Pearson Edexcel Level 3 NVQ Certificate in Emergency Fire Services Watch Management

Specification

NVQ/competence-based qualifications

First registration December 2012

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

Pearson is the world's leading learning company, with 35,000 employees in more than 70 countries working to help people of all ages to make measurable progress in their lives through learning. We put the learner at the centre of everything we do, because wherever learning flourishes, so do people. Find out more about how we can help you and your learners at qualifications.pearson.com

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 Watch Management (QCF)

The QN remains the same.

Summary of Pearson Edexcel Level 3 in Emergency Fire Services Watch Management Issue 2 changes

Summary of changes made between previous issue 1 and this current 2 issue	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	2
Credit value range removed and replaced with lowest credit value for the shortest route through the qualification	4
TQT value added	4
GLH range removed and replaced with lowest GLH value for the shortest route through the qualification	4
QCF references removed from unit titles and unit levels in all units	13 to 64

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

Qualification title covered by this specification

This specification gives you the information you need to offer the Pearson Edexcel Level 3 NVQ Certificate in Emergency Fire Services Watch Management:

Qualification title	Qualification Number (QN)	Accreditation start date
Pearson Edexcel Level 3 NVQ Certificate in Emergency Fire Services Watch Management	600/8242/2	11/02/13

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 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.

Total Qualification Time (TQT)

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.

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

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.

TQT is assigned after consultation with employers and training providers delivering the qualifications.

NVQ/Competence qualifications are generally available in the following sizes:

● Award – a qualification with a TQT value of 120 or less

● Certificate – a qualification with a TQT value in the range of 121–369

● Diploma - a qualification with a TQT value of 370 or more.

Key features of the Pearson Edexcel Level 3 NVQ Certificate in Emergency Fire Services Watch Management

This qualification:

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

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).

What is the potential job role for those working towards this qualification?

- Watch Manager

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

This qualification allows candidates to progress to other Emergency Fire Service Pearson NVQs and vocationally-related qualifications at level 3 or above. Visit our website for details of the qualifications available at qualifications.pearson.com.

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

Individual units can be found in the *Units* section.

Key Information

1. Total Qualification Time: 340

2. Guided Learning Hours: 185

3. Credit value: minimum of 34 credits

Learners must achieve 24 credits from the mandatory units and a minimum of 6 credits from the optional units in Group A and a minimum of 4 credits from the optional units in Group B.

Mandatory units – Learners must complete all units					
Unit reference number	**Unit number**	**Title**	**Level**	**Credit**	**GLH**
R/504/6645	1	Lead the work of teams and individuals to achieve their fire and rescue objectives	3	4	20
H/504/6651	2	Maintain fire and rescue work activities to meet work objectives	3	4	25
K/504/6652	3	Manage information for fire and rescue operational activities	3	4	20
R/601/4076	4	Take responsibility for effective performance in fire and rescue	3	4	18
T/504/6654	5	Contribute to the development of teams and individuals in fire and rescue service	3	4	22
A/504/6686	6	Investigate and report on fire and rescue incidents to inform future practice	3	4	20

Optional units Group A – Learners must complete one unit from the following:					
Unit reference number	Unit number	Title	Level	Credit	GLH
F/504/6687	7	Lead and support people to resolve fire and rescue operational incidents	3	6	40
L/504/6689	8	Lead and support control operations to resolve fire and rescue operational incidents	3	6	40
Optional units Group B – Learners must complete one unit from the following:					
Unit reference number	Unit number	Title	Level	Credit	GLH
J/504/6691	9	Support the efficient use of fire and rescue resources	3	4	22
Y/504/6694	10	Control resources to provide fire and rescue service delivery	3	4	20
D/504/6695	11	Respond to poor performance in the fire and rescue team	3	4	25

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 these qualifications has been included in *Annexe D*. They have been developed by Skills for Justice 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.

In units referring to 'fire and rescue' note this is a sector term, rather than an expectation that the learner would work in or provide evidence for both fire and rescue.

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 C*.

What resources are required?

Each qualification is designed to support learners working in the fire and rescue 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. 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 learner's 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: Lead the work of teams and individuals to achieve their fire and rescue objectives

Unit reference number:	R/504/6645
Level:	3
Credit value:	4
Guided learning hours:	20

Unit summary

This unit accredits the ability to plan work for the watch on a daily and weekly basis, allocating tasks and duties and setting objectives. It involves being able to assess and review the work of individuals and teams against their prescribed standards of performance.

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 forms part of a qualification that attests to competence in the workplace. Evidence of achievement of this unit should be drawn from the workplace, except where Skills for Justice makes provision for evidence to be produced through simulation, as specified in the Skills for Justice overarching assessment strategy.

