="list-style-type: none"> <input type="checkbox"/> Measures to mitigate risks <input type="checkbox"/> Implementing measures to mitigate the risks
	6.9 Use advice and support from appropriate technical and professional sources	<ul style="list-style-type: none"> <input type="checkbox"/> Technical and professional advice sources <input type="checkbox"/> How to access, including any security protocols if applicable
	6.10 Engage media resources in conjunction with other agencies to inform and protect the community	<ul style="list-style-type: none"> <input type="checkbox"/> Collaborate working with other agencies in relation to media engagement <input type="checkbox"/> How to constructively engage with media resources <input type="checkbox"/> Media requirements, eg timing of print runs, broadcasts, information needs
	6.11 Modify planned actions in response to emerging needs and the impact of the incident	<ul style="list-style-type: none"> <input type="checkbox"/> Modifying planned actions, eg coordination of modification with others, communicating modifications
	6.12 Ensure a record of relevant decisions and actions is made	<ul style="list-style-type: none"> <input type="checkbox"/> Recording requirements

* please refer to assessment guidance for additional clarification

Learning outcomes	Assessment criteria		Unit amplification
7 Be able to contribute to the debrief following the resolution of an incident	7.1	Evaluate the purpose of debriefing and strategic review	<ul style="list-style-type: none"> □ Debriefing and strategic review in the Gold context □ Contribution context, eg single agency, inter-agency debriefing processes □ Purpose, eg review of incident successes and lessons to be learned, management of health and safety, promote personal, organisational and inter-agency improvement, psychological, provide evidence for inquiries
	7.2	Gather pertinent information from internal and external sources	<ul style="list-style-type: none"> □ Information management, eg capture information while memories are fresh, creating comprehensive records, nomination and role of information manager, use of electronic records, security of information requirements □ Internal and external sources relevant to contribution, eg incident commanders, witnesses
	7.3	Review pertinent information from internal and external sources	<ul style="list-style-type: none"> □ Determination of pertinent information to contribute □ Internal and external source relevant to contribution
	7.4	Provide constructive feedback to personnel and other agencies involved	<ul style="list-style-type: none"> □ Features of constructive feedback □ Adjusting communications to meet the needs of different audiences □ Feedback purpose, eg develop individuals, teams, organisations, promote agency and interoperability, relationship management, enable conclusions to be drawn

Learning outcomes	Assessment criteria	Unit amplification
	<p>7.5 Agree action to be taken following debrief activities including responsibilities and timescales</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Negotiation, influencing and reaching agreement skills <input type="checkbox"/> Implications of change actions on other aspects internal and external parties <input type="checkbox"/> SMART actions <input type="checkbox"/> Communicating actions, eg change, responsibilities, accountability, resource implications and funding of, timescales
	<p>7.6 Summarise the key factors to bear in mind when conducting a debrief</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Audience type, eg internal, external, single, multi agency <input type="checkbox"/> Purpose, eg aims, objectives, issues that involve the fire and rescue service beyond the emergency phase <input type="checkbox"/> Appropriate to the nature of the incident

Information for tutors

Delivery

Delivery of this unit requires delivery of both theoretical input and opportunities for practical application. Learning outcomes 1–5 can be delivered using formal teaching methods such as lectures, case study analysis, discussion and role play. These could be used to generate evidence, as could role play in the appropriate settings. Use should be made of examples of high-profile incidents involving media coverage and cases where the incident commander has been held accountable for their actions.

It is important that when delivering the unit, that centres give learners the opportunity to develop learning to a sufficient level for strategic (Gold) command in the incident command system (ICS).

It may be beneficial to explicitly develop evaluative skills so that learners are comfortable with the depth of critical evaluation required for this unit, therefore preparing them adequately for assessment.

Learning outcome 1 enables learners to develop a knowledge of the roles and responsibilities within incident command at local, regional and national level. and available overseas assistance that may be required. It is important that learners have sufficient opportunity, through the use of case study analysis to develop and apply their knowledge to appropriate incidents.

For learning outcome 2, learners need to analyse the issues that tactical (Silver) level commanders face, and those by other agencies address in order for this to be taken into account at strategic (Gold) level. Again, the use of case study analysis and table top scenarios will enable learners to develop and apply their knowledge and understanding.

Learning outcome 3 focuses on communication at local, regional and national incidents. Learners should have access to relevant incidents to evaluate the communication strategies used, and the opportunity to investigate sources of information that are available to strategic (Gold) commanders. Within this learning outcome the role and use of the media are investigated, and examples of the good and poor use of media relation at local, regional and national incidents will allow learners to develop their understanding of how to work in conjunction with other agencies to use the media effectively.

Learning outcome 4 focuses on people management within the incident command system (ICS). Again, this requires learners to investigate this area within the context of local, regional and national incidents. Learners should be given the opportunity to develop understanding in relation to the Civil Contingencies Act 2004, and also to investigate the impact of actions further down the ICS on the strategic level. Learners should also be given examples of how incidents can affect team members and the organisation so that they understand how to manage personnel and hand over command in an extended incident.

