

# **Pearson Edexcel Level 3 NVQ Diploma in Emergency Fire Services Operations in the Community**

## **Specification**

Competence-based qualification

For first registration November 2010

Issue 3

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

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This qualification was previously known as:

Pearson Edexcel Level 3 NVQ Diploma in Emergency Fire Services Operations in the Community (QCF)

The QN remains the same.

This specification is Issue 3. 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)

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## Summary of Pearson Edexcel Level 3 NVQ Diploma in Emergency Fire Services Operations in the Community Issue 3 changes

Summary of changes made between previous Issue 2 and this current Issue 3	Page Number
All references to QCF have been removed throughout the specification with the exception of documents from other organisations eg Assessment Guidance in an Annexe	Throughout
Definition of TQT added	2
Definition of sizes of qualifications aligned to TQT	3
Credit value range removed and replaced with lowest credit value for the shortest route through the qualification	5
TQT value added	5
GLH range removed and replaced with lowest GLH value for the shortest route through the qualification	5
Guided learning definition updated	10
QCF references removed from unit titles and unit levels in all units	12-56

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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## Qualification title covered by this specification

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This specification gives you the information you need to offer the Pearson Edexcel Level 3 NVQ Diploma in Emergency Fire Services Operations in the Community

<b>Qualification title</b>	<b>Qualification Number (QN)</b>	<b>Accreditation start date</b>
Pearson Edexcel Level 3 NVQ Diploma in Emergency Fire Services Operations in the Community	501/2320/8	01/11/2010

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.

# Introducing Pearson Edexcel NVQ/Competence-based qualifications

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## What are NVQ/Competence-based qualifications?

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National Vocational Qualifications (NVQs)/Competence-based qualifications 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/Competence-based qualifications are based on recognised occupational standards for the appropriate sector. Occupational standards define what employees, or potential employees, must be able to do and know, and how well they should undertake work tasks and work roles. These standards are written in broad terms to enable employers and providers to apply them to a wide range of related occupational areas.

NVQs/Competence-based qualifications are outcomes-based with no fixed learning programme, therefore allowing flexible delivery to meet the individual learner's needs. At Level 2 and above, these qualifications are recognised as approved training and development courses for employees that have been in the workplace for some time or as a way of inducting, training and developing new entrants into the workplace. Qualifications at Level 1 can be used in Traineeships, which enables progression to entry level employment or to Apprenticeship programmes.

Learners will work towards their qualification in the workplace or in settings that replicate the working environment as specified in the assessment requirements. Colleges, training centres and/or employers can offer these qualifications as long as they have access to appropriate physical and human resources and have the necessary quality assurance systems in place.

## Sizes of NVQ/Competence-based 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.

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).

# Key features of the Pearson Edexcel Level 3 NVQ Diploma in Emergency Fire Services Operations in the Community

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This qualification:

- is nationally recognised
- is based on the fire and rescue National Occupational Standards (NOS). The NOS, assessment requirements/strategy and qualification structure are owned by Skills for Justice.

The Pearson Edexcel Level 3 NVQ Diploma in Emergency Fire Services Operations in the Community has been approved as a component of the Advanced Apprenticeship framework.

## What is the purpose of this qualification?

This qualification is intended for new recruit fire fighters in the workplace.

## 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.

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

- Further information is available in *Annexe A*.

# What is the qualification structure for the Pearson Edexcel Level 3 NVQ Diploma in Emergency Fire Services Operations in the Community?

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Individual units can be found in the *Units* section. To achieve this qualification, the learner must achieve 37 credits. Of these 37 credits, the learner must achieve 29 credits from the mandatory units in Group A and a minimum of 8 credits from the optional units in Group B.

## **Key Information**

1. Total Qualification Time (TQT): 370 hours
2. Guided Learning Hours (GLH): 209
3. Credit value: minimum of 37 credits

Learners must achieve 29 credits from the mandatory units and a minimum of 8 credits from the optional competence units.

All units must be assessed in accordance with Skills for Justice Assessment Strategy.