The achievement of this unit is based on criterion-referenced assessment, whereby learners' achievement of the unit learning outcomes is measured through applying the related assessment criteria to learners' evidence. The assessment criteria that have been met should be cross-referenced against the evidence in a record of assessment.

A record should be made of the type of evidence and the assessment date. The unit specification or centre-devised documents could be used to form the assessment record.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Understand the principles of leading teams and individuals	1.1 Explain the importance of good communication skills in: • explaining work plans and allocations • gaining the support and commitment of those involved • providing constructive feedback to team members			
	1.2 Explain own role in planning work activities within organisational constraints			
	1.3 Explain the use of assessment and feedback as part of team development			
	1.4 Summarise the information needed to assess the work of teams and individuals			
	1.5 Explain the importance of involving team members in the planning and assessment of their own work			
	1.6 Summarise strategies for motivating team members			
	1.7 Explain the principles of developing work plans for teams and individuals both in the short and medium term			
	1.8 Summarise the impact of line management structures on developing work plans			

Learning outcomes	Assessment criteria		Evidence type	Portfolio reference	Date
2 Be able to plan the work of teams	2.1	Provide opportunities for team members to contribute to the planning and organisation of their work			
	2.2	Develop plans for the team and each individual which meet their operational objectives			
	2.3	Confirm that plans and schedules are realistic within organisational constraints			
	2.4	Plan the allocation of work, taking full account of team members' abilities and development needs			
	2.5	Explain: • team plan to team members • individual plan to the team member in sufficient detail to meet their needs			
	2.6	Confirm team members' understanding of the plans and their work activities			
	2.7	Update plans at regular intervals, taking account of changes to: • individuals • the team • the organisation			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Be able to assess the work of teams and individuals	3.1 Explain the purpose of assessment clearly to all involved			
	3.2 Give opportunities to team members to assess their own work			
	3.3 Base assessments on sufficient, valid and reliable information			
	3.4 Make assessments objectively against clear and agreed criteria			
4 Be able to provide feedback to teams and individuals on their work	4.1 Provide constructive feedback to teams and individual team members designed to improve their performance			
	4.2 Respect the confidentiality of individuals and teams when providing feedback			
	4.3 Give opportunities to team members to respond to feedback			

Learner name: _____   Date: _____

Learner signature: _____   Date: _____

Assessor signature: _____   Date: _____

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

Unit 2: Maintain fire and rescue work activities to meet work objectives

Unit reference number:	H/504/6651
Level:	3
Credit value:	4
Guided learning hours:	25

Unit summary

This unit accredits the ability to maintain the flow and progress of work activities against agreed objectives, including identifying opportunities to improve on working practices, whilst maintaining safety and security in the workplace.

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 forms part of a qualification that attests to competence in the workplace. Evidence of achievement of this unit should be drawn from the workplace, except where Skills for Justice makes provision for evidence to be produced through simulation, as specified in the Skills for Justice overarching assessment strategy.

The achievement of this unit is based on criterion-referenced assessment, whereby learners' achievement of the unit learning outcomes is measured through applying the related assessment criteria to learners' evidence. The assessment criteria that have been met should be cross-referenced against the evidence in a record of assessment.

A record should be made of the type of evidence and the assessment date. The unit specification or centre-devised documents could be used to form the assessment record.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Understand the principles of maintaining work activities to meet objectives	1.1 Explain the use of effective communication to achieve objectives and improve on performance			
	1.2 Explain own role in terms of customer focus and quality improvement for: • internal customers • external customers			
	1.3 Explain methods to encourage and enable improvements in efficiency of working practices used by: • team members • colleagues • line managers			
	1.4 Explain how to evaluate work activities to identify improvements			
	1.5 Explain requirements for maintaining records in relation to work activities: • legal • organisational			
	1.6 Explain the principles of applying health and safety requirements within operational demands and constraints			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		1.7	Explain the principles of ensuring requirements are met efficiently by: • planning work activities • setting objectives • setting priorities			
		1.8	Describe own role and responsibilities in relation to health and safety at work			
		1.9	Describe own role and responsibilities in relation to continuous improvement in the management of activities			
2	Be able to maintain work activities to meet requirements	2.1	Agree requirements with relevant people in sufficient detail to allow work to be planned			
		2.2	Confirm with relevant people their understanding of, and commitment to, meeting requirements			
		2.3	Monitor the team's work in compliance with the organisation's procedures and schedules			
		2.4	Evaluate progress towards meeting agreed requirements			
		2.5	Take corrective action when requirements are not being met			
		2.6	Maintain complete and accurate records relating to work activities being managed			