Learning outcome 5 focuses on post-incident operations, particularly the closing down of the strategic command phase. Learners must have the opportunity to examine case studies of local, regional and national incidents that required strategic command to be in place, and to investigate the factors involved. It may be possible to use guest speakers and minutes of relevant meetings to support the delivery of this learning outcome. Analysis of post-incident responsibilities will follow on from these activities.

For learning outcomes 6 and 7 a more practical approach could be adopted, whenever possible, with criteria being integrated. It is recommended that a theoretical input is followed by example(s) of the theory in practice. This could be achieved through an IT simulation, role play or a table top scenario. It is important that learners are given access to scenarios that enable them to apply the critical evaluation skills developed through the unit, and that the scenarios are complex enough to allow learning at this level to be developed appropriately. The focus on local, regional and national level is also important in these learning outcomes.

Assessment

For the knowledge and understanding component of the unit (learning outcomes 1-5), assessment from a learning and development environment is allowed. Simulations should be used to support skills development in the unit (learning outcomes 6 and 7) and to inform the overall assessment of the unit. For assessment criterion 6.7, simulation may enable the learner to provide coverage of both the needs of those involved in resolving and those affected, although coverage of one only would be sufficient to achieve the criterion.

Centres will devise and mark the assessment for this unit. Learners must meet all assessment criteria to pass the unit.

Learners will produce written and/or oral evidence, and this can be supported by observation records and witness testimony to demonstrate the learner's ability to develop an appropriate incident planning scenario which covers all aspects from planning the response to closing down the incident.

Within learning outcomes 1–5 assessors must ensure that there is evidence of in depth critical evaluation, where required. It is also important that learners are able to identify how incident command at strategic (Gold) level may differ at local, regional and national incidents. This must be fully evidenced in their work.

Indicative resource materials

Documents

Emergency Response and Recovery HM Government 3rd Edition (free to download from <http://.interim.cabinetoffice.gov.uk/media/353478/err-guidance-050410.pdf>)

Emergency Preparedness (Cabinet Office, 2005) Ref: 269056/1110/D40 (this document is being updated. The latest document free to download from www.cabinetoffice.gov.uk/resource-library/emergency-preparedness)

Fire and Rescue Manual Volume 2 – Fire Service Operations, Incident Command 3rd Edition (The Stationery Office, 2008) ISBN 978-0-11-341325-8 (also available as a free download from: www.communities.gov.uk/publications/fire/incidentcommand3rd)

Fire and Rescue Services Act 2004 (free to download from www.legislation.gov.uk/ukpga/2004/21/pdfs/ukpga_20040021_en.pdf)

Fire and Rescue Operational Guidance National Coordination and Advisory Framework 2009 (Department for Communities and Local Government, 2009) (free to download from <http://www.communities.gov.uk/documents/fire/pdf/opguidancencaf>)

Guidance on Command and Control 2009 (National Policing Improvement Agency/ Association of Chief Police Officers, 2009) (free to download from www.acpo.police.uk/documents/crime/2009/200907CRICCG01.pdf)

Guidance on Emergency Procedures 2009 (National Policing Improvement Agency/ Association of Chief Police Officers, 2009) free to download from www.npia.police.uk/en/docs/Emergency_Procedures_2009.pdf

Guidance on Multi Agency Interoperability 2009 (National Policing Improvement Agency/ Association of Chief Police Officers) (free to download from www.acpo.police.uk/documents/uniformed/2009/200907UNMAI01.pdf)

HM Government Emergency Response and Recovery (free to download from UK Resilience Framework: <http://interim.cabinetoffice.gov.uk/media/353478/err-guidance-050410.pdf>)

HM Government Emergency Response and Recovery 2nd edition (free to download from webarchive.nationalarchives.gov.uk/+http://www.cabinetoffice.gov.uk/media/238642/err-guidance-120809.pdf)

The National Security Strategy of the UK 2008 free to download from http://interactive.cabinetoffice.gov.uk/documents/security/national_security_strategy.pdf)

Non Statutory Guidance to the Civil Contingencies Act 2004 Ch 3 Responding Agencies 2005 (free to download from <http://webarchive.nationalarchives.gov.uk/+http://www.cabinetoffice.gov.uk/media/131906/emergresponse.pdf>)

The Civil Contingencies Act 2004 (free to download from www.legislation.gov.uk/ukpga/2004/36/contents)

The Fire and Rescue Services (Emergencies) (England) Order 2007 available from www.legislation.gov.uk/uksi/2007/735/contents/made

The National Security Strategy of the UK 2008 (The Cabinet Office 2008) (free to download from http://interactive.cabinetoffice.gov.uk/documents/security/national_security_strategy.pdf)

