

# **Pearson Edexcel Level 3, 4 and 6 Awards in Incident Command in Fire and Rescue Services**

## **Specification**

Specialist/Professional qualifications

Issue 5

## **Edexcel, BTEC and LCCI qualifications**

Edexcel, BTEC and LCCI qualifications are awarded by Pearson, the UK's largest awarding body offering academic and vocational qualifications that are globally recognised and benchmarked. For further information, please visit our qualifications website at [qualifications.pearson.com](http://qualifications.pearson.com). Alternatively, you can get in touch with us using the details on our contact us page at [qualifications.pearson.com/contact us](http://qualifications.pearson.com/contact-us)

## **About Pearson**

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This specification is Issue 4. Key changes are listed in the summary table on the next page. We will inform centres of any changes to this issue. The latest issue can be found on the Pearson website: [qualifications.pearson.com](http://qualifications.pearson.com)

These qualifications were previously known as:

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

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

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

The QNs remain the same.

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*All information in this specification is correct at time of going to publication.*

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**Summary of specification Issue 4 changes to:  
 Pearson Edexcel Level 3 Award in Initial Incident  
 Command in Fire and Rescue Services  
 Pearson Edexcel Level 4 Award in Intermediate Incident  
 Command in Fire and Rescue Services  
 Pearson Edexcel Level 6 Award in Advanced Incident  
 Command in Fire and Rescue Services**

<b>Summary of changes made between previous Issue 3 and this current Issue 5</b>	<b>Section Number</b>
Edexcel Level 7 Award in Initial Incident Command in Fire and Rescue Services qualification removed as withdrawn as of 31 <sup>st</sup> March 2017	Throughout
All references to QCF have been removed throughout the specification	Throughout
Assessment criteria have been amended to align them with the NOG and to better reflect the different levels with the suite.	Throughout
Definition of TQT added	Section 1
Definition of sizes of qualifications aligned to TQT	Section 1
TQT value added	Section 2
QCF references removed from unit titles and unit levels in all units	Section 11

Earlier issue(s) show(s) previous changes.

If you need further information on these changes or what they mean, contact us via our website at: [qualifications.pearson.com/en/support/contact-us.html](http://qualifications.pearson.com/en/support/contact-us.html).



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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 Pearson Specialist/Professional qualifications

## Pearson Specialist qualifications

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Pearson Specialist qualifications are work-related qualifications available from Entry to Level 3 in a range of sectors. They give learners the knowledge, understanding and skills they need to prepare for employment in a specific occupational area. The qualifications also provide career development opportunities for those already in work. The qualifications may be offered as full-time or part-time courses in schools or colleges. Training centres and employers may also offer these qualifications.

## Sizes of Specialist qualifications

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For all regulated qualifications, we specify a total number of hours that learners are expected to undertake in order to complete and show achievement for the qualification – this is the Total Qualification Time (TQT). The TQT value indicates the size of a qualification.

Within the TQT, we identify the number of Guided Learning Hours (GLH) that a centre delivering the qualification needs to provide. Guided learning means activities that directly or immediately involve tutors and assessors in teaching, supervising, and invigilating learners, for example lectures, tutorials, online instruction and supervised study.

As well as guided learning, there may be other required learning that is directed by tutors or assessors. This includes, for example, private study, preparation for assessment and undertaking assessment when not under supervision, such as preparatory reading, revision and independent research.

As well as TQT and GLH, qualifications can also have a credit value – equal to one tenth of TQT, rounded to the nearest whole number.

TQT and credit values are assigned after consultation with users of the qualifications.

Pearson Specialist qualifications are available in the following sizes:

- Award – a qualification with a TQT value of 120 or less (equivalent to a range of 1–12 credits)
- Certificate – a qualification with a TQT value in the range of 121–369 (equivalent to a range of 13–36 credits)
- Diploma – a qualification with a TQT value of 370 or more (equivalent to 37 credits and above).

## Pearson Professional qualifications

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Pearson Professional qualifications are qualifications at Level 4 to Level 8 that are designed to provide professional work-related qualifications in a range of sectors. They give learners the knowledge, understanding and skills that they need to prepare for employment. The qualifications also provide career development opportunities for those already in work. Consequently, they provide a course of study for full-time or part-time learners in schools, colleges and training centres.

On successful completion of a Pearson Professional qualification, learners can progress to or within employment and/or continue their study in the same or related vocational area.

## Sizes of Professional qualifications

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For all regulated qualifications, Pearson specify a total number of hours that it is estimated learners will require to complete and show achievement for the qualification – this is the Total Qualification Time (TQT). The TQT value indicates the size of a qualification.

Within the TQT, Pearson identifies the number of Guided Learning Hours (GLH) that we estimate a centre delivering the qualification might provide. Guided learning means activities, such as lessons, tutorials, online instruction, supervised study and giving feedback on performance, that directly involve tutors and assessors in teaching, supervising and invigilating learners. Guided learning includes the time required for learners to complete external assessment under examination or supervised conditions.

In addition to guided learning, other required learning directed by tutors or assessors will include private study, preparation for assessment and undertaking assessment when not under supervision, such as preparatory reading, revision and independent research.

As well as TQT and GLH, qualifications can also have a credit value – equal to one tenth of TQT, rounded to the nearest whole number.

TQT and credit values are assigned after consultation with users of the qualifications.

Pearson Professional qualifications are generally available in the following sizes:

- Award – a qualification with a TQT value of 120 or less (equivalent to a range of 1–12 credits)
- Certificate – a qualification with a TQT value in the range of 121–369 (equivalent to a range of 13–36 credits)
- Diploma – a qualification with a TQT value of 370 or more (equivalent to 37 credits and above).

Other size references, such as Extended Diploma, may be used in a suite of qualifications depending on the specific needs of different sectors.

## 2 Qualification summary and key information

Qualification title	Pearson Edexcel Level 3 Award in Initial Incident Command in Fire and Rescue Services
Qualification Number (QN)	600/1313/8
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)
Total Qualification Time (TQT)	60
Guided learning hours	45
Grading information	The qualification and unit are at pass grade.
Entry requirements	Centres must also follow the Pearson <i>Access and Recruitment</i> policy (see <i>Section 9, Access and Recruitment</i> ).