### Group A – mandatory units

Unit reference	Unit title	Credit	Level
R/601/4076	Take responsibility for effective performance in fire and rescue	4	3
Y/601/4077	Save and preserve endangered life	8	4
D/601/4078	Resolve fire and rescue operational incidents	8	4
H/601/4079	Protect the environment from the effects of hazardous materials during fire and rescue incidents	5	3
Y/601/4080	Support the effectiveness of operational response	4	3

### Group B – optional units

Unit reference	Unit title	Credit	Level
H/602/4661	Inform and educate the community to improve awareness of fire safety matters	4	3
D/601/4081	Support the development of colleagues in fire and rescue	4	3
H/601/4082	Contribute to fire safety solutions to minimise risks to the community	4	3
K/601/4083	Drive, manoeuvre and re-deploy fire and rescue vehicles	6	3

## How is the qualification graded and assessed?

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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 C*. It has been developed by Skills for Justice in partnership with employers, training providers, awarding organisations and the regulatory authorities. The assessment strategy includes details on:

- external quality assurance
- workplace assessment
- simulation
- roles and occupational competence of assessors, expert witnesses, internal verifiers and external verifiers.

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:

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

### **Types of evidence (to be read in conjunction with the assessment strategy in *Annexe C*)**

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](http://qualifications.pearson.com). Alternatively, centres may develop their own.

# Centre recognition and approval

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## 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

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

## What resources are required?

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Each qualification is designed to support learners working in the emergency fire services sector. Physical resources need to support the delivery of the qualifications and the assessment of the learning outcomes and must be of industry standard. Centres must meet any specific resource requirements outlined in *Annexe C: Assessment strategy*. 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.

<b>Unit title:</b>				
This is the formal title of the unit that will appear on the learner's certificate.				
<b>Unit reference number:</b>				
This code is a unique reference number for the unit.				
<b>Level:</b>				
All units and qualifications have a level assigned to them. The level assigned is informed by the level descriptors by Ofqual, the qualifications regulator.				
<b>Credit value:</b>				
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.				
<b>Guided learning hours:</b>				
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.				
<b>Unit summary:</b>				
This provides a summary of the purpose of the unit.				
<b>Assessment requirements/evidence requirements:</b>				
The assessment/evidence requirements are determined by the SSC. Learners must provide evidence for each of the requirements stated in this section.				
<b>Assessment methodology:</b>				
This provides a summary of the assessment methodology to be used for the unit.				
<b>Learning outcomes:</b>	<b>Assessment criteria:</b>	<b>Evidence type:</b>	<b>Portfolio reference:</b>	<b>Date:</b>
			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: Take responsibility for effective performance in fire and rescue**

**Unit reference number:** R/601/4076

**Level:** 3

**Credit value:** 4

**Guided learning hours:** 18

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### **Unit summary**

This unit is about taking responsibility for personal performance during day-to-day working, either at the workplace or in the community. It includes the responsibility to make sure that actions do not adversely affect health and fitness and the ability to work safely. It is also about working well with others: colleagues, external agencies and the community. It is about developing personal skills and knowledge, maintaining this through personal development to meet agreed changes in practice and maintaining existing competence. This necessitates personal involvement in identifying and planning how to address personal development needs to maintain the required level of competence. This unit links to

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

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 operational requirements 2.3 contribute constructively to debriefs 2.4 maintain the personal fitness levels required in the fire and rescue 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	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 2: Save and preserve endangered life**

**Unit reference number:** Y/601/4077

**Level:** 4

**Credit value:** 8

**Guided learning hours:** 48

### **Unit summary**

This unit is about working in a team to search for life and rescue people during fires and other incidents. The unit may cover working as an individual or as part of a team to provide treatment to casualties.

Conducting a search for life involves searching safely for life. This could include within:

- a structure
- compartment(s)
- transport vehicle
- open spaces.

All of the above could either be on, above or below ground.

Rescuing life involved in incidents covers rescuing life (human or animal). This could involve:

- fire
- hazardous substances
- persons trapped in wreckage
- collapsed or dangerous structures
- result of adverse weather conditions
- animal rescue.

Providing treatment to casualties (basic life support and casualty handling) involves treating casualties to an agreed level of authority, responsibility and expertise.

Examples could include:

- within an incident environment
- removed from an incident
- approach by a casualty at an incident.

Supporting people involved in an operational incident covers providing both physical and emotional support to people directly and indirectly involved in an operational incident. This will include:

- reassuring and comforting people,
- protecting their privacy and dignity
- maintaining security at the scene of an incident
- liaising with other agencies.

