Pearson Edexcel Level 3 NVQ Certificate in Emergency Fire Services Control Operations

Specification

NVQ/competence-based qualifications

For first registration March 2013

Issue 2

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. Alternatively, you can get in touch with us using the details on our contact us page at qualifications.pearson.com/contactus

About Pearson

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This specification is Issue 2. 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

This qualification was previously known as:

Edexcel Level 3 NVQ Certificate in Emergency Fire Services Control Operations (QCF)

The QN remains the same.

Summary of Pearson Edexcel Level 3 NVQ Certificate in Emergency Fire Services Control Operations specification Issue 2 changes

Summary of changes made between previous issue and this current issue	Page/section number
All references to QCF have been removed throughout the specification	
Definition of TQT added	Page 1
Definition of sizes of qualifications aligned to TQT	Page 2
TQT value added	Page 6
QCF references removed from unit titles and unit levels in all units	Page 10
Guided learning definition updated	Page 10

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.

Contents

Introducing Pearson Edexcel NVQ qualifications

What are NVQ qualifications?

National Vocational Qualifications (NVQs) are work-based qualifications that give learners the opportunity to develop and demonstrate their competence in the area of work or job role to which the qualification relates.

NVQs are based on the National Occupational Standards (NOS) for the appropriate sector. NOS define what employees, or potential employees, must be able to do and know, and how well they should undertake work tasks and work roles. At Level 2 and above, these qualifications are recognised as the competence component of Apprenticeship Frameworks. Qualifications at Level 1 can be used in Traineeships, which are stepping-stones to Apprenticeship qualifications. NVQs qualifications can also be delivered as stand-alone for those who wish to take a work-based qualification.

NVQs qualifications are outcomes-based with no fixed learning programme – allowing flexible delivery that meets the individual learner's needs. They are suitable for those in employment or those who are studying at college and have a part-time job or access to a substantial work placement so that they are able to demonstrate the competencies that are required for work.

Most learners will work towards their qualification in the workplace or in settings that replicate the working environment as specified in the assessment requirements/strategy for the sector. Colleges, training centres and/or employers can offer these qualifications provided they have access to appropriate physical and human resources.

Sizes of NVQ/Competence-based qualifications

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.

NVQ/Competence-based 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).

Qualification title covered by this specification

This specification gives you the information you need to offer the Pearson Edexcel Level 3 NVQ Certificate in Control Operations:

Qualification title	Qualification Number (QN)	Accreditation start date
Pearson Edexcel Level 3 NVQ Certificate in Control Operations	600/7939/3	01/03/13

Qualifications eligible and funded for post-16-year-olds can be found on the funding Hub. The Skills Funding Agency also publishes a funding catalogue that lists the qualifications available for 19+ funding.

You should use the Qualification Number (QN), when you wish to seek public funding for your learners. Each unit within a qualification will also have a unique reference number, which is listed in this specification.

The qualification title and unit reference numbers will appear on the learners' final certification document. Learners need to be made aware of this when they are recruited by the centre and registered with Pearson.

Key features of the Pearson Edexcel Level 3 NVQ Certificate in Emergency Fire Services Control Operations

This qualification:

- is nationally recognised

- is based on the Fire Rescue Sector Control Operations National Occupational Standards (NOS). The NOS, assessment requirements/ strategy and qualification structure(s) are owned by Skills for Justice SSC.

The Pearson Edexcel Level 3 NVQ Certificate in Control Operations is designed to be assessed in the workplace, or in conditions resembling the workplace, as specified in the Skills for Justice assessment strategy for Justice and Community Safety sectors, for example:

- local authority fire services

- civil airport fire services

- Ministry of Defence fire services

- occupational brigades provided by, and to protect, private companies.

In a further education or training situation, assessment is occasionally achieved through simulation. Simulation must be carried out in conditions resembling the workplace. These conditions are described as being a 'realistic working environment', (RWE).

Who is this qualification for?

This qualification is for all learners aged 18 and above who are capable of reaching the required standards.

Pearson's policy is that the qualification should:

- be free from any barriers that restrict access and progression

- ensure equality of opportunity for all wishing to access the qualification(s).

This qualification is suitable for control room staff working in the Fire and Rescue sector, in both the public and private sectors, whose role involves emergency call taking and dispatching appropriate resources to a range of incident types.

What are the potential job roles for those working towards this qualification?

- Control room staff

What progression opportunities are available to learners who achieve this qualification?

This qualification will also allow candidates to progress to other NVQs and vocationally-related qualifications.

What is the qualification structure for the Pearson Edexcel Level 3 NVQ Certificate in Emergency Fire Services Control Operations?

Individual units can be found in the *Units* section. The level and credit value are given on the first page of each unit.

The Total Qualification Time (TQT) for this qualification is 270.

The Guided Learning Hours for this qualification are 185.

To achieve this qualification learners must achieve a minimum of 27 credits.

Learners must achieve all units from Group A and one unit from Group B.

Unit reference number	Unit title	Credit	Level
Group A			
L/504/6076	Maintain information on fire and rescue operational resources	3	3
T/504/6072	Take responsibility for effective performance in fire and rescue control operations	4	3
L/504/6052	Gather information to co-ordinate a fire and rescue response	5	3
R/504/6077	Co-ordinate a fire and rescue response	4	3
H/504/6052	Maintain the reliability and readiness of fire and rescue control operations equipment	4	3
K/504/6053	Manage fire and rescue information to support the needs of the community	4	3
Group B			
T/504/6055	Use specialist or bespoke software in fire and rescue control room operations	3	3
D/601/4081	Support the development of colleagues in fire and rescue	4	3
A/504/6073	Drive, manoeuvre and re-deploy fire and rescue control operations vehicles	6	3

How is the qualification graded and assessed?

The overall grade for the qualification is a 'pass'. The learner must achieve all the required units within the specified qualification structure.

To pass a unit the learner must:

- achieve **all** the specified learning outcomes
- satisfy **all** the assessment criteria by providing sufficient and valid evidence for each criterion
- show that the evidence is their own.

The qualifications are designed to be assessed:

- in the workplace or
- in conditions resembling the workplace, as specified in the assessment requirements/strategy for the sector, or
- as part of a training programme.