Qualification title	Pearson Edexcel Level 4 Award in Intermediate Incident Command in Fire and Rescue Services
Qualification Number (QN)	600/5189/9
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)
Total Qualification Time (TQT)	50
Guided learning hours	40
Grading information	The qualification and unit are at pass grade.
Entry requirements	Centres must also follow the Pearson <i>Access and Recruitment</i> policy (see <i>section 9, Access and Recruitment</i> ).

Qualification title	Pearson Edexcel Level 6 Award in Advanced Incident Command in Fire and Rescue Services
Qualification Number (QN)	600/1314/X
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)
Total Qualification Time (TQT)	60
Guided learning hours	52
Grading information	The qualification and unit are at pass grade.
Entry requirements	Centres must also follow the Pearson <i>Access and Recruitment</i> policy (see section 9, <i>Access and Recruitment</i> ).

## Qualification title and Qualification Number

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Centres will need to use the Qualification Number (QN) when they seek public funding for their learners. 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 Pearson. Further information about certification is in the Information Manual on our website, [qualifications.pearson.com](http://qualifications.pearson.com)

## Objective of the qualifications

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The Pearson Edexcel Level 3, 4 and 6 Awards in Incident Command in Fire and Rescue Services 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 or 6 qualification
- develop their own personal growth and engagement in learning, including continual professional development.

The Pearson Edexcel Level 3 Award in Initial Incident Command in Fire and Rescue Services 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 Pearson Edexcel Level 4 Award in Intermediate Incident Command in Fire and Rescue Services 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 Pearson Edexcel Level 6 Award in Advanced Incident Command in Fire and Rescue Services 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.

## **Progression opportunities through Pearson qualifications**

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Learners who have achieved these qualifications can progress onto other levels of incident command qualifications.

## **Industry support and recognition**

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

## **Relationship with National Occupational Standards**

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These qualifications relate to the National Occupational Standards (NOS) in Fire and Rescue Services and the National Operational Guidance (NOG) for Incident Command. The mapping document in *Annexe A* 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

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- 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

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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

### Pearson Edexcel Level 3 Award in Initial Incident Command in Fire and Rescue Services

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The learner will need to meet the requirements outlined below before Pearson 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

### Pearson Edexcel Level 4 Award in Intermediate Incident Command in Fire and Rescue Services

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The learner will need to meet the requirements outlined below before Pearson 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

### Pearson Edexcel Level 6 Award in Advanced Incident Command in Fire and Rescue Services

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The learner will need to meet the requirements outlined below before Pearson 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

## 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

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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.

Pearson 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 our policy document *Recognition of Prior Learning Policy and Process*, available on our website, [qualifications.pearson.com](http://qualifications.pearson.com)

## 7 Quality assurance of centres

Pearson's quality assurance system for all BTEC higher level programmes 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 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 Pearson 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 Pearson BTEC higher level programmes at Levels 4-7 are subject to an independent assessment review by a Pearson-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

Pearson'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. Pearson'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 Pearson NVQ Qualifications, which is on our website, [qualifications.pearson.com](http://qualifications.pearson.com)

# 11 Units

## Unit format

Units have the following sections.

## Unit title

This is the formal title of the unit that will appear on the learner's certificate.

## Unit reference number

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

## Level

All units and qualifications have a level assigned to them. The level assigned is informed by the level descriptors defined by Ofqual, the qualifications regulator.

## Credit value

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

## Guided learning hours

Guided Learning Hours (GLH) is the number of hours that a centre delivering the qualification needs to provide. Guided learning means activities that directly or immediately involve tutors and assessors in teaching, supervising, and invigilating learners, for example lectures, tutorials, online instruction and supervised study.

## 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 Pearson 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

**Level:** 3

**Credit value:** 6

**Guided learning hours:** 45

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## **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	Summarise the following functional areas of the Incident Command System (ICS): <ul style="list-style-type: none"> <li>• Command Skills</li> <li>• Organisation at an Incident</li> <li>• Safety Management</li> </ul>	<ul style="list-style-type: none"> <li>□ Functional areas of incident command and their essential features.</li> <li>□ Why they are essential constituents of the Incident Command System</li> <li>□ How they relate to the Incident Commander roles and responsibilities within the ICS</li> </ul>
		1.2	Describe the 3 levels of command management applied at operational incidents	<ul style="list-style-type: none"> <li>□ Incident commander, e.g. the nominated competent person, the senior officer</li> <li>□ Leadership and management in the domain of incident command</li> <li>□ The features of and differences between the three levels of command Operational (Bronze), Tactical (Silver), Strategic (Gold)</li> </ul>

Learning outcomes		Assessment criteria		Unit amplification
		1.3	Identify the role of other agencies in relation to ICS	<ul style="list-style-type: none"> <li>□ Agencies relevant for this level of incident command, e.g. police, ambulance service, local authority, media</li> <li>□ Details of other agencies in relation to the Civil Contingencies Act 2004 and subsequent updates</li> <li>□ How other agencies align within each level of command, e.g. Operational (Bronze), Tactical (Silver), Strategic (Gold)</li> </ul>
		1.4	Define the term 'Major Incident' and outline the METHANE reporting framework used by responders to share major incident information	<ul style="list-style-type: none"> <li>□ Major Incident definition, examples, local practices</li> <li>□ The METHANE mnemonic and how it is used for interoperability working.</li> </ul>
		1.5	Describe the common framework under which Category 1 and 2 responders integrate at multi-agency incidents	<ul style="list-style-type: none"> <li>□ The common framework and its purpose</li> <li>□ Common framework Category 1, responders' initial attendance</li> <li>□ Escalating incidents to Category 2 responders</li> </ul>
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 (Bronze) level	<ul style="list-style-type: none"> <li>□ Identifying the ICS Commander</li> <li>□ Gathering situation information, nature of incident, resources and risks, local knowledge, databases, local responsible person</li> <li>□ Planning, setting objectives, tactical priorities</li> <li>□ Decision-making, risk/benefits, plan, review</li> <li>□ Coordination of communications between fire service personnel on the scene, e.g. cross service communication, communication up and down the command structure</li> <li>□ Coordination of communications between personnel off the scene, e.g. Control room, other service personnel, media, local government, utility companies</li> </ul>