### **Assessment 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. 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
<p>1 Understand the fire and rescue service responsibilities in search, rescue and casualty care operations</p>	<p>1.1 explain the health and safety requirements related to search, rescue and casualty care operations</p> <p>1.2 explain the principles of implementing actions based on the assessment of risk in search, rescue and casualty care operations</p> <p>1.3 describe fire service and other legislation relevant to carrying out search, rescue and casualty care</p> <p>1.4 summarise the roles, responsibilities and limits of authority of self, others and other agencies during the course of search, rescue and casualty care operations</p> <p>1.5 explain the capabilities and limitations of personal protective and operational equipment used during search, rescue and casualty care</p>			
<p>2 Understand the required procedures to support search, rescue and casualty care operations</p>	<p>2.1 summarise the procedures for effective communication with different people involved in search, rescue and casualty care</p> <p>2.2 explain the procedures for identifying and preserving evidence at the scene of search, rescue and casualty care operations</p> <p>2.3 explain the procedures for the deployment of resources in search, rescue and casualty care operations</p> <p>2.4 explain the procedures for identifying and dealing with casualties according to priority</p> <p>2.5 explain the protocols for determining the status and removal of the deceased</p>			



Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Be able to conduct a search for life	3.1 clarify and agree the search requirements with the relevant people 3.2 use equipment, safely and within its limitations, to carry out the search and deal with known and anticipated risks 3.3 carry out the search within the designated area 3.4 monitor the search area conditions for changes which may affect the continuation of the search 3.5 report progress in the search to the designated person in line with agreed protocol			
4 Be able to rescue life involved in incidents	4.1 administer aid to minimise further injury and suffering 4.2 use equipment safely and within its limitations to carry out the rescue 4.3 contribute to removing casualties to a place of safety 4.4 take action to protect the remains of the deceased from further harm 4.5 report the location of the deceased to the designated person			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
5 Be able to provide treatment to casualties	5.1 prioritise casualties according to their signs and symptoms 5.2 provide treatment to support the stabilisation of casualties' condition 5.3 monitor casualties' condition until appropriate agencies take over 5.4 reassure casualties about their circumstances and the next stages of their handling in a calm and considerate manner 5.5 give clear information to relevant people on actions taken and any treatment casualties have received			
6 Be able to support people involved in search, rescue and casualty care operations	6.1 provide appropriate support to people in a controlled, considerate and compassionate way 6.2 take appropriate action to restrict other people's view of the incident 6.3 report factors which may adversely affect the safety of those involved to the relevant person			

Learner name: \_\_\_\_\_

Date: \_\_\_\_\_

Learner signature: \_\_\_\_\_

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Assessor signature: \_\_\_\_\_

Date: \_\_\_\_\_

Internal verifier signature: \_\_\_\_\_

Date: \_\_\_\_\_

*(if sampled)*



## **Unit 3: Resolve fire and rescue operational incidents**

**Unit reference number:** D/601/4078

**Level:** 4

**Credit value:** 8

**Guided learning hours:** 45

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### **Unit summary**

This unit is about resolving a range of operational incidents in a fire and rescue context. It covers:

- **Controlling and extinguishing fires**

This is about your ability to work as a team member to respond to emergencies involving all types of fire, tackled by single and multiple crews. You will be required to use the range of personal protective equipment available to you and safely operate appropriate equipment to:

  - access, control and/or extinguish fires
  - minimise damage to property and the environment from the effects of fire and its extinguishment.
- **Resolving incidents other than those involving fire or hazardous materials**

This covers your ability to work as a team member to respond to emergency rescue, non-emergency or special services. Examples could include:

  - persons trapped in vehicles, machinery etc
  - lock-ins
  - lock-outs
  - pump-outs
  - emergency provision of water
  - support to other agencies.
- **Supporting people involved in an operational incident**

This covers your ability to provide both physical and emotional support to people directly and indirectly involved in an operational incident. This will include:

  - reassuring and comforting people
  - protecting their privacy and dignity
  - maintaining security at the scene of an incident and liaising with other agencies.