Assessment requirements/strategy

The assessment requirements/strategy for this qualification has been included in *Annexe D*. They have been developed by Skills for Justice SSC in partnership with employers, training providers, awarding organisations and the regulatory authorities. The assessment strategy includes details on:

- criteria for defining realistic working environments
- roles and occupational competence of assessors, expert witnesses, internal verifiers and standards verifiers
- quality control of assessment

Evidence of competence may come from:

- **current practice** where evidence is generated from a current job role
- a **programme of development** where evidence comes from assessment opportunities built into a learning/training programme whether at or away from the workplace
- the **Recognition of Prior Learning (RPL)** where a learner can demonstrate that they can meet the assessment criteria within a unit through knowledge, understanding or skills they already possess without undertaking a course of learning. They must submit sufficient, reliable and valid evidence for internal and standards verification purposes. RPL is acceptable for accrediting a unit, several units or a whole qualification
- a **combination** of these.

It is important that the evidence is:

Valid	relevant to the standards for which competence is claimed
Authentic	produced by the learner
Current	sufficiently recent to create confidence that the same skill, understanding or knowledge persist at the time of the claim
Reliable	indicates that the learner can consistently perform at this level
Sufficient	fully meets the requirements of the standards.

Types of evidence (to be read in conjunction with the assessment strategy in Annexe D)

To successfully achieve a unit the learner must gather evidence which shows that they have met the required standard in the assessment criteria. Evidence can take a variety of different forms including the examples below. Centres should refer to the assessment strategy for information about which of the following are permissible.

- direct observation of the learner's performance by their assessor (O)

- outcomes from oral or written questioning (Q&A)

- products of the learner's work (P)

- personal statements and/or reflective accounts (RA)

- outcomes from simulation, where permitted by the assessment strategy (S)

- professional discussion (PD)

- assignment, project/case studies (A)

- authentic statements/witness testimony (WT)

- expert witness testimony (EPW)

- evidence of Recognition of Prior Learning (RPL).

The abbreviations may be used for cross-referencing purposes.

Learners can use one piece of evidence to prove their knowledge, skills and understanding across different assessment criteria and/or across different units. It is, therefore, not necessary for learners to have each assessment criterion assessed separately. Learners should be encouraged to reference the assessment criteria to which the evidence relates.

Evidence must be made available to the assessor, internal verifier and Pearson standards verifier. A range of recording documents is available on the Pearson website qualifications.pearson.com. Alternatively, centres may develop their own.

Centre recognition and approval

Centre recognition

Centres that have not previously offered Pearson qualifications need to apply for and be granted centre recognition as part of the process for approval to offer individual qualifications. New centres must complete both a centre recognition approval application and a qualification approval application.

Existing centres will be given 'automatic approval' for a new qualification if they are already approved for a qualification that is being replaced by the new qualification and the conditions for automatic approval are met. Centres already holding Pearson approval are able to gain qualification approval for a different level or different sector via Edexcel online.

Approvals agreement

All centres are required to enter into an approvals agreement which is a formal commitment by the head or principal of a centre to meet all the requirements of the specification and any linked codes or regulations. Pearson will act to protect the integrity of the awarding of qualifications, if centres do not comply with the agreement. This could result in the suspension of certification or withdrawal of approval.

Quality assurance

Detailed information on Pearson's quality assurance processes is given in *Annexe B*.

What resources are required?

Each qualification is designed to support learners working in the Fire Rescue Sector. Physical resources need to support the delivery of the qualifications and the assessment of the learning outcomes and must be of industry standard. Staff assessing the learner must meet the requirements within the overarching assessment strategy for the sector.

Unit format

Each unit in this specification contains the following sections.

Unit title:

> This is the formal title of the unit that will appear on the learners certificate

Unit reference number:

> This code is a unique reference number for the unit.

Level:

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

Credit value:

> All units have a credit value. The minimum credit value is one, and credits can only be awarded in whole numbers. Learners will be awarded credits when they achieve the unit.

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 summary:

> This provides a summary of the purpose of the unit.

Assessment requirements/evidence requirements:

> The assessment/evidence requirements are determined by the SSC. Learners must provide evidence for each of the requirements stated in this section.

Assessment methodology:

> This provides a summary of the assessment methodology to be used for the unit.

Learning outcomes:	Assessment criteria:	Evidence type:	Portfolio reference:	Date:
			The learner should use this box to indicate where the evidence can be obtained eg portfolio page number.	The learner should give the date when the evidence has been provided.

> Learning outcomes state exactly what a learner should know, understand or be able to do as a result of completing a unit.

> The assessment criteria of a unit specify the standard a learner is expected to meet to demonstrate that a learning outcome, or a set of learning outcomes, has been achieved.

> Learners must reference the type of evidence they have and where it is available for quality assurance purposes. The learner can enter the relevant key and a reference. Alternatively, the learner and/or centre can devise their own referencing system.

Units

Unit 1: Maintain information on fire and rescue operational resources

Unit reference number:	L/504/6076
Level:	3
Credit value:	3
Guided learning hours:	23

Unit summary

This unit accredits the ability to keep up-to-date information and records on the operational resources available to the services. It involves using a range of communication and mobilising equipment to monitor and maintain information on resource availability and deployment.

Assessment requirements/evidence requirements

This unit requires the workplace assessment of occupational competence wherever practicable. For the knowledge and understanding component of the unit, assessment from a learning and development environment is allowed.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace, as specified in the Skills for Justice assessment strategy for Justice and Community Safety sectors. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria		Evidence type	Portfolio reference	Date
1 Understand the requirements for maintaining information on fire and rescue operational resources	1.1	summarise Fire Service and other legislation applicable to the maintenance of information on operational resources			
	1.2	describe the sources of information on operational resources			
	1.3	explain the uses of information on operational resources in the context of service delivery			
	1.4	summarise own role and responsibilities in relation to information maintenance on operational resources			
	1.5	explain the procedures for accessing information of different types from internal and external sources			

Learning outcomes	Assessment criteria		Evidence type	Portfolio reference	Date
2 Be able to maintain information on fire and rescue operational resources	2.1	monitor the availability of resources in own area of responsibility to meet organisational demands			
	2.2	maintain information on the availability of resources according to own level of responsibility			
	2.3	take action to deal with shortfalls in resource availability			
	2.4	refer requests that are beyond own level of authority to the relevant people			
	2.5	monitor information to support decisions on operational cover			
	2.6	update records relevant to resource status			
	2.7	make records available to authorised users in the agreed format			
	2.8	confirm information held on resources is accurate and complete			

Learner name: _____   Date: _____

Learner signature: _____   Date: _____

Assessor signature: _____   Date: _____

Internal verifier signature: _____   Date: _____
(*if sampled*)

Unit 2: Take responsibility for effective performance in fire and rescue control operations

Unit reference number: T/504/6072

Level: 3

Credit value: 4

Guided learning hours: 18

Unit summary

This unit accredits the ability of fire and rescue control operatives to develop and maintain their own abilities in relation to working effectively within the fire and rescue control operations. It involves making positive contributions to the working practices of the organisation – including health and safety, maintaining effective working relationships with colleagues and continuing to develop own skills and knowledge.