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"> <li>□ Identifying the Sector Commander</li> <li>□ Purpose of sector commander, e.g. limit of the span of control</li> <li>□ Role and responsibilities e.g. 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</li> </ul>
		2.3 Describe the relationship between the incident commander, the sector commander and the incident command system	<ul style="list-style-type: none"> <li>□ Leadership and management of incident relations</li> <li>□ The essential communication between incident commander and sector commanders, e.g. 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</li> </ul>
		2.4 Identify the role and responsibilities of Command Support	<ul style="list-style-type: none"> <li>□ The Incident Command (IC) appliance, how it is identified, duties and responsibilities of the IC appliance</li> <li>□ Role of command support, e.g. management of the scene, communications, record keeping, liaison with other agencies</li> </ul>

Learning outcomes		Assessment criteria		Unit amplification
		2.5	Outline the progression of command support at an incident from first attendance to the arrival of a dedicated command support resource	<ul style="list-style-type: none"> <li>□ Progression of incident command and command support arrangements as incident develops, Dedicated command support vehicle, team and resources</li> <li>□ Communicating progression to incident ground, mobilising control and other agencies</li> </ul>
		2.6	Explain the responsibility for determining the cause of an incident	<ul style="list-style-type: none"> <li>□ Responsibility for determining the cause of an incident, e.g. for coroner's court, national fire statistics, initial reference to FDR1 Fire Report, civil and criminal investigation</li> <li>□ Reasons for determining the cause of an incident, e.g. Regulatory Reform (Fire Safety) Order 2005 and subsequent updates, legal liability, health and safety legislation</li> </ul>
		2.7	Define the range and the types of evidence available at an operational incident	<ul style="list-style-type: none"> <li>□ Evidence, e.g. physical, photographic, witness, documentary, statements, identification of key personnel, actions undertaken and why</li> </ul>
3	Understand the requirements for the successful management of risk at operational incidents	3.1	Define the terms hazard, risk and control measure	<ul style="list-style-type: none"> <li>□ Hazard, situation or activity at an incident</li> <li>□ Risk, measurement of harm at an incident Control measure, how to minimise risk at an incident</li> </ul>

Learning outcomes		Assessment criteria	Unit amplification
		3.2 Define the categories of risk assessment utilised within The Foundation for Incident Command	<ul style="list-style-type: none"> <li><input type="checkbox"/> Dynamic risk assessment</li> <li><input type="checkbox"/> Analytical risk assessment</li> <li><input type="checkbox"/> Personal (or individual) risk assessment</li> </ul>
		3.3 State the United Kingdom Fire and Rescue Service (UKFRS) risk philosophy applied to the management of risk at operational incidents	<ul style="list-style-type: none"> <li><input type="checkbox"/> The Firefighter Safety Maxim</li> </ul>
		3.4 Describe the Dynamic Risk Assessment stages employed at operational incidents	<ul style="list-style-type: none"> <li><input type="checkbox"/> Evaluate the situation</li> <li><input type="checkbox"/> Assess risk/benefits</li> <li><input type="checkbox"/> Step 3, select safe systems of work</li> <li><input type="checkbox"/> Declare tactical mode</li> <li><input type="checkbox"/> Tactical control</li> <li><input type="checkbox"/> Control measures</li> <li><input type="checkbox"/> Review</li> </ul>
		3.5 Explain the tactical mode options available at incidents	<ul style="list-style-type: none"> <li><input type="checkbox"/> Offensive - Crews are inside the designated hazard area.</li> <li><input type="checkbox"/> Defensive - Crews are outside the designated hazard area.</li> </ul>

Learning outcomes		Assessment criteria		Unit amplification
		3.6	Describe the hierarchy of control measures in relation to managing risks	<ul style="list-style-type: none"> <li>□ Hierarchy of control measures, ERIC PD (Eliminate, Reduce, Isolate, Control), PPE (personal protective equipment)</li> </ul>
		3.7	Explain the importance of evidence preservation	<ul style="list-style-type: none"> <li>□ Types of evidence, e.g. demonstrative, documentary, testimonial</li> <li>□ Importance of evidence preservation, e.g. 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</li> </ul>
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"> <li>□ Lines of communication the incident commander has to maintain at a local level at the scene and mobilising control</li> <li>□ Incident commanders span of control, e.g. direct or indirect reports from individuals, crews or sectors</li> </ul>
		4.2	Describe the impact of poor or inappropriate communication	<ul style="list-style-type: none"> <li>□ Features of good communications within the incident context</li> <li>□ Impact of poor or inappropriate communication, e.g. 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</li> </ul>
		4.3	Describe the methods of briefing of crews at operational incidents	<ul style="list-style-type: none"> <li>□ Crew briefing methods, e.g. face to face, radio, sector commanders</li> <li>□ When, e.g. en-route, following an initial assessment, continuous</li> </ul>
		4.4	Identify when and how key incident command decisions should be communicated	<ul style="list-style-type: none"> <li>□ What to communicate, when to communicate it, who to communicate with, which methods to use for different types of communication</li> </ul>

Learning outcomes		Assessment criteria		Unit amplification
		4.5	Describe the standard model for sectorisation utilised by the UKFRS at operational incidents	<ul style="list-style-type: none"> <li>□ Standard model, e.g. sector 1 at the front or main scene of operation, progression in a clockwise direction, sector 3 normally at rear</li> <li>□ Sectorisation for other incident types</li> <li>□ Purpose of sectorisation, e.g. managing large volumes of activity, provide a clear line of reporting</li> <li>□ Sectorisation of incidents, e.g. delegate a range of tasks, shared responsibility and authority</li> <li>□ Lines and methods of communication with and between sectors</li> </ul>
5	Be able to plan an initial response to an operational incident	5.1	Collect and confirm information relevant to the known and anticipated risks to people, property and the environment	<ul style="list-style-type: none"> <li>□ Initial stage of the decision control process, e.g. situation, resources, risks to people, property and environment, safety issues, involvement of other agencies</li> </ul>
		5.2	Apply a command structure as appropriate to the needs of an operational incident	<ul style="list-style-type: none"> <li>□ Command structure, e.g. Operational (Bronze), Tactical (Silver), Strategic (Gold) Command roles and responsibilities within the command structure</li> </ul>
		5.3	Determine initial action against available resources including their limitations and capabilities	<ul style="list-style-type: none"> <li>□ Second stage of the decision control process, establishing an initial plan of action against resources and their limitations, e.g. available at the scene, additional requests, location of resources and travel distance, capabilities of resources</li> <li>□ Initial actions, e.g. tactical priorities, measures to minimise risks, identification of objectives, prioritisation of objectives, hierarchy of control measures</li> </ul>