## **Assessment 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. 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 procedures for resolving fire and rescue operational incidents	1.1 explain the health, safety and environmental requirements and procedures related to fire and rescue operational incidents 1.2 describe fire service and other legislation relevant to resolving fire and rescue operational incidents 1.3 explain the procedures for effective communication with people involved in fire and rescue operational incidents 1.4 explain the roles, responsibilities and limits of authority of self, others and other agencies during fire and rescue operational incidents 1.5 explain the procedures for identifying and preserving evidence at the scene of fire and rescue operational incidents			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Understand the processes for resolving operational incidents	2.1 explain the principles of implementing actions based on the assessment of risk in the case of fire and rescue operational incidents 2.2 describe the capabilities and limitations of personal protective and operational equipment used during fire and rescue operational incidents 2.3 explain the procedures for the deployment of resources in fire and rescue operational incidents 2.4 explain the causes, effects and behaviour of different types of fires 2.5 describe methods employed to gain access, effect entry and maintain egress 2.6 explain the principles for selecting and using personal protective and operational equipment appropriate to the type of fire and operational incident 2.7 summarise methods of controlling and extinguishing fires 2.8 explain the importance of limiting damage to property and the environment			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Be able to control and extinguish fires	3.1 clarify and agree operational requirements for controlling and extinguishing fires with the relevant people 3.2 assess and report the extent, nature and location of the fire in accordance with operational procedures 3.3 select and use the optimum methods of controlling and extinguishing fires within the constraints of the resources available 3.4 monitor conditions at the fire scene for changes which may affect progress in controlling and extinguishing fires 3.5 report progress in controlling and extinguishing fires to the designated person in line with agreed protocol			
4 Be able to resolve incidents other than those involving fire or hazardous materials	4.1 clarify and agree operational requirements for resolving incidents with the relevant people 4.2 assess and report the nature of the incident to the relevant people in accordance with operational procedures 4.3 use equipment and materials safely within their limitations to deal with the incident and its known and anticipated risks			
5 Be able to support people involved in an operational incident	5.1 provide appropriate support to people in a controlled, considerate and compassionate way 5.2 take appropriate action to restrict other people's view of the incident 5.3 report factors which may adversely affect the safety of those involved to the relevant person			



Learner name: \_\_\_\_\_

Date: \_\_\_\_\_

Learner signature: \_\_\_\_\_

Date: \_\_\_\_\_

Assessor signature: \_\_\_\_\_

Date: \_\_\_\_\_

Internal verifier signature: \_\_\_\_\_

Date: \_\_\_\_\_

*(if sampled)*

**Unit 4:** **Protect the environment from the effects of hazardous materials during fire and rescue incidents**

**Unit reference number:** H/601/4079

**Level:** 3

**Credit value:** 5

**Guided learning hours:** 30

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**Unit summary**

This unit is about you working as a team member to respond to emergencies involving hazardous material (ie any materials that potentially present a hazard to health or the environment), involving single or multiple crews. You will be required to use appropriate personal protective equipment and operate other appropriate equipment to:

- minimise damage to the environment from hazardous materials and decontaminate people and property
- limiting damage to the environment from hazardous materials.

This covers your ability to work as a team member to respond to hazardous material incidents.

**Decontaminating people and property**

This covers your ability to work as a team member to decontaminate people and property involved in hazardous material incidents. Examples could include:

- people: casualty(ies), fire and rescue and other agencies' staff
- property: structures, transport, ground space and fire and rescue and other agencies' equipment.

**Supporting people involved in an operational incident**

This covers your ability to provide both physical and emotional support to people directly and indirectly involved in a hazardous materials incident. This will include:

- reassuring and comforting people
- protecting their privacy and dignity
- maintaining security at the scene of an incident and
- liaising with other agencies.