Assessment requirements/evidence requirements

This unit requires the workplace assessment of occupational competence wherever practicable. For the knowledge and understanding component of the unit, assessment from a learning and development environment is allowed.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace, as specified in the Skills for Justice assessment strategy for Justice and Community Safety sectors. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Understand the requirements for taking responsibility for effective performance in fire and rescue control operations	1.1 identify the external regulations and requirements that apply to working in the fire and rescue service control operations environment			
	1.2 explain the relevant health, safety and environmental requirements for working in the fire and rescue service control operations environment			
	1.3 explain the principles of implementing actions based on the assessment of risk			
	1.4 outline the organisation's policies and procedures, objectives, systems of work and working practices			
	1.5 explain the principles of effective team-working in a fire and rescue control operations context			
	1.6 explain the organisation's policies and procedures for communication and working with colleagues, individuals for other agencies and members of the public			
	1.7 explain the roles, responsibilities and limits of authority applicable to themselves and others			
	1.8 summarise the organisation's procedures for performance review and development			
	1.9 explain how to maintain health, fitness and personal performance standards to the levels required in the fire and rescue service control operations environment			
	1.10 outline how to identify personal development needs, including setting objectives and how to address these			

Learning outcomes	Assessment criteria		Evidence type	Portfolio reference	Date
2 Be able to take responsibility for personal performance	2.1	behave in a way that avoids threat, harm or damage to others, the environment and the organisation			
	2.2	work to their level of authority and responsibility to meet fire and rescue control operations requirements			
	2.3	contribute constructively to debriefs			
	2.4	maintain the personal fitness levels required in the fire and rescue control operations service			
	2.5	report factors that affect personal ability to meet responsibilities to the relevant people			
	2.6	maintain records in accordance with organisational procedures			
	2.7	maintain a safe working environment			
	2.8	use resources in accordance with organisational procedures			
3 Be able to work with others in a fire and rescue control operations environment	3.1	act constructively to minimise or resolve conflict			
	3.2	support and promote the organisation's values, ethics and codes of practice			
	3.3	communicate in a constructive, supportive manner			
	3.4	promote cooperation and a positive image of the organisation			
	3.5	promote a safe working environment for all			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Be able to develop their own skills and knowledge	4.1 contribute constructively to their own performance reviews			
	4.2 assess their own skills and knowledge to identify personal development needs			
	4.3 agree a personal development plan ensuring that objectives are specific, measurable, achievable and realistic			
	4.4 take part in development activities consistent with the plan, using any feedback to improve performance			
	4.5 review and update the development plan at appropriate intervals			

Learner name: _____   Date: _____

Learner signature: _____   Date: _____

Assessor signature: _____   Date: _____

Internal verifier signature: _____   Date: _____
(*if sampled*)

Unit 3: Gather information to co-ordinate a fire and rescue response

Unit reference number:	L/504/6045
Level:	3
Credit value:	5
Guided learning hours:	29

Unit summary

This unit accredits the ability to gather the information required to help co-ordinate a response to an incident – for example a fire. It also includes providing support to emergency callers.

Assessment requirements/evidence requirements

This unit requires the workplace assessment of occupational competence wherever practicable. For the knowledge and understanding component of the unit, assessment from a learning and development environment is allowed.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace, as specified in the Skills for Justice assessment strategy for Justice and Community Safety sectors. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria		Evidence type	Portfolio reference	Date
1 Understand the requirements for gathering information to co-ordinate a fire and rescue response	1.1	explain methods for gathering information relevant to co-ordinating a fire and rescue response			
	1.2	summarise typical characteristics of callers reporting an incident			
	1.3	explain methods for responding to callers who are in a distressed state			
	1.4	explain how to respond to identified safety needs of callers			
	1.5	summarise the requirements for recording information gathered to co-ordinate fire and rescue responses			
	1.6	explain the interpretation of information in relation to determining the response needed			
	1.7	explain the factors within the geographical area of responsibility, which contribute to the interpretation of information			

Learning outcomes	Assessment criteria		Evidence type	Portfolio reference	Date
2 Be able to gather information in relation to fire and rescue incidents	2.1	respond to alerts as required by the organisation			
	2.2	respond in a way that is appropriate to the type of alert and its urgency			
	2.3	gather sufficient information about the incident and its location to be able to decide on an appropriate mobilising response			
	2.4	provide relevant information and referral when calls do not need a mobilising response			
	2.5	seek advice on further action when insufficient information is available			
	2.6	refer matters beyond own level of authority to relevant people			

Learning outcomes	Assessment criteria		Evidence type	Portfolio reference	Date
3 Be able to support emergency callers	3.1	advise the caller on action to minimise risk to themselves and others			
	3.2	reassure the caller in a calm and considerate manner			
	3.3	alert other team members when support is needed to deal with the caller			
	3.4	make best use of the team's support to deal with caller's needs			
	3.5	ensure records of calls are in the agreed format, accurate, complete, legible and accessible to authorised users			

Learner name: _____   Date: _____

Learner signature: _____   Date: _____

Assessor signature: _____   Date: _____

Internal verifier signature: _____   Date: _____
(*if sampled*)

Unit 4: Co-ordinate a fire and rescue response

Unit reference number:	R/504/6077
Level:	3
Credit value:	4
Guided learning hours:	35

Unit summary

This unit accredits the ability to mobilise resources for an incident – for example a fire. It also includes providing ongoing support during the incident. It involves dealing with both emergency and non-emergency incidents.