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"> <li>□ Deciding, e.g. information about event, information about resources, information about risk and benefit, gathering information, reviewing information, setting objectives, planning, communicating, controlling, continuous evaluating</li> <li>□ Cyclical nature of objective setting, constant review and evaluation, use of information to reshape objectives</li> </ul>
		5.5	Apply tactical considerations appropriate to all tasks and objectives during all phases of an operational incident	<ul style="list-style-type: none"> <li>□ Phases of an operational incident</li> <li>□ Tactical considerations</li> <li>□ Tasks and objectives</li> <li>□ How the tactical plan is implemented</li> </ul>
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"> <li>□ How to determine significant findings</li> <li>□ Risk assessment in the fire service, e.g. to minimise risk, safety briefings, recognised safe systems of work, teams to be familiar with each other and trained together</li> </ul>
		6.2	Implement control measures and record as appropriate	<ul style="list-style-type: none"> <li>□ Developing a safe system of work, e.g. pre-planning and training, sufficient competence of teams to carry out the tasks safely</li> <li>□ Chosen systems of work, e.g. risks involved are proportional to the potential benefits</li> <li>□ Third stage of the decision control process, control measures, e.g. objectives understood, responsibilities clearly allocated, safety measures are understood</li> <li>□ Recording measures appropriately, e.g. what to record, methods of recording</li> </ul>

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

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

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

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

## Information for tutors

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### 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 i.e. 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 3<sup>rd</sup> 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](http://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](http://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/](http://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](http://www.communities.gov.uk/publications/fire/fsc252010))

### **The Foundation for Incident Command**

**Published by the National Operational Guidance Programme**

**Second Edition**

**First published November 2015**

**978-1-911089-01-8**

### **JOINT DOCTRINE:**

**The interoperability framework**

**Edition 2 July 2016**

### **Websites**

[www.emergencyservicespress.co.uk/fire/index](http://www.emergencyservicespress.co.uk/fire/index)  
Details of recent incidents

[www.hse.gov.uk](http://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**

**Level: 4**

**Credit value: 5**

**Guided learning hours: 40**

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### **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 (Silver) level	<ul style="list-style-type: none"> <li>□ Role, e.g. manage the incident, prioritising, allocating resources, obtaining additional resources when required</li> <li>□ Key function, e.g. consequence management, maintain degree of control in relation to size and demands of the incident</li> <li>□ Considerations during 'handover' of information, e.g. 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</li> </ul>
		1.2	Explain the performance criteria involved in leading, monitoring and supporting people to resolve operational incidents	<ul style="list-style-type: none"> <li>□ Leading requirements</li> <li>□ Monitoring practice requirements</li> <li>□ Supportive practice requirements</li> <li>□ Ensuring operational incident outcomes are achieved, e.g. 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</li> </ul>

		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"> <li>□ Role and responsibilities, e.g. tactical modes declaration, i.e. Offensive Mode, Defensive Mode, operate the tactical mode where used by FRS i.e. in terms of the outcome of the strategic decision, its currency</li> <li>□ Role of the command support officer</li> </ul>
		1.4	Identify the legal responsibilities and potential limits to the authority of the Incident Commander	<ul style="list-style-type: none"> <li>□ Legal responsibilities, e.g. as determined in acts of law applicable to fire and rescue services</li> <li>□ Potential limits, e.g. capacities, objectives and constraints of other responding agencies, inter-working agreements</li> </ul>
2	Understand the importance of successful leadership and the application of effective decision making during operational incidents	2.1	Explain the need for effective command decision making	<ul style="list-style-type: none"> <li>□ Decision-making, e.g. 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</li> <li>□ Decision logs-</li> </ul>
		2.2	Describe the two main categories of command decision making used within the United Kingdom Fire and Rescue Service	<ul style="list-style-type: none"> <li>□ Intuitive Decision Making and Analytical Decision Making in relation to problem, risk, priorities, plan</li> </ul>
		2.3	Explain the benefits of the Decision Control Process employed by the United Kingdom Fire and Rescue Service	<ul style="list-style-type: none"> <li>□ Benefits, e.g. 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, i.e. confirm best practice, identify training needs</li> </ul>

Learning outcomes		Assessment criteria		Unit amplification
		2.4	Explain Decision traps and how Incident Commanders could avoid them	<ul style="list-style-type: none"> <li>□ Decision does not fit with the objectives, tactical priorities or incident plan</li> <li>□ Decision made on the basis of part of the situation (such as a cue or a goal) whilst not taking account of the overall picture</li> <li>□ Decision is based on the wrong interpretation</li> <li>□ Decision aversion</li> <li>□ Failure to actively monitor and review</li> </ul>
		2.5	Explain how to select and apply a range of tactics to resolve different types of operational incidents	<ul style="list-style-type: none"> <li>□ Select and apply tactics, e.g. operate within a risk control process i.e. 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</li> <li>□ Different types of operational incident</li> </ul>
		2.6	Explain the term 'situational awareness' and its relevance to the role of Incident Commander	<ul style="list-style-type: none"> <li>□ Situational awareness, e.g. an awareness of the incident environment, situation assessment</li> <li>□ Relevance to role, e.g. fundamental to effective decision-making processes i.e. problem recognition, diagnosis to develop a rational action plan</li> </ul>
		2.7	Explain operational discretion and what outcomes would justify its application by the Incident Commander	<ul style="list-style-type: none"> <li>□ Justifications i.e. saving human life, action to prevent an incident escalating, where taking no action may lead others to put themselves in danger</li> </ul>
		2.8	Describe the key elements of leadership within the role of Incident Commander	<ul style="list-style-type: none"> <li>□ The Incident Commander's leadership knowledge, skills and attributes</li> <li>□ Considerations e.g. Risk, incident type and development, team skills and attributes</li> <li>□ Command, control and organisation</li> </ul>