## **Assessment 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. 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
<p>1 Understand the fire and rescue service responsibilities for protecting the environment from the effects of hazardous materials</p>	<p>1.1 explain the health, safety and environmental requirements and procedures related to incidents involving hazardous materials</p> <p>1.2 explain the principles of implementing actions based on the assessment of risk in the case of incidents involving hazardous materials</p> <p>1.3 describe fire service and other legislation relevant to resolving incidents involving hazardous materials</p> <p>1.4 summarise the roles, responsibilities and limits of authority of self, others and other agencies for protecting the environment from the effects of hazardous materials during incidents</p> <p>1.5 describe the capabilities and limitations of personal protective and operational equipment used during incidents involving hazardous materials</p> <p>1.6 describe the sources and availability of information relating to dealing with hazardous materials and decontamination</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Understand the procedures for protecting the environment from the effects of hazardous materials during fire and rescue incidents	2.1 explain the procedures for effective communication with the different people involved in incidents involving hazardous materials 2.2 explain the procedures for identifying and preserving evidence at the scene of incidents involving hazardous materials 2.3 explain the procedures for the deployment of resources in incidents involving hazardous materials 2.4 explain the procedures for identifying and dealing with casualties according to priority			
3 Be able to minimise damage to the environment from hazardous materials	3.1 clarify and agree operational requirements for dealing with incidents involving hazardous materials with the relevant people 3.2 assess and report on the type, location, quantity and physical properties of the hazardous materials in line with operational procedures 3.3 select and use equipment safely and within its limitations to minimise the effects of hazardous materials and deal with known and anticipated risks 3.4 secure the affected area to minimise risk of harm to people, property and the environment 3.5 report progress in controlling the affected area to the designated person in line with agreed protocol			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Be able to decontaminate people and property	4.1 clarify and agree operational requirements for decontamination process with the relevant people 4.2 assist in setting up a decontamination area for people and property 4.3 help to apply chosen decontamination methods for people and property 4.4 select and use equipment safely and within its limitations to carry out decontamination 4.5 assist in the disposal and decontamination of contaminated items and materials			
5 Be able to support people affected by incidents involving hazardous materials	5.1 provide appropriate support to people in a controlled, considerate and compassionate way 5.2 take appropriate action to restrict other people's view of the incident 5.3 report factors which may adversely affect the safety of those involved to the relevant person			

Learner name: \_\_\_\_\_

Date: \_\_\_\_\_

Learner signature: \_\_\_\_\_

Date: \_\_\_\_\_

Assessor signature: \_\_\_\_\_

Date: \_\_\_\_\_

Internal verifier signature: \_\_\_\_\_

Date: \_\_\_\_\_

*(if sampled)*



## Unit 5: Support the effectiveness of operational response

Unit reference number: Y/601/4080

Level: 3

Credit value: 4

Guided learning hours: 25

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### Unit summary

This unit is about ensuring that the information and the resources you use for operational responses are available as required. It covers:

#### **Collecting information on risks in your community**

This is about your ability to work as an individual or a team member to collect new, or update existing, information on risks in your community. Examples could include:

- sites that contain hazards that need special responses: eg chemical, biological and radioactive
- sites that by their nature need special responses: eg hospitals, shipyards, zoos, airports
- risks that might lead to an incident: eg property that is derelict or unoccupied.

#### **Collecting information on resources in your community**

This is about your ability to work as an individual or a team member to collect new, or update existing information on resources in your community. Examples could include:

- fixed installations
- bulk storage of firefighting media
- bulk storage of decontamination media
- storage of firefighting equipment
- water supplies and fire service access.

#### **Maintaining internal resources**

This is about your ability to work as an individual or a team member to test, maintain and commission equipment on or in the following locations:

- stations, for example, spare firefighting and rescue equipment and internal resources
- fire and rescue vehicles, for example, firefighting and rescue equipment and media.



## **Assessment 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. 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 procedures for supporting the effectiveness of operational response	1.1 explain the procedures for assessing the impact of potential health and safety hazards and risks within the community 1.2 explain the principles of implementing actions based on the assessment of risk within the community 1.3 describe the organisation’s policies, aims and objectives in relation to providing an operational response to risks within the community 1.4 explain the roles, responsibilities and limits of authority of self, others and other agencies involved in providing an operational response to risks within the community 1.5 describe the sources and availability of information relating to providing an operational response to risks within the community			