The UK Central Government Response - Concept of Operations Responding to Emergencies (The Cabinet Office, 2010) (free to download from <https://update.cabinetoffice.gov.uk/sites/default/files/resources/conops-2010.pdf>)

The UK Strategy for Countering International Terrorism, Pursue, Prevent, Protect, Prepare, Annual Report (free to download from www.official-documents.gov.uk/document/cm78/7833/7833.pdf)

Textbooks

Zsombok C and Klein G 1997 *Naturalistic Decision Making (Expertise: Research and Applications Series)* (Lawrence Erlbaum Associates Inc, 1997)
ISBN 9780805818741

Websites

www.emergencyservicespress.co.uk/fire/index (details of recent incidents)

www.hse.gov.uk (health and safety information from the Health and Safety Executive)

12 Further information and useful publications

For further information about the qualification(s) featured in this specification, or other Edexcel qualifications, please call Customer Services on 0844 576 0026 (calls may monitored for quality and training purposes) or visit our website (www.edexcel.com).

Related information and publications include:

- *Equality Policy*
- *Information Manual* (updated annually)
- *Reasonable Adjustment and Special Considerations for BTEC and Edexcel NVQ Qualifications*
- *Recognition of Prior Learning Policy*
- *Quality Assurance Handbook* (updated annually).

Publications on the quality assurance of BTEC qualifications is on our website at www.edexcel.com/quals/BTEC/quality/Pages/documents.aspx

Our publications catalogue lists all the material available to support our qualifications. To access the catalogue and order publications, please go to www.edexcel.com/resources/publications/home.aspx

13 Professional development and training

Edexcel supports UK and international customers with training related to BTEC qualifications. This support is available through a choice of training options offered in our published training directory or through customised training at your centre.

The support we offer focuses on a range of issues including:

- planning for the delivery of a new programme
- planning for assessment and grading
- developing effective assignments
- building your team and teamwork skills
- developing student-centred learning and teaching approaches
- building Functional Skills into your programme
- building in effective and efficient quality assurance systems.

The national programme of training we offer is on our website www.edexcel.com/training. You can request customised training through the website or by contacting one of our advisers in the Training from Edexcel team via Customer Services to discuss your training needs.

Our customer service numbers are:

BTEC and NVQ	0844 576 0026
GCSE	0844 576 0027
GCE	0844 576 0025
The Diploma	0844 576 0028
DiDA and other qualifications	0844 576 0031

Edexcel may monitor calls for quality and training purposes.

The training we provide:

- is practical – ideas are developed and applied
- is designed to be supportive and thought provoking
- builds on best practice.

Annexe A

Progression opportunities

These are examples of progression opportunities to other Edexcel qualifications within the fire and rescue services sector.

Level	General qualifications (GCSEs, GCEs)	BTEC Firsts/Nationals/Higher Nationals	BTEC Specialist/Professional qualifications	NVQ/competence-based qualifications
8				
7			Edexcel Level 7 Award in Strategic Incident Command in Fire and Rescue Services (QCF)	
6			Edexcel Level 6 Award in Advanced Incident Command in Fire and Rescue Services (QCF)	
5				
4			Edexcel Level 4 Diploma in Fire Safety (Fire Inspectors) (QCF) Edexcel Level 4 Certificate in Fire Safety (Fire Auditors) (QCF) Edexcel Level 4 Award in Intermediate Incident Command in Fire and Rescue Services (QCF)	

Level	General qualifications (GCSEs, GCEs)	BTEC Firsts/Nationals/ Higher Nationals	BTEC Specialist/ Professional qualifications	NVQ/competence-based qualifications
3			<p>Edexcel Level 3 Certificate in Fire Safety (Fire Auditors) (QCF)</p> <p>Edexcel BTEC Level 3 Diploma in Emergency Fire and Rescue Services Operations in the Community (QCF)</p>	<p>Edexcel BTEC Level 3 Award/Certificate in Compartment Fire Behaviour Training (QCF)</p> <p>Level 3 NVQ Diploma in Emergency Fire Services Operations in the Community (QCF)</p> <p>NVQ Level 3 in Emergency Fire Services Control Operations</p> <p>NVQ Level 3 in Emergency Fire Services Watch Management</p>

Annexe B

Mapping with National Occupational Standards

The grid below maps the knowledge covered in the Edexcel Level 3, 4, 6, 7 Awards in Incident Command in Fire and Rescue Services against the National Occupational Standards in Fire and Rescue Services. Centres can use this mapping when planning holistic delivery and assessment activities.

KEY

- # indicates partial coverage of knowledge in the NOS unit
- A blank space indicates no coverage of the knowledge

NOS	BTEC Specialist/Professional units			
	Unit 1	Unit 2	Unit 3	Unit 4
WM7	#			
EFSM2		#	#	
EFSM1				#
CC AG1				#

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