Assessment requirements/evidence requirements

This unit requires the workplace assessment of occupational competence wherever practicable. For the knowledge and understanding component
of the unit, assessment from a learning and development environment
is allowed.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace, as specified in the Skills for Justice assessment strategy for Justice and Community Safety sectors. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Understand the requirements for co-ordinating a fire and rescue response	1.1 explain the principles of planning responses in terms of: – availability and operational readiness of physical resources – availability of human resources – the nature of the incident			
	1.2 explain how to interpret information of different types and from a range of sources			
	1.3 explain how to use appropriate mobilising systems and resources			
	1.4 summarise the availability and access to internal and external resources and support			
	1.5 analyse the impact of factors within the geographical area of responsibility on the response needed			
	1.6 explain the requirements for supporting distressed people at an incident			
	1.7 explain the requirements for preservation of evidence and information related to an incident			

Learning outcomes	Assessment criteria		Evidence type	Portfolio reference	Date
2 Be able to respond to an incident	2.1	confirm the resources specified for the type of incident are suitable and available			
	2.2	alter the attendance if local mobilising conditions change			
	2.3	mobilise the identified resources and confirm that mobilisation has occurred			
	2.4	communicate information about the mobilisation to relevant people			
	2.5	inform other agencies of incidents that are relevant to them			
	2.6	refer matters beyond own level of authority to relevant people			

Learning outcomes	Assessment criteria		Evidence type	Portfolio reference	Date
3 Be able to support the response to an incident	3.1	monitor communication links to support the ongoing needs of the incident			
	3.2	respond to requests for resources and information in relation to the incident			
	3.3	confirm own operational objectives with relevant people			
	3.4	report progress and obstacles to achieving objectives to own line manager in accordance with the needs of the incident			
	3.5	inform relevant people of: – risk critical information – other key factors			

Learner name: _____   Date: _____

Learner signature: _____   Date: _____

Assessor signature: _____   Date: _____

Internal verifier signature:_____   Date: _____
(*if sampled*)

Unit 5: Maintain the reliability and readiness of fire and rescue control operations equipment

Unit reference number:	H/504/6052
Level:	3
Credit value:	4
Guided learning hours:	20

Unit summary

This unit accredits the ability to carry out routine checks of communications and mobilising equipment. It also involves following organisational procedures to maintain it in good working order.

Assessment requirements/evidence requirements

This unit requires the workplace assessment of occupational competence wherever practicable. For the knowledge and understanding component
of the unit, assessment from a learning and development environment
is allowed.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace, as specified in the Skills for Justice assessment strategy for Justice and Community Safety sectors. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria		Evidence type	Portfolio reference	Date
1 Understand the requirements for maintaining the reliability and readiness of fire and rescue control operations equipment	1.1	explain the capabilities and limitations of communications equipment			
	1.2	explain methods for testing operational equipment			
	1.3	explain procedures for maintaining operational equipment			
	1.4	summarise the organisational requirements for availability and operational readiness of resources			
	1.5	explain the procedures for safe and secure storage of equipment			
	1.6	explain contingency plans for when equipment is not fit for purpose			
2 Be able to check fire and rescue equipment in accordance with organisational procedures	2.1	check equipment according to the planned schedule			
	2.2	follow organisational procedures to confirm the equipment is ready for use			
	2.3	mark and remove all defective items to the agreed location			
	2.4	record the equipment status and condition and notify relevant people			
	2.5	return all passed items and support equipment to the correct location			
	2.6	follow agreed contingency plans when equipment is not fit for purpose			

Learning outcomes	Assessment criteria		Evidence type	Portfolio reference	Date
3 Be able to maintain fire and rescue equipment	3.1	carry out routine maintenance according to organisational procedures			
	3.2	report any defects or deficiencies in fire and rescue equipment			
	3.3	identify and report shortages of consumables			
	3.4	maintain consumables to specified levels			

Learner name: _____   Date: _____

Learner signature: _____   Date: _____

Assessor signature: _____   Date: _____

Internal verifier signature: _____   Date: _____
(*if sampled*)

Unit 6:	Manage fire and rescue information to support the needs of the community

Unit reference number:	K/504/6053
Level:	3
Credit value:	4
Guided learning hours:	22

Unit summary

This unit accredits the ability to collect and disseminate information about the organisation and the community.

Assessment requirements/evidence

This unit requires the workplace assessment of occupational competence wherever practicable. For the knowledge and understanding component
of the unit, assessment from a learning and development environment
is allowed.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace, as specified in the Skills for Justice assessment strategy for Justice and Community Safety sectors. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Understand the requirements for managing fire and rescue information to support the needs of the community	1.1 summarise sources of information related to supporting the needs of the community			
	1.2 explain how to access and interpret information on the needs of the community			
	1.3 explain the organisational procedures for presenting information to influence change			
	1.4 explain methods for communicating clearly and effectively with the people involved in the community and other agencies			
	1.5 explain methods for presenting information to: – individuals – groups			
	1.6 explain the requirements for recording information related to the needs of the community			
2 Be able to gather information to support the needs of the community	2.1 ensure the information gathered is accurate, sufficient and relevant to supporting the needs of the community			
	2.2 resolve any problems in gathering the information needed			
	2.3 record and store information according to the organisation's systems and procedures			
	2.4 ensure the information is in the required format and is accessible to authorised people			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Be able to provide information and advice to support the needs of the community	3.1 give information and advice at a time and place, and in a form and manner, appropriate to the needs of those concerned			
	3.2 ensure the information provided is accurate, up-to-date, relevant and sufficient			
	3.3 give advice that is consistent with the organisation's policies and procedures and with available resources			
	3.4 provide evidence and clear reasons to support the advice given			
	3.5 use methods to check the recipients understand the information and advice given			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature:_____ Date: _____
(*if sampled*)

Unit 7: Use specialist or bespoke software in fire and rescue control room operations

Unit reference number:	T/504/6055
Level:	3
Credit value:	3
Guided learning hours:	20

Unit summary

This unit is about using specialist software in a fire and rescue context.

The unit is recommended for control room staff who make more complex use of information technology applications. The types of technology used would be for functions such as:

- asset management
- staff status and deployment
- electronic media services
- fault reporting
- third-party supplier systems.