<b>Learning outcomes</b>	<b>Assessment criteria</b>	<b>Evidence type</b>	<b>Portfolio reference</b>	<b>Date</b>
2 Understand the requirements for supporting the effectiveness of operational response	2.1 describe fire service and other legislation relevant to providing an operational response to risks within the community 2.2 explain the procedures for effective communication with different people involved in providing an operational response to risks within the community 2.3 describe the characteristics of the local community – its people, risks, geography and topography 2.4 explain the requirements for the availability, operational readiness and response of human and physical resources			
3 Be able to collect information on risks in the community	3.1 clarify and agree requirements for collecting information on risks in the community with the relevant people 3.2 confirm the accuracy of existing information on known and possible risks in the community 3.3 identify and report any changes or new risks in the community affecting people, property and the environment			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Be able to collect information on resources in your community	4.1 clarify and agree requirements for collecting information on resources in the community with the relevant people 4.2 confirm the accuracy of existing information on the availability of actual and potential resources in the community 4.3 identify and report any change in available resources to the relevant people 4.4 rectify any defects and deficiencies within the agreed level of authority			
5 Be able to maintain internal resources	5.1 clarify and agree requirements for the maintenance of internal resources with the relevant people 5.2 use equipment safely and within its limitations to carry out any required routine maintenance and testing 5.3 identify and report any shortages of supplies, defects and deficiencies which are beyond agreed level of authority			

Learner name: \_\_\_\_\_

Date: \_\_\_\_\_

Learner signature: \_\_\_\_\_

Date: \_\_\_\_\_

Assessor signature: \_\_\_\_\_

Date: \_\_\_\_\_

Internal verifier signature: \_\_\_\_\_

Date: \_\_\_\_\_

*(if sampled)*



## **Unit 6: Inform and educate the community to improve awareness of fire safety matters**

**Unit reference number:** H/602/4661

**Level:** 3

**Credit value:** 4

**Guided learning hours:** 23

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### **Unit summary**

This unit is about meeting the organisation's targets for specific community needs to ensure that communities are safer. It covers promoting safety to the community, eg responding to requests for safety information and taking part in community events. It might involve working without direct supervision or in the team at events organised within the community. Information to be provided might cover safety in relation to fire or wider safety issues.

It is also about giving demonstrations and instructions to help people in the community get a better understanding of safety matters, eg demonstration of targeted safety responses to the community and everyday hazards. It includes involvement in both formal and informal activities within the local community.

### **Assessment 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. 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
<p>1 Understand the principles of community education to improve awareness of fire safety matters</p>	<p>1.1 explain the health, safety and environmental requirements related to giving information, demonstrations and instructions</p> <p>1.2 summarise the principles of implementing actions based on the assessment of risk when giving information, demonstrations and instructions</p> <p>1.3 summarise the National and Service objectives for Community Safety</p> <p>1.4 identify sources of information on community safety matters</p> <p>1.5 summarise the principles of clear and effective communication in relation to awareness raising activities</p> <p>1.6 describe the roles, responsibilities and limits of authority of individuals and agencies involved in community education</p>			
<p>2 Understand the requirements for informing and educating the community to improve awareness of fire safety matters</p>	<p>2.1 explain the types and uses of resources available for improving awareness of fire safety matters</p> <p>2.2 outline the community needs for information and education in relation to safety</p> <p>2.3 describe the safety advice needed to improve fire safety in the community</p> <p>2.4 explain the principles of facilitating and evaluating learning in the context of fire safety advice for the community</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Be able to provide fire safety information to the community	3.1 select appropriate modes of response to a need for fire safety information for the community 3.2 provide relevant, accurate and appropriate information in relation to fire safety to different audiences 3.3 direct the enquirer to the relevant person if the information required is not appropriate to their job role 3.4 clarify and confirm understanding of the information given			
4 Be able to give demonstrations in relation to fire safety matters	4.1 apply control measures based on risk assessment before and during the event using appropriate resources 4.2 resolve any issues promptly before and during the event 4.3 return and secure resources 4.4 ensure the need for replenishment or repair of resources is reported to appropriate person			

Learner name: \_\_\_\_\_

Date: \_\_\_\_\_

Learner signature: \_\_\_\_\_

Date: \_\_\_\_\_

Assessor signature: \_\_\_\_\_

Date: \_\_\_\_\_

Internal verifier signature: \_\_\_\_\_

Date: \_\_\_\_\_

*(if sampled)*





## **Unit 7: Support the development of colleagues in fire and rescue**

**Unit reference number:** D/601/4081

**Level:** 3

**Credit value:** 4

**Guided learning hours:** 20

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### **Unit summary**

This unit is about helping colleagues to develop themselves in their job roles. It is for staff working in the fire, rescue and safety sector. The unit covers workplace equipment and supporting information.