			<ul style="list-style-type: none"><li>□ Leadership styles and behaviours</li><li>□ Communication</li></ul>
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Learning outcomes		Assessment criteria		Unit amplification
3	Understand the principles of successful risk management at operational incidents	3.1	Explain the key points of the UKFRS Firefighter Safety Maximin managing risks to operational personnel	<ul style="list-style-type: none"> <li>□ Firefighter Safety Maxim defined in The Foundation for Incident Command</li> <li>□ Operational procedures and practices, safe systems of work</li> <li>□ Team working, 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</li> <li>□ Suitable and sufficient assessments of the risk, e.g. 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</li> </ul>
		3.2	Explain the risk concepts of the United Kingdom Fire and Rescue Service in minimising and controlling risks to operational personnel	<ul style="list-style-type: none"> <li>□ Safe person principles</li> <li>□ Risk concepts, hazards, risks, control measures</li> <li>□ Dynamic risk assessment (DRA)</li> <li>□ Analytical risk assessment</li> <li>□ Personal (or individual) risk assessment</li> <li>□ Fire and Rescue Service Standard Operating Procedures (SOPS) DRA outcome as the declaration of tactical mode</li> <li>□ Tactical withdrawal</li> </ul>

Learning outcomes		Assessment criteria		Unit amplification
		3.3	Describe how to identify and control a strong appetite for risk in others	<ul style="list-style-type: none"> <li>□ Identify, e.g. observation of personnel, listening, body language, verbal communication, tone and language use, team member concerns, damage to or wastage of resources</li> <li>□ Risk appetite control actions, e.g. 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</li> </ul>

				of acceptable/not acceptable risk, close supervision and performance correction, engaging team members in control of risk
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Learning outcomes		Assessment criteria		Unit amplification
4	Understand the methods and types of communication systems available both at incidents and remotely	4.1	Explain the importance of effective communication and the effects of poor or inaccurate information	<ul style="list-style-type: none"> <li>□ Importance, e.g. 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</li> <li>□ Effective communication, e.g. between the incident commander to crews and vice versa</li> <li>□ Effective communications with mobilising control, e.g. relay of messages and information to ensure an accurate picture of the incident is maintained and recorded</li> <li>□ Features of effective communication, e.g. continuous, respectful, authoritative, unambiguous, effective listening skills</li> <li>□ Extent of briefings with crews with differing levels of experience, e.g. the pre-briefing for small fires that crews regularly deal, where crews have little experience and there is a high-risk factor</li> <li>□ Recognising poor or inaccurate information, e.g. details missing, receiver demonstrates signs of confusion, failure of information flow</li> <li>□ Taking action, e.g. checking for a common understanding of requirements and actions, clarifying requirements with personnel, coordinating</li> <li>□ Spans of control, e.g. purpose, ideal</li> </ul>

Learning outcomes		Assessment criteria	Unit amplification
		4.2 Describe the types and methods of communication available to an Incident Commander at Tactical (Silver) level	<ul style="list-style-type: none"> <li>□ Types and methods, e.g. verbal, radio, mobilising control, risk assessments, listening, non-verbal</li> <li>□ Effective communications, e.g. information as an important asset, using systems effectively</li> <li>□ Communication challenges, e.g. operational issues, effect on the ability to start, coordinate and complete effective operations</li> <li>□ Management of communication, e.g. balance of communication, information overload action, resolving lack of sufficient information</li> </ul>
		4.3 Identify a range of remote information sources available to an Incident Commander	<ul style="list-style-type: none"> <li>□ Remote information sources, e.g. Fire Service Mobilising Control, external agencies, scientific advisers, tactical advisors</li> </ul>
		4.4 Explain the role of Command Support in establishing effective communications at incidents	<ul style="list-style-type: none"> <li>□ Command support role, e.g. under the guidance of the Incident Commander, span of control</li> <li>□ Establishing effective communications, e.g. 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</li> <li>□ Maintain effective liaison with other agencies, e.g. tactical liaison with other emergency services, technical specialists, media</li> </ul>

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 (Silver) level	<ul style="list-style-type: none"> <li>□ Ensure effective briefings, e.g. gather essential information, safety matters, issue of orders, receiving situation reports</li> <li>□ Extent of briefings with crews with differing levels of experience, e.g. pre-briefing for small fires that crews regularly deal with, where crews have little experience, where there is a high-risk factor</li> </ul>
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"> <li>□ Joint Emergency Services Interoperability Principles (JESIP), co-location, communication, co-ordination, joint understanding of risk, shared situational awareness</li> <li>□ Multi-agency or Major Incidents</li> <li>□ Other agencies, local authority personnel, Women's Royal Voluntary Service, media</li> <li>□ Liaison with, e.g. most senior officers of each agency committed within the area of operations to assume tactical command of the event or situation, others</li> </ul>

Learning outcomes	Assessment criteria	Unit amplification
	5.2 Discuss the provision of information to other agencies which may assist in their decision making	<ul style="list-style-type: none"> <li>□ METHANE messages</li> <li>□ Provide information, e.g. individual, group briefing, agency specific, multi-agency</li> <li>□ Methods of providing information, e.g. face to face, radio, video link, telephone, wiser (wireless information system for emergency responders)</li> <li>□ Establishing a set of common objectives, e.g. 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</li> <li>□ Evaluate, e.g. the response and recovery effort to identify lessons to be learned</li> <li>□ Other agencies, e.g. police, ambulance service, local authority, scientific advisers</li> </ul>

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"> <li>□ Implications, e.g. managing media to support emergency service needs, securing public confidence, clear and timely information and advice available to the public, establishes cooperation, promotes safety</li> <li>□ Establishing, e.g. 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</li> <li>□ Media types, e.g. radio and television broadcasting, print and text services</li> <li>□ Incident information sources, e.g. police, fire service, ambulance service</li> </ul>
		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"> <li>□ Benefits of inter-operability, e.g. set clear direction, monitor progress, coordinate resources, exchange mission and decision critical information rapidly and timely, coordinate a common response</li> <li>□ Inter-operability in fire and rescue service policies for effective incident command, e.g. 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</li> <li>□ Communicate and agree changes, e.g. policy, terminology, technology, working procedures</li> </ul>