Assessment requirements/evidence requirements

This unit requires the workplace assessment of occupational competence wherever practicable. For the knowledge and understanding component
of the unit, assessment from a learning and development environment
is allowed.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace, as specified in the Skills for Justice assessment strategy for Justice and Community Safety sectors. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria		Evidence type	Portfolio reference	Date
1 Understand the use of specialist or bespoke software	1.1	summarise the types of tasks for which software is used			
	1.2	explain the commonly used functions of the software			
	1.3	explain the benefits of using the software in relation to achieving objectives			
2 Be able to use specialist or bespoke software in fire and rescue control room operations	2.1	use appropriate techniques to handle, organise and save files			
	2.2	use information management systems to manipulate information used in fire and rescue service functions			
	2.3	operate specialist or bespoke software in accordance with operating documentation to achieve intended objectives			
	2.4	use appropriate techniques to check software is producing expected results			

Learner name: _____   Date: _____

Learner signature: _____   Date: _____

Assessor signature: _____   Date: _____

Internal verifier signature: _____   Date: _____
(*if sampled*)

Unit 8: Support the development of colleagues in fire and rescue

Unit reference number:	D/601/4081
Level:	3
Credit value:	4
Guided learning hours:	20

Unit summary

This unit is about helping colleagues to develop themselves in their job roles. It is for staff working within an Emergency Fire Services Control Operations environment whose role involves emergency call taking and dispatching appropriate resources to a range of incident types. It concerns the ability to pass on skills and knowledge at key opportunities in order to assist colleagues. This applies to both new and existing colleagues, who are in a new working situation.

It involves the ability to actively and proactively provide support, taking opportunities to assist with the development of skills and competence through demonstration and instruction.

Assessment requirements/evidence requirements

This unit requires the workplace assessment of occupational competence wherever practicable. For the knowledge and understanding component
of the unit, assessment from a learning and development environment
is allowed.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace, as specified in the Skills for Justice assessment strategy for Justice and Community Safety sectors. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria		Evidence type	Portfolio reference	Date
1 Understand the requirements for supporting the development of colleagues in fire and rescue	1.1	summarise roles, responsibilities and limits of authority applicable to individuals in relation to supporting the development of colleagues			
	1.2	describe sources of relevant information to support the development of colleagues			
	1.3	explain the impact of providing incorrect or inappropriate information			
	1.4	describe effective methods of communication information to support the development of colleagues			
	1.5	describe methods and techniques for treating others with respect and consideration			
	1.6	explain the principles of motivating people by recognising achievement and acknowledging success			
	1.7	describe methods for assessing support needs of colleagues against agreed standards			
	1.8	describe methods of facilitating learning for individuals and groups			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Be able to communicate their skills and knowledge to colleagues	2.1 clarify and confirm the skills and knowledge that colleagues need to acquire			
	2.2 use the necessary up to date learning resources to provide development support to colleagues			
	2.3 confirm that colleagues have understood the information and support given			
	2.4 provide opportunities for colleagues to give feedback on the support received			
	2.5 return all learning resources to the correct location			
	2.6 present an evaluation of work carried out to the relevant people			

Learning outcomes	Assessment criteria		Evidence type	Portfolio reference	Date
3 Be able to support the development of colleagues	3.1	encourage colleagues to ask for help on work related issues			
	3.2	provide feedback and support on their performance			
	3.3	promote the organisation's values, ethics and code of practice			
	3.4	encourage self-development and independent decision making			

Learner name: _____   Date: _____

Learner signature: _____   Date: _____

Assessor signature: _____   Date: _____

Internal verifier signature: _____   Date: _____
(*if sampled*)

Unit 9: Drive, manoeuvre and re-deploy fire and rescue control operations vehicles

Unit reference number: A/504/6073

Level: 3

Credit value: 6

Guided learning hours: 38

Unit summary

This unit is about driving a fire and rescue service vehicle, specifically utilised for fire and rescue control operations, safely to and from an incident. It covers any response requiring the attendance of such a vehicle.

The unit also covers, siting of the vehicle safely and securely at incidents.
It also covers the following regulations and guidelines: Road Traffic law; Civil law(duty of care); Health and Safety law; the Highway Code; Legal exemptions and 'Roadcraft'.

Assessment requirements/evidence requirements

This unit requires the workplace assessment of occupational competence wherever practicable, as specified in the Skills for Justice assessment strategy for Justice and Community Safety sectors. For the knowledge
and understanding component of the unit, assessment from a learning
and development environment is allowed.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace, as specified in the Skills for Justice assessment strategy for Justice and Community Safety sectors. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion.
Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Understand the requirements for driving, manoeuvring and re-deploying fire and rescue control operations vehicles	1.1 explain the relevant health, safety and environmental requirements in relation to driving, manoeuvring and re-deploying fire and rescue control operations vehicles			
	1.2 outline relevant fire, rescue and other legislation as applied to driving, manoeuvring and re-deploying fire and rescue control operations vehicles for operational incidents			
	1.3 explain the roles, responsibilities and limits of authority applicable to self and others in relation to driving, manoeuvring and re-deploying fire and rescue control operations vehicles vehicles			
	1.4 explain how to apply defensive driving techniques when driving control operations vehicles to incidents			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Understand the operational requirements of fire and rescue control operation vehicles	2.1 summarise the dimensions, weight limits and capabilities of fire and rescue control operations vehicles			
	2.2 summarise the capabilities and limitations of operational equipment carried by fire and rescue control operations vehicles			
	2.3 explain the principles of siting and operating control operations vehicles			
	2.4 explain the requirements for availability and operational readiness of fire control operations vehicle resources			
	2.5 describe the procedure for reporting accidents, damage and defects involving fire and rescue control operations vehicles			
	2.6 explain how to ensure that equipment is safely stowed			

Learning outcomes	Assessment criteria		Evidence type	Portfolio reference	Date
3 Be able to drive vehicles to incidents	3.1	confirm the vehicle's readiness for an emergency response			
	3.2	implement planned routes for journeys in the shortest time whilst minimising risks			
	3.3	comply with the relevant regulations and guidelines when driving to incidents			
	3.4	treat colleagues and members of the public in a way that promotes a positive image of themselves and the organisation			
	3.5	drive the vehicle safely within its capabilities and their own limitations			
	3.6	use warning devices only when they are appropriate to the situation			
	3.7	continuously assess driving conditions to modify their driving to minimise risk to themselves, colleagues and members of the public			

Learning outcomes	Assessment criteria		Evidence type	Portfolio reference	Date
4 Be able to manoeuvre, site and re-deploy vehicles	4.1	manoeuvre and site the vehicle in the best position to suit the needs and risks of the incident			
	4.2	disengage any unnecessary systems and devices to suit the needs and risks of the incident			
	4.3	manoeuvre the vehicle on departure in accordance with local traffic management schemes and regulations			
	4.4	make the vehicle ready for the next operation on completion of incident duties			

Learner name: _____   Date: _____

Learner signature: _____   Date: _____

Assessor signature: _____   Date: _____

Internal verifier signature: _____   Date: _____
(*if sampled*)

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

- books, software and online resources for UK schools and colleges:
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))

- *Supplementary guidance for reasonable adjustments and special consideration in vocational internally assessed units* (Pearson)

- *General and Vocational qualifications, Suspected Malpractice in Examination and Assessments: Policies and Procedures* (JCQ)

- *Equality Policy* (Pearson)

- *Recognition of Prior Learning Policy and Process* (Pearson)

- *UK Information Manual* (Pearson)

- *Pearson Edexcel NVQs, SVQs and competence-based qualifications – Delivery Requirements and Quality Assurance Guidance* (Pearson)

All of these publications are available on our website: qualifications.pearson.com

Further information and publications on the delivery and quality assurance of NVQ/Competence-based qualifications are available at our website on the Delivering BTEC pages. Our publications catalogue lists all the material available to support our qualifications. To access the catalogue and order publications, please go to the resources page of our website.