### **Assessment 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. 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 communicating 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			
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: \_\_\_\_\_

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Internal verifier signature: \_\_\_\_\_

Date: \_\_\_\_\_

*(if sampled)*





## Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Understand the procedures for contributing to fire safety solutions to minimise risks to the community	1.1 explain the relevant health, safety and environmental requirements in relation to carrying out inspections 1.2 explain the principles of implementing actions based on the assessment of risk in relation to the premises and the inspection 1.3 describe the legislation and organisational policy and procedures relating to inspections 1.4 explain the procedures for effective communication with the different people involved in the inspection 1.5 explain the roles, responsibilities and limits of authority applicable to self and others in relation to inspections 1.6 explain the procedures for recording and reporting inspections			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Understand the principles of fire safety inspection	2.1 explain how to access and interpret different types of information relating to inspections 2.2 explain the relationship between building construction and design and fire safety 2.3 describe the purpose and operation of active and passive fire protection systems 2.4 outline the causes, effects and behaviour of fire and the importance of maintaining a means of escape 2.5 identify the principles behind the storage of resources and hazardous materials in premises 2.6 describe methods for providing appropriate safety advice			
3 Be able to inspect premises to minimise risks to people, property and the environment	3.1 present confirmation of competence and authority to carry out the type and scope of inspection 3.2 develop an inspection plan based on all available information 3.3 confirm the date, time and detail of the inspection with the relevant people 3.4 assess the risks presented to people, property and the environment by the premises, its conditions and the occupier 3.5 take action to minimise any immediate risks presented by the occupier or conditions in the premises 3.6 communicate with people within the limits of their authority			



Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Be able to report on issues arising at an inspection	4.1 confirm their inspection findings with the relevant people 4.2 refer any matters beyond their level of competence to the relevant people 4.3 report on their actions and any further actions to be taken 4.4 follow up on actions, reporting any inadequate response or non-compliance 4.5 report any risks outside of the scope of their inspection to the relevant people appropriately 4.6 complete records and ensure they are within the agreed format and are available to the relevant authorised people			

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 vehicles**

**Unit reference number:** K/601/4083

**Level:** 3

**Credit value:** 6

**Guided learning hours:** 38

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### **Unit summary**

This unit is about driving a fire and rescue vehicle safely to and from an incident, for example a fire – following the most effective route. The unit also covers siting the vehicle safely and securely at incidents and then taking the vehicle to its next required position. It covers any incident requiring an emergency response and the relocation of resources. 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**

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. 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 vehicles	1.1 explain the relevant health, safety and environmental requirements in relation to driving, manoeuvring and re-deploying fire and rescue vehicles 1.2 outline relevant fire, rescue and other legislation as applied to driving, manoeuvring and re-deploying fire and rescue 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 vehicles 1.4 explain how to apply defensive driving techniques when driving to incidents			

<b>Learning outcomes</b>	<b>Assessment criteria</b>	<b>Evidence type</b>	<b>Portfolio reference</b>	<b>Date</b>
2 Understand the operational requirements of fire and rescue vehicles	2.1 summarise the dimensions, weight limits and capabilities of fire and rescue vehicles 2.2 summarise the capabilities and limitations of operational equipment carried by fire and rescue vehicles 2.3 explain the principles of siting and operating appliances 2.4 explain the requirements for availability and operational readiness of resources 2.5 describe the procedure for reporting accidents, damage and defects involving fire and rescue vehicles 2.6 explain how to ensure that equipment is safely stowed 2.7 describe how to undertake the routine maintenance of vehicles			

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			
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

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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.pearsonschoolsandcolleges.co.uk](http://www.pearsonschoolsandcolleges.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 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](http://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](http://www.ukstandards.org.uk).

## Professional development and training

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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/en/support/training-from-pearson-uk.html#step1](http://qualifications.pearson.com/en/support/training-from-pearson-uk.html#step1)). You can request customised training through the website or by contacting one of our advisers in the Training from Pearson UK 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.

## Contact us

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We have a dedicated Account Support team, across the UK, to give you more personalised support and advice.