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>□ Obtain information, e.g. 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> <li>□ Current incident status, e.g. awareness of the duties of the Incident commander at Tactical (Silver) level, reporting to command support, book in attendance, contact IC, exchange of relevant information regarding the incident</li> <li>□ Command of incident decision-making, e.g. 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> <li>□ How to resolve conflict or discrepancies</li> </ul>

Learning outcomes		Assessment criteria	Unit amplification
		6.2 Confirm with relevant personnel: <ul style="list-style-type: none"> <li>□ the existing plan and current progress</li> <li>□ priorities and actions to resolve the incident</li> <li>□ risk assessments completed</li> <li>□ existing tactical mode</li> <li>□ the incident command structure</li> <li>□ lines of communication</li> <li>□ resources deployed and those anticipated</li> <li>□ welfare issues</li> </ul>	<ul style="list-style-type: none"> <li>□ Relevant personnel, e.g. incident commander, mobilising control</li> <li>□ Means of confirmation with personnel, e.g. verbal, written record</li> <li>□ Confirm, e.g. 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</li> </ul>
		6.3 Confirm current action complies with relevant legislation and protocols	<ul style="list-style-type: none"> <li>□ Legislation compliance confirmation, e.g. health and safety</li> <li>□ Acceptable level of protection at operational incidents, e.g. to operate at the three different levels (strategic, systematic and dynamic)</li> <li>□ Protocol prioritisation of safety, e.g. dynamic risk assessments, SOPs (Standard Operating Procedures), SIPs (Standard Incident Procedures)</li> </ul>
		6.4 Review application of safe systems of work at operational incidents	<ul style="list-style-type: none"> <li>□ Application of safe systems, e.g. task weighed carefully against the risk, management of health and safety i.e. moral, economic and legal</li> </ul>

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"> <li>□ Tactical plan evaluation, e.g. pre-planning arrangements such as SOPs (Standard Operational Procedures), on arrival i.e. such as identifying risks to crews, the public, the environment, resource requirements</li> </ul>
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"> <li>□ Command transfer, e.g. disciplined and formal manner, supportive, acknowledge the contribution of others, communicate change to relevant personnel, identification of incident commander</li> </ul>
		7.2	Implement a plan to: <ul style="list-style-type: none"> <li>□ take account of all available information and anticipated risks</li> <li>□ confirm roles, responsibilities, tasks and communications channels</li> <li>□ ensure the command structure remains relevant</li> <li>□ match resources to meet the needs of the incident</li> <li>□ ensure appropriate tactical considerations</li> </ul>	<ul style="list-style-type: none"> <li>□ Plan purpose, e.g. command and control, tactical planning, to provide overall management of the incident</li> <li>□ Taking account of information and risks</li> <li>□ Roles, responsibilities, tasks and communication channels</li> <li>□ Command structure relevance</li> <li>□ Matching resource needs, e.g. personnel and equipment resources, deployment of resources</li> <li>□ Plan implementation, e.g. coordination of the sector operations, running the incident</li> </ul>
		7.3	Conduct dynamic and analytical risk assessment processes	<ul style="list-style-type: none"> <li>□ Dynamic risk assessments</li> <li>□ Analytical risk assessments</li> </ul>
		7.4	Interpret and record results of dynamic and analytical risk assessment	<ul style="list-style-type: none"> <li>□ Interpret information, e.g. about the event/task, resources, risk and benefits, information on progress</li> <li>□ Recording requirements</li> </ul>

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

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

Learning outcomes		Assessment criteria		Unit amplification
8	Be able to debrief people following resolution of operational incidents	8.1	Organise and conduct a post-incident debrief appropriate to the type and scale of incident through open and constructive discussion and review	<ul style="list-style-type: none"> <li>□ Types of debriefing, e.g. formal, informal, simple, multi-agency, with internal and external teams</li> <li>□ Organise, e.g. 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</li> <li>□ Open and constructive discussion, e.g. 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</li> <li>□ How to review, e.g. successes and areas to improve, promoting active involvement in personal, teamwork, organisational performance and inter-agency working improvements</li> </ul>
		8.2	Gather and review all relevant information from internal and external sources	<ul style="list-style-type: none"> <li>□ Analytical skills, e.g. examination of information to make sound judgements, key aspects of components of performance, strengths and weaknesses, draw realistic conclusions</li> <li>□ Interview skills, e.g. styles and techniques, purpose, active listening skills, formal and informal interviews, paraphrasing and adapting communication to meet the purpose and objectives</li> <li>□ Internal and external sources, e.g. agencies, media, mobile phone records</li> </ul>

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

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

## Information for tutors

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### 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 i.e. 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](http://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](http://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](http://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/](http://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](http://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](http://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](http://www.cabinetoffice.gov.uk/ukresilience))

### **The Foundation for Incident Command**

**Published by the National Operational Guidance Programme**

**Second Edition**

**First published November 2015**

**978-1-911089-01-8**

### **JOINT DOCTRINE:**

**The interoperability framework**

**Edition 2 July 2016**

### **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](http://www.emergencyservicespress.co.uk/fire/index) (details of recent incidents)

[www.hse.gov.uk](http://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**

**Level: 6**

**Credit value: 6**

**Guided learning hours: 52**

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### **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	Explain the need for effective decision making when leading, monitoring and supporting people to resolve operational incidents	<ul style="list-style-type: none"> <li>□ Effective decision-making, factors which may influence decision-making in the operational context. minimisation of stress, minimise damage and/or loss, continuous nature, establish and maintain confidence in command</li> </ul>
		1.2	Explain the decision control process used by the UK Fire and Rescue Service (UKFRS)	<ul style="list-style-type: none"> <li>□ Decision Control Process stages, Situation, Plan, Decision Controls, Action</li> <li>□ Decision-making styles, Intuitive decision-making, Analytical decision-making (AD).</li> </ul>
		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"> <li>□ Component application at operational incidents, e.g. identify appropriate objectives, define a plan, consider the results of evaluation, controlling, evaluating the outcome of the plan</li> <li>□ Decision-making model, e.g. applicable to all personnel at all levels, formed around two main activities, i.e. deciding-gathering and thinking, acting-communicating, functions within the two main activities</li> </ul>