How to obtain National Occupational Standards

To obtain the National Occupational Standards go to www.ukstandards.org.uk.

Professional development and training

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

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

- planning for the delivery of a new programme

- planning for assessment and grading

- developing effective assignments

- building your team and teamwork skills

- developing student-centred learning and teaching approaches

- building functional skills into your programme

- building effective and efficient quality assurance systems.

The national programme of training we offer can be viewed on our website (qualifications.pearson.com). You can request customised training through the website or by contacting one of our advisers in the Training from the Pearson team via Customer Services to discuss your training needs.

The training we provide:

- is active

- is designed to be supportive and thought provoking

- builds on best practice

- may be suitable for those seeking evidence for their continuing professional development.

Annexe A

Mapping with National Occupational Standards

The grid below maps the knowledge covered in the Pearson Edexcel Level 3 Specialist qualifications in Emergency Fire Services Control Operations against the underpinning knowledge of the National Occupational Standards in Fire and Rescue. 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

✓   indicates full coverage of knowledge in the NOS unit

NOS	BTEC Specialist units	CO1	COFF2	CO3	CO4	CO5	CO6	CO7	FF7	COFF9
FRSCO1	Maintain information on fire and rescue operational resources	✓								
FRSFF2	Take responsibility for effective performance in fire and rescue		✓							
FRSCO3	Gather information to co-ordinate a fire and rescue response			✓						
FRSCO4	Co-ordinate a fire and rescue response				✓					
FRSCO5	Maintain the reliability and readiness of fire and rescue control operations and equipment					✓				
FRSCO6	Manage fire and rescue information to support the needs of your community						✓			

NOS	BTEC Specialist units	CO1	COFF2	CO3	CO4	CO5	CO6	CO7	FF7	COFF9
FRSCO7	Specialist or bespoke software							✓		
FRSFF7	Support the development of colleagues in fire and rescue								✓	
FRSCO9	Drive, manoeuvre and re-deploy fire and rescue vehicles									✓

Annexe B: Quality assurance

Key principles of quality assurance

- A centre delivering Pearson qualifications must be an Pearson recognised centre and must have approval for qualifications that it is offering.

- The centre agrees, as part of gaining recognition, to abide by specific terms and conditions relating to the effective delivery and quality assurance of assessment. The centre must abide by these conditions throughout the period of delivery.

- Pearson makes available to approved centres a range of materials and opportunities to exemplify the processes required for effective assessment and provide examples of effective standards. Approved centres must use the guidance on assessment to ensure that staff who are delivering Pearson qualifications are applying consistent standards.

- An approved centre must follow agreed protocols for: standardisation of assessors; planning, monitoring and recording of assessment processes; internal verification and recording of internal verification processes and dealing with special circumstances, appeals and malpractice.

Quality assurance processes

The approach to quality assured assessment is made through a partnership between a recognised centre and Pearson. Pearson is committed to ensuring that it follows best practice and employs appropriate technology to support quality assurance processes where practicable. The specific arrangements for working with centres will vary. Pearson seeks to ensure that the quality-assurance processes it uses do not inflict undue bureaucratic processes on centres, and works to support them in providing robust quality-assurance processes.

The learning outcomes and assessment criteria in each unit within this specification set out the standard to be achieved by each learner in order to gain each qualification. Pearson operates a quality-assurance process, designed to ensure that these standards are maintained by all assessors and verifiers.

For the purposes of quality assurance, all individual qualifications and units are considered as a whole. Centres offering these qualifications must be committed to ensuring the quality of the units and qualifications they offer, through effective standardisation of assessors and internal verification of assessor decisions. Centre quality assurance and assessment processes are monitored by Pearson.

The Pearson quality-assurance processes will involve:

- gaining centre recognition and qualification approval if a centre is not currently approved to offer Pearson qualifications

- annual visits by occupationally competent and qualified Pearson Standards Verifiers for sampling of internal verification and assessor decisions for the occupational sector. The minimum frequency of Standards Verifier's visits to centres is usually two per year (a total of two days per year). The exact frequency and duration of external verifier visits must reflect a centre's performance, taking account of the:
  a) number of assessment sites
  b) number and throughput of candidates
  c) number and turnover of assessors
  d) number and turnover of internal verifiers.

- the provision of support, advice and guidance towards the achievement of National Occupational Standards.

Centres are required to declare their commitment to ensuring quality and appropriate opportunities for learners that lead to valid and accurate assessment outcomes. In addition, centres will commit to undertaking defined training and online standardisation activities.

Annexe C: Centre certification and registration

Pearson Standards Verifiers will provide support, advice and guidance to centres to achieve Direct Claims Status (DCS). Pearson will maintain the integrity of Pearson NVQs through ensuring that the awarding of these qualifications is secure. Where there are quality issues identified in the delivery of programmes, Pearson will exercise the right to:

- direct centres to take action

- limit or suspend certification

- suspend registration.

The approach of Pearson in such circumstances is to work with the centre to overcome the problems identified. If additional training is required, Pearson will aim to secure the appropriate expertise to provide this.

What are the access arrangements and special considerations for the qualifications in this specification?

Centres are required to recruit learners to Pearson qualifications with integrity.

Appropriate steps should be taken to assess each applicant's potential and a professional judgement should be made about their ability to successfully complete the programme of study and achieve the qualification. This assessment will need to take account of the support available to the learner within the centre during their programme of study and any specific support that might be necessary to allow the learner to access the assessment for the qualification. Centres should consult Pearson's policy on learners with particular requirements.

Pearson's policy on access arrangements and special considerations for Pearson qualifications aims to enhance access to the qualifications for learners with disabilities and other difficulties (as defined by the 2010 Equality Act) without compromising the assessment of skills, knowledge, understanding or competence. Please refer to *Access Arrangements and Special Considerations for BTEC and Pearson Edexcel NVQ Qualifications* for further details. qualifications.pearson.com.