To contact your Account Specialist:

**Email:** wblcustomerservices@pearson.com  
**Telephone:** 0844 576 0045

If you are new to Pearson and would like to become an approved centre, please contact us by:

**Email:** wbl@pearson.com  
**Telephone:** 0844 576 0045



# Annexe A: Quality assurance

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## Key principles of quality assurance

- A centre delivering Pearson qualifications must be a Pearson-recognised centre and must have approval its for qualifications.
- 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's quality assurance processes will involve:

- gaining centre recognition and qualification approval if a centre is not currently approved to offer Pearson qualifications
- annual visits to centres by Pearson for quality review and development of overarching processes and quality standards. Quality review and development visits will be conducted by a Pearson quality development reviewer
- annual visits by occupationally competent and qualified Pearson Standards Verifiers for sampling of internal verification and assessor decisions for the occupational sector

- 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 B: Centre certification and registration

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Pearson Standards Verifiers will provide support, advice and guidance to centres to achieve Direct Claims Status (DCS). Pearson will maintain the integrity of Pearson Edexcel 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 Edexcel 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 Equality Act 2010) without compromising the assessment of skills, knowledge, understanding or competence. Please refer to *Access Arrangements, Reasonable Adjustments and Special Consideration for General and Vocational Qualifications* for further details which can be found on our website, [qualifications.pearson.com](http://qualifications.pearson.com).

# Annexe C: Assessment strategy

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## 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 within the QCF', which is an agreement between the Alliance of Sector Skills Councils, the Joint Council for Qualifications and the Federation of Awarding Bodies (see Appendix A), therefore, assessors and those carrying out internal quality assurance must be qualified or working towards the appropriate qualification. Whilst this documents 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 e.g. 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 they 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 countersignatory 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.

## Appendix A - Simulation

NOS	Use of simulation	QCF mapping
FF1 Inform and educate your community to improve awareness of safety matters	Simulation is not acceptable for this unit. Assessment should be conducted on a sufficient number of occasions, over time, to ensure consistency of competence against the specified standards.	H/602/4661 Inform and educate the community to improve awareness of fire safety matters
FF2 Take responsibility for effective performance in fire and rescue	Simulation is not acceptable for this unit. Assessment should be conducted on a sufficient number of occasions, over time, to ensure consistency of competence against the specified standards.	R/601/4076 Take responsibility for effective performance in fire and rescue
FF3 Save and preserve endangered life	Simulation is acceptable for this unit, in the absence of opportunity for demonstration of competence through actual work performance. Assessment should be conducted on a sufficient number of occasions, over time, to ensure consistency of competence against the specified standards.	Y/601/4077 Save and preserve endangered life
FF4 Resolve fire and rescue operational incidents	Simulation is acceptable for this unit in the absence of opportunity for demonstration of competence through actual work performance. Assessment should be conducted on a sufficient number of occasions, over time, to ensure consistency of competence against the specified standards.	D/601/4078 Resolve fire and rescue operational incidents
FF5 Protect the environment from the effect of hazardous materials	Simulation is acceptable for this unit in the absence of opportunity for demonstration of competence through actual work performance. Assessment should be conducted on a sufficient number of occasions, over time, to ensure consistency of competence against the specified standards.	H/601/4079 Protect the environment from the effects of hazardous materials during fire and rescue incidents

NOS	Use of simulation	QCF mapping
FF6 Support the effectiveness of	Simulation is not acceptable for this unit. Assessment should be conducted on a sufficient number of occasions, over time, to ensure consistency of competence against the specified standards.	Y/601/4080 Support the effectiveness of operational response
F7 Support the development of colleagues in fire and rescue	Simulation is not acceptable for this unit. Assessment should be conducted on a sufficient number of occasions, over time, to ensure consistency of competence against the specified standards.	D/601/4081 Support the development of colleagues in fire and rescue
FF8 Contribute to fire safety solutions to minimise risks to your community	Simulation is not acceptable for this unit. Assessment should be conducted on a sufficient number of occasions, over time, to ensure consistency of competence against the specified standards.	H/601/4082 Contribute to fire safety solutions to minimise risks to the community
FF9 Drive, manoeuvre and re-deploy fire service vehicles	Simulation is not acceptable for this unit. Assessment should be conducted on a sufficient number of occasions, over time, to ensure consistency of competence against the specified standards.	K/601/4083 Drive, manoeuvre and re-deploy fire and rescue vehicles

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