Learning outcomes		Assessment criteria		Unit amplification
		1.4	Identify factors likely to influence the decision-making process of the Incident Commander at Advanced (Silver) level	<ul style="list-style-type: none"> <li>□ Situational, emotional, cognitive, organisational factors</li> </ul>
		1.5	Specify the requirements for applying critical decision making when leading, monitoring and supporting people to resolve operational incidents	<ul style="list-style-type: none"> <li>□ Application of critical decision-making when leading, monitoring and supporting people</li> <li>□ Critical decision-making, e.g. incident commander does not and should not work alone, making time for decision-making in a fast-moving environment, Crew Resource Management</li> </ul>
2	Understand a tactical approach to leading and supporting people to resolve operational incidents	2.1	Explain the different tactics that can be applied to resolve operational incidents	<p>Range of tactics, e.g. Defensive, Offensive, Tactical Withdrawal</p> <ul style="list-style-type: none"> <li>□ Knowledge and understanding, e.g. of the domain of command and control in which the IC operates, of the domains operating above and below</li> </ul>
		2.2	Justify the selection and application of tactics to resolve different types of operational incidents	<ul style="list-style-type: none"> <li>□ selection and application determination, e.g. 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)</li> <li>□ Announcement and recording of tactical mode, e.g. continuously as the incident grows, as Incident Commander's span of control increases, message prefix i.e. delta-defensive, oscar-offensive</li> <li>□ Use of tactical mode when sectors are in use, e.g. IC to remain accountable, sector commanders work in liaison with the IC, sector commanders responsiveness to changing conditions</li> <li>□ Using operational discretion to save human life, take decisive action to prevent an incident escalating, or where taking no action may lead others to put themselves in</li> </ul>



Learning outcomes		Assessment criteria	Unit amplification
		2.3 Explain situational awareness from the Incident Commander perspective at Advanced (Silver) level	<ul style="list-style-type: none"> <li>□ Information gathering, understanding, anticipation</li> <li>□ Factors that influence situational awareness</li> <li>□ Remote situational awareness, shared situational awareness</li> <li>□ Shared information, understating, expectations,</li> </ul>
		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"> <li>□ Relevance, e.g. foundation for effective decision-making, awareness of the incident environment, problem recognition, diagnosis, continued monitoring of the environment</li> <li>□ Use in management function, e.g. 'size up' a fireground in a rapid yet deliberate way, consideration of all critical fireground factors, development of a rational attack plan</li> <li>□ Types of decisions, e.g. standard, typical, constructed</li> <li>□ Levels of mental activity, e.g. sensorimotor, procedural, abstract, supervisory and resource management, pressure and stress</li> </ul>

Learning outcomes		Assessment criteria	Unit amplification
		2.5 Explain the importance of effective communications processes	<ul style="list-style-type: none"> <li>□ Importance, e.g. 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</li> <li>□ Effective communication, e.g. two way between incident commander, other commanders and crew, mobilising control relay of information</li> <li>□ Features of effective communication, e.g. continuous, respectful, authoritative, unambiguous, effective listening skills</li> <li>□ Checking communication process, e.g. questioning, observation of non-verbal communication, monitoring of verbal communication</li> </ul>
		2.6 Explain joint working arrangements and interoperability at Advanced (Silver) level	<ul style="list-style-type: none"> <li>□ Interoperability and intraoperability</li> <li>□ Joint Emergency Services Interoperability Principles (JESIP), co-location, communication, co-ordination, joint understanding of risk, shared situational awareness</li> <li>□ Multi-agency or Major Incidents</li> <li>□ Common Operating Picture (COP), joint working arrangements, joint decision model (JDM)</li> <li>□ METHANE</li> </ul>
		2.7 Explain the importance of effective media management during the incident	<ul style="list-style-type: none"> <li>□ Media management, e.g. 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</li> </ul>

Learning outcomes		Assessment criteria		Unit amplification
3	Understand the principles of risk management when leading, monitoring and supporting people to resolve operational incidents	3.1	Critically evaluate the principles of different types of risk assessment at operational incidents	<ul style="list-style-type: none"> <li>□ Principles of different types of risk assessment, e.g. dynamic risk assessment, analytical risk assessment, personal (or individual) risk assessment</li> <li>□ Confirm, e.g. dynamic risk assessment and chosen Tactical Mode are correct, can form the basis of a future or ongoing DRA</li> <li>□ Responsibilities within tactical mode, e.g. everyone on the incident ground responsible for their own safety and the safety of others</li> <li>□ Risk control measures, e.g. 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</li> </ul>
		3.2	Explain how an understanding of different types of risk assessment influence own attitude to risk	<ul style="list-style-type: none"> <li>□ Responsibilities within tactical mode, e.g. everyone on the incident ground has a responsibility for their own safety and the safety of others</li> <li>□ Own attitude to risk, e.g. 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</li> </ul>

Learning outcomes		Assessment criteria		Unit amplification
		3.3	Critically evaluate the attitude to risk in others in terms of the potential impact on resolving operational incidents	<ul style="list-style-type: none"> <li>□ Personal (or individual) risk assessment, identifying attitude to risk in others, e.g. observation of personnel actions and body language, listening to verbal communication (tone and language use), team member concerns, damage to or wastage of resources</li> <li>□ Evaluation of impact, e.g. increased risk to people, property and/or environment, benefits of proceeding with a task versus risks</li> <li>□ Manage risk, e.g. 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</li> </ul>
		3.4	Explain how the negative aspects of other people's attitude to risk can be managed at operational incidents	<ul style="list-style-type: none"> <li>□ Negative attitudes to risk</li> <li>□ Managing negative attitudes, e.g. 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)</li> </ul>