Annexe D: Assessment strategy

Skills for Justice assessment strategy for Justice and Community Safety sectors:

- Custodial Care

- Community Justice

- Courts Tribunals & Prosecution Services

- Legal Services

- Youth Justice

- Fire & Rescue Services

1 Background

Skills for Justice is the sector skills council for employers, employees and volunteers in the Criminal Justice and Community Safety sectors throughout the United Kingdom. This includes:

- Custodial Care including the public and private sector establishments

- Community Justice

- Courts and Tribunals Services

- Forensic Science

- Fire and Rescue Sector

- Legal Services

- Prosecution Services

- Police Forces

- Law Enforcement Agencies including SOCA, HMRC, UK Border Agency

- Youth Justice.

This assessment strategy applies to all the areas above, with the exception of the Police Service, who have a separate assessment strategy that is specific to policing.

2 Introduction

This document sets out the specifications of Skills for Justice for the assessment and quality assurance for competence-based qualifications on the QCF, CQFW and SCQF that sit within the Skills for Justice footprint.

The following sections outline Skills for Justice's specific principles in regard to:

1   external quality control of assessment

2   workplace assessment

3   the use and characteristics of simulation

4   the required occupational expertise of assessors and verifiers

5   liaison between the SSC and the Awarding Organisations.

These principles are in addition to the generic criteria that Awarding Organisations must meet for the delivery of qualifications as required by the regulators, for example Ofqual's 'Regulatory arrangements for the Qualifications and Credit Framework'.

This Assessment Strategy does not describe these systems in detail. It only provides the overarching principles. These systems may vary from one Awarding Organisation to another and Skills for Justice accepts this, providing the overarching principles of this document are consistently put into practice.

Skills for Justice sees itself as working in partnership with Awarding Organisations in order to deliver quality assessment and will be happy to provide them with appropriate support in implementing its requirements.

This Assessment Strategy is applicable to competency-based qualifications within the Justice/Community Safety sector. For qualifications other than S/NVQs, there is no requirement for assessors or those carrying out internal quality assurance activities to achieve the qualifications as specified and approved by the regulators.

However, they must have been trained to the same criteria and level of what would be the appropriate qualification. For qualifications that use SVQ or NVQ in the title, Skills for Justice is working in compliance with the 'Additional Requirements for Qualifications that use the title NVQ', which is an agreement between the Alliance of Sector Skills Councils, the Joint Council for Qualifications and the Federation of Awarding Bodies (see Annex D), therefore, assessors and those carrying out internal quality assurance must be qualified or working towards the appropriate qualification. Whilst this document specifically relates to the QCF, the same principles can be applied in Scotland.

3 External Quality Assurance — A rigorous and robust system of Internal and External Verification

The monitoring and standardisation of assessment decisions will be achieved by a robust and strong external quality assurance process.
The mechanisms required to achieve this are outlined by the regulators.

In addition to the Regulators' requirements Skills for Justice will require all external quality assurance reports and other data relating to a centre to be evaluated by the Awarding Organisation and any risks relating to quality control to be addressed.

External quality assurance, monitoring, support and control should be put in place as appropriate to each centre's level of risk.

4 Workplace Assessment

Skills for Justice believes that direct observation by a competent assessor (as outlined in Section 6.1) or testimony from an Expert Witness (as outlined in Section 6.2) is always to be preferred.

Expert Witness testimony has parity with assessor observation unless otherwise stated in unit evidence requirements. The Assessor is responsible for making the final judgement in terms of the candidate meeting the evidence requirements for the unit. Skills for Justice recognises that there are alternative evidence sources which may be used where direct observation is not possible or practical eg work products, records, reflective accounts, professional discussion etc.

In order to ensure that the evidence used to assess candidates is valid, all centres must demonstrate that the candidates have access to the types of resources commonly in use in the sector and that the pressures and constraints of the workplace are reflected.

It is accepted that the assessment of some knowledge and understanding may take place in a different environment, for example in a training and development centre or another environment, which is not the immediate workplace. However, the assessment of this knowledge and understanding should be linked directly to workplace performance and should include performance evidence.

5 Simulation

Assessment in a simulated environment should only be used in the following circumstances:

1 where evidence in the workplace will not be demonstrated within an acceptable time frame.

2 where the nature of the work activity presents high risk/danger to the candidate and others, for example, personal safety.

The Awarding Organisations should issue adequate guidance to their centres as to how these simulations should be planned and organised. In general this guidance must ensure that the demands on the candidate during simulation are neither more nor less than they would be in a real work situation. This guidance should clearly state that the strategy for simulations. Simulations must be agreed between the representative from the Awarding Organisation who is responsible for external quality assurance and with the person who is responsible for internal quality assurance in the assessment centre, prior to use.

All simulations should follow these basic principles:

1 A centre's overall strategy for simulation must be examined and approved by the person from the Awarding Organisation who is responsible for external quality assurance.

2 The nature of the contingency and the physical environment for the simulation must be realistic and candidates should be given no indication as to exactly what contingencies the may come across.

3 Where simulations are used they must reflect the requirements of the qualification units.

4 The location and environment of simulation must be agreed with the person responsible for internal quality assurance, prior to taking place and be checked by the Awarding Organisations representative responsible for external quality assurance.

5 All simulations must be planned, developed and documented by the centre in a way that ensures the simulation correctly reflects what the specific qualification unit seeks to assess and all simulations should follow these documented plans.

6 There should be a range of simulations to cover the same aspect of a unit so that the risk of candidates successfully colluding is reduced.

6 Requirements of Assessors, Expert Witnesses and Verifiers

Skills for Justice believes that the occupational expertise of assessors, expert witnesses and those responsible for external/internal quality assurance is one of the key factors underpinning valid, fair and reliable assessment. The integrity and professionalism of assessors, expert witnesses and those responsible for quality assurance are of paramount importance. Centres must ensure that staff whose role is assessment or quality assurance are given sufficient time to carry out their role effectively.

6.1 Assessors

All assessors must:

1 be occupationally competent. This means that each assessor must, according to current sector practice, be competent in the functions covered by the units they are assessing. They will have gained their occupational competence working within the Justice/Community Safety sector or within an appropriate occupational sector. They are not required to occupy a position in the organisation more senior than that of the candidate they are assessing. However, centres must be alert to the risks that all such arrangements could present and ensure that sufficient quality controls are in place through the internal quality assurance process to minimise the possibility of collusion between candidates and assessors.