Learning outcomes		Assessment criteria		Unit amplification
4	Understand the principles of debriefing following an operational incident	4.1	Summarise responsibilities in relation to debriefing following operational incidents	<ul style="list-style-type: none"> <li>□ Determine type of briefing, e.g. formal, simple, multi-agency, with internal and external teams</li> <li>□ Organise, e.g. 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</li> <li>□ Debrief requirements, e.g. identification of successes and areas to improve, promoting active involvement in personal, teamwork, organisational performance and inter-agency working improvements</li> </ul>
		4.2	Summarise the benefits of effective debriefing in terms of organisational and personal development	<ul style="list-style-type: none"> <li>□ 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</li> </ul>
		4.3	Critically compare different approaches to debrief	<ul style="list-style-type: none"> <li>□ Types of debriefings, e.g. formal, informal, simple, multi-agency, public enquiry, with internal and external teams</li> <li>□ Different approaches, e.g. appropriate to the nature of the incident, to promote open, supportive discussion</li> </ul>
		4.4	Explain when different types of debrief should be utilised following operational incidents	<ul style="list-style-type: none"> <li>□ Types of debrief and utilisation, e.g. formal, informal, simple, multi-agency, public enquiry, with internal and external team</li> </ul>

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"> <li>□ the existing tactical plan</li> <li>□ risk assessments made</li> <li>□ existing tactical mode</li> <li>□ the incident command structure</li> <li>□ lines of communication</li> <li>□ what resources have been deployed</li> <li>□ welfare issues</li> </ul>	<ul style="list-style-type: none"> <li>□ Relevant personnel, e.g. incident commander, mobilising control</li> <li>□ Means of confirmation, e.g. verbal, written documents/records</li> <li>□ Information sources, e.g. observations, progress reports, situational reports</li> <li>□ Confirm, e.g. 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</li> </ul>
		5.2	Determine the effectiveness of current incident commander	<ul style="list-style-type: none"> <li>□ Effectiveness, e.g. how to gauge the extent to which commanders have met their objectives, achievability of objectives, progress made</li> <li>□ Information, e.g. from observations, progress reports, situational reports</li> </ul>
		5.3	Delegate responsibilities for any necessary functions and investigations	<ul style="list-style-type: none"> <li>□ Delegation, what may be discharged, shared responsibility, responsibility in the command structure that may not be divested</li> <li>□ Effective delegation, e.g. effective communication, provision of accurate and sufficient information to those delegated to</li> </ul>

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

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

Learning outcomes		Assessment criteria		Unit amplification
		6.7	Control hazards and risks identified within the incident	<ul style="list-style-type: none"> <li>□ Hazard and risk control, e.g. risk versus benefit analysis continuous review and evaluation, constant updating</li> </ul>
		6.8	Liaise with other agencies to ensure effective responses	<ul style="list-style-type: none"> <li>□ Other agencies, e.g. police, ambulance service, local authority, media</li> <li>□ Liaison requirements</li> </ul>
7	Be able to close down the operational phase of an incident	7.1	Ensure the area of responsibility is fit for handover to the appropriate person, agency or authority	<ul style="list-style-type: none"> <li>□ Appropriate person, agency or authority handover requirements</li> </ul>
		7.2	Contribute to a post-incident debrief through open and constructive discussion and review	<ul style="list-style-type: none"> <li>□ Collecting and collating information for the debrief</li> <li>□ Content, e.g. identifying strengths and weaknesses, suggestions to improve procedures and equipment use, suggestions to improve inter-agency working</li> <li>□ Communication skills, e.g. 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</li> </ul>

## Information for tutors

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### 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](http://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](http://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/](http://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](http://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](http://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](http://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](http://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](http://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](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

## **The Foundation for Incident Command**

**Published by the National Operational Guidance Programme**

**Second Edition**

**First published November 2015**

**978-1-911089-01-8**

## **JOINT DOCTRINE:**

**The interoperability framework**

**Edition 2 July 2016**

## **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](http://www.emergencyservicespress.co.uk/fire/index) (details of recent incidents)

[www.hse.gov.uk](http://www.hse.gov.uk) (range of health and safety information from the Health and Safety Executive)



## 12 Further information and useful publications

To get in touch with us visit our 'Contact us' pages:

- Edexcel, BTEC and Pearson Work Based Learning contact details: [qualifications.pearson.com/en/support/contact-us.html](http://qualifications.pearson.com/en/support/contact-us.html)
- books, software and online resources for UK schools and colleges: [www.pearsonschoolsandfecolleges.co.uk](http://www.pearsonschoolsandfecolleges.co.uk)

Key publications:

- *Adjustments for candidates with disabilities and learning difficulties – Access and Arrangements and Reasonable Adjustments, General and Vocational qualifications (Joint Council for Qualifications (JCQ))*
- *Equality Policy (Pearson)*
- *Recognition of Prior Learning Policy and Process (Pearson)*
- *UK Information Manual (Pearson)*
- *UK Quality Vocational Assurance Handbook (Pearson).*

All of these publications are available on our website.

Publications on the quality assurance of BTEC qualifications are available on our website at [qualifications.pearson.com](http://qualifications.pearson.com)

Our publications catalogue lists all the material available to support our qualifications. To access the catalogue and order publications, please go to [qualifications.pearson.com](http://qualifications.pearson.com)

### **Additional resources**

If you need further learning and teaching materials to support planning and delivery for your learners, there is a wide range of BTEC resources available.

Any publisher can seek endorsement for their resources, and, if they are successful, we will list their BTEC resources on our website, [qualifications.pearson.com](http://qualifications.pearson.com)

## 13 Professional development and training

Pearson supports UK and international customers with training related to BTEC qualifications. This support is available through a choice of training options offered on our website: [qualifications.pearson.com](http://qualifications.pearson.com)

The support we offer focuses on a range of issues, such as:

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

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To get in touch with our dedicated support teams please visit: [qualifications.pearson.com](http://qualifications.pearson.com)

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- Subject Advisors: find out more about our subject advisor team – immediate, reliable support from a fellow subject expert
- Ask the Expert: submit your question online to our Ask the Expert online service and we will make sure your query is handled by a subject specialist.

Please visit, [qualifications.pearson.com/en/support/contact-us.html](http://qualifications.pearson.com/en/support/contact-us.html)

## Annexe A

### Mapping with National Occupational Standards

The grid below maps the knowledge covered in the Pearson Edexcel Level 3, 4 and 6 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	Lead and support people to resolve operational incidents	#			
EFSM2	Lead, monitor and support people to resolve operational incidents		#	#	
EFSM1	Provide strategic advice and support to resolve operational incidents				#
CC AG1	Respond to emergencies at the strategic (gold) level				#

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