2 be able to demonstrate consistent application of the skills and the current supporting knowledge and understanding in the context of a recent role directly related to the qualification units they are assessing as a practitioner, trainer or manager.

3 be familiar with the qualification units; and must be able to interpret and make judgements on current working practices and technologies within the area of work.

4 maintain their occupational competence by actively engaging in continuous professional development activities in order to keep up-to-date with developments relating to the changes taking place in the Justice sector. These activities may include those offered by the Awarding Organisation, Skills for Justice or other relevant providers in the sector.

5 assessors who are assessing S/NVQs should hold or be working towards the appropriate assessor qualification as approved, and specified by the Regulatory Authorities. Achievement of the qualification must be within the timescales laid down by the Regulatory Authorities.

   For qualifications other than S/NVQs, the assessor should be trained to the requirements of the appropriate assessor qualification. However, the decision on whether the assessor goes on to achieve a qualification lies with the assessment centre and their Awarding Organisation.

6 approved centres will be required to provide the Awarding Organisation with current evidence of how each assessor meets these requirements; for example, certificates of achievement, testimonials, references or any other relevant records. Where an assessor is working towards the qualification for assessing S/NVQs, Awarding Organisations must require that assessment decisions are countersigned by another assessor who holds the qualification for assessing S/NVQs. The assessor holding the qualification for assessing S/NVQs must meet the criteria laid out in points 1 and 2 above.

Where a new qualification is being introduced and there are not sufficient occupationally competent assessors to meet the counter-signatory requirements as above, centres may use assessors who are not occupationally competent for up to 18 months from introduction of the qualification.

Any such arrangements should be agreed with the Awarding Organisation and be monitored through the external quality assurance process.

6.2 Expert Witnesses

All Expert Witnesses must:

1 be occupationally competent. This means that each expert witness must, according to current sector practice, be competent in the functions covered by the units to which they are contributing. They will have gained their occupational competence working within the Justice sector or within an appropriate occupational sector.

2 maintain their occupational competence by actively engaging in continuous professional development activities in order to keep up-to-date with developments relating to the changes taking place in the Justice sector.

These may include those offered by the Awarding Organisation, Skills for Justice or other relevant providers in the sector.

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

4 be familiar with the qualification unit; and must be able to interpret current working practices and technologies within the area of work.

5 have had an appropriate induction to the Justice/Community Safety qualifications, the assessment centre and Awarding Organisation requirements, and have access to ongoing training and updating on current issues relevant to these qualifications or qualification units.

6.3 Internal Quality Assurance

Those responsible for the internal quality assurance must:

1   be occupationally knowledgeable across the range of units for which they are responsible prior to commencing the role. Due to the risk critical nature of the work and the legal implications of the assessment process, they must understand the nature and context of the assessors' work and that of their candidates. This means that they must have worked closely with staff who carry out the functions covered by the qualifications, possibly by training or supervising them, and have sufficient knowledge of these functions to be able to offer credible advice on the interpretation of the standards. Those conducting internal quality assurance must also sample the assessment process and resolve differences and conflicts on assessment decisions.

2   understand the content, structure and assessment requirements for the qualification they are verifying.

3   maintain their occupational competence by actively engaging in continuous professional development activities in order to keep up-to-date with developments relating to the changes taking place in the Justice/Community Safety sector. These activities may include those offered by the Awarding Organisation, Skills for Justice or other relevant providers in the sector.

4   for S/NVQ's, those persons responsible for internal quality assurance should hold or be working towards the appropriate qualification as approved, and specified by, the Regulatory Authorities. Achievement
of the qualification must be within the timescales laid down by the Regulatory Authorities.

   For qualifications other than S/NVQs, those responsible for internal quality assurance should be trained to the requirements of the appropriate qualification. However, the decision on whether the candidate goes on to achieve a qualification lies with the assessment centre and their Awarding Organisation.

5   occupy a position in the organisation that gives them the authority and resources to co-ordinate the work of assessors, provide authoritative advice, call meetings as appropriate, visit and observe assessment practice, and carry out all the other important roles of internal quality assurance.

6   have an appropriate induction to Justice/Community Safety qualifications that they are quality assuring, provided to them by the Centre, and have access to ongoing training and updates on current issues relevant to these qualifications. Information on the induction and continuing professional development of carrying out internal quality assurance
must be made available to the Awarding Organisation through its external verification process.

7   where those responsible for internal quality assurance are working towards the appropriate qualification as approved, and specified by, the regulatory authorities. Achievement of the qualification must be within the timescales laid down by the Regulatory Authorities. Where the person responsible for internal quality assurance is working towards
a qualification, Awarding Organisations must require that their quality assurance decisions are counter-signed by another person who holds
the qualification for internally quality assurance of S/NVQs. The person holding the qualification for internal quality assurance of S/NVQs may
or may not meet the criteria laid down in point 1 above. Such arrangements should be agreed with the Awarding Organisation and
be monitored through the external quality assurance process.

6.4 External Quality Assurance

Those persons conducting external quality assurance must:

1   be occupationally knowledgeable and have gained their knowledge working within the sector or associated professional/occupational area.

2   have a thorough understanding of the qualifications they will be quality assuring.

3   have a detailed knowledge of the Awarding Organisation's systems and documentation.

4   have a thorough understanding of the qualification system and national policy and guidance documents produced by the regulatory authorities and Awarding Organisations describing assessment and quality assurance practice.

5   maintain their occupational competence by actively engaging in continuous professional development activities in order to keep up-to-date with developments relating to the changes taking place in the Justice sector.

     These activities may include those offered by the Awarding Organisation, Skills for Justice or other relevant providers in the sector.

6   hold, or be working towards, the appropriate qualification as approved, and specified by, the Regulatory Authorities. Achievement of the qualification must be within the timescales laid down by the Regulatory Authorities.

7   have, where appropriate, undergone relevant security checks due to the nature and confidentiality of the information that they will be exposed to. This will be arranged by Skills for Justice in conjunction with the Awarding Organisations.

     The Awarding Organisation may seek clarification from Skills for Justice of the appropriateness of the specific external verifier applicant where appropriate.

Annexe E: Additional requirement for qualifications that use the term 'NVQ' in a qualification title

Please go to www.ofqual.gov.uk to access the document '*Operating rules for using the term 'NVQ' in a qualification title'*.