Learning outcomes	Assessment criteria		Evidence type	Portfolio reference	Date
3 Be able to maintain healthy, safe and productive working conditions	3.1	Inform individuals about their legal and organisational responsibilities for maintaining healthy, safe and productive working conditions			
	3.2	Provide support to individuals to ensure they are able to work in a healthy, safe and productive way			
	3.3	Enable individuals to make recommendations for improving working conditions			
	3.4	Ensure working conditions under own control conform to organisational and legal requirements			
	3.5	Respond to breaches in health and safety requirements in ways which are prompt and consistent with organisational and legal requirements			
	3.6	Recommend improvements to working conditions clearly and promptly to relevant people			
	3.7	Keep records relating to health and safety and working conditions which are complete, accurate and comply with organisational and legal requirements			

Learning outcomes	Assessment criteria		Evidence type	Portfolio reference	Date
4 Be able to make recommendations for improvements to work activities	4.1	Enable individuals to suggest ways of improving activities			
	4.2	Base recommendations for improvement to activities on sufficient, valid and reliable information			
	4.3	Ensure recommendations for improvement are consistent with the objectives of the team and organisation			
	4.4	Ensure recommendations take into account the impact of introducing changes on other parts of the organisation			
	4.5	Present recommendations to the relevant people in a manner and form consistent with organisational procedures			

Learner name: _____   Date: _____

Learner signature: _____   Date: _____

Assessor signature: _____   Date: _____

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

Unit 3: Manage information for fire and rescue operational activities

Unit reference number:	K/504/6652
Level:	3
Credit value:	4
Guided learning hours:	20

Unit summary

This unit accredits the ability to manage and disseminate information relevant to operational activities. The unit involves gathering and managing information from internal and external sources, providing information to support others and using meetings as a medium for information exchange.

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 forms part of a qualification that attests to competence in the workplace. Evidence of achievement of this unit should be drawn from the workplace, except where Skills for Justice makes provision for evidence to be produced through simulation, as specified in the Skills for Justice overarching assessment strategy.

The achievement of this unit is based on criterion-referenced assessment, whereby learners' achievement of the unit learning outcomes is measured through applying the related assessment criteria to learners' evidence. The assessment criteria that have been met should be cross-referenced against the evidence in a record of assessment.

A record should be made of the type of evidence and the assessment date. The unit specification or centre-devised documents could be used to form the assessment record.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Understand the principles of information management	1.1 Summarise the characteristics of effective information gathering and storage systems			
	1.2 Explain the types of qualitative and quantitative information which are essential to own role and responsibilities			
	1.3 Explain the purpose and use of information in the context of team and organisational effectiveness			
	1.4 Explain the procedures for gathering, validating and storing information needed to support operational effectiveness			
	1.5 Explain the principles of confidentiality in relation to gathering, storing and disclosing information			
	1.6 Summarise organisational policies, procedures and resource constraints in relation to gathering, storing and disclosing information			
	1.7 Explain the principles of managing information for meetings			
	1.8 Explain the principles of effective communication in support of information management			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Be able to manage required information	2.1	Gather information which is accurate, sufficient and relevant to the purpose for which it is needed			
		2.2	Record and store the information gathered according to the organisation's systems and procedures			
		2.3	Make the information gathered available in the required format to authorised people only			
		2.4	Recommend possible improvements to systems and procedures to the relevant people			
3	Be able to inform and advise others	3.1	Provide information and advice in a manner appropriate to the needs of the recipients			
		3.2	Ensure the information given is: • accurate • current • relevant • sufficient			
		3.3	Ensure the advice given is consistent with organisational policy, procedures and resource constraints			
		3.4	Use reasoned arguments and appropriate evidence to support the advice			
		3.5	Use methods to check recipients understanding of the information and advice given			

Learning outcomes	Assessment criteria		Evidence type	Portfolio reference	Date
4 Be able to manage meetings	4.1	Provide sufficient notice of the meeting to allow the necessary people to attend			
	4.2	Start meetings by clarifying the purpose and objectives			
	4.3	Manage contributions to enable the purpose and aims of the meeting to be met			
	4.4	Ensure the meeting achieves its objectives within the allocated time			
	4.5	Provide clear, accurate and concise information about outcomes of the meeting promptly to those who need it			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Unit 4: Take responsibility for effective performance in fire and rescue

Unit reference number:	R/601/4076
Level:	3
Credit value:	4
Guided learning hours:	18

Unit summary

This unit accredits the ability to maintain personal levels of performance and interaction with others in the organisation and the community served. The focus is on personal responsibility for fitness to perform duties and maintaining good relationships with colleagues and members of the community, and on committing to continually improving own performance.

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 forms part of a qualification that attests to competence in the workplace. Evidence of achievement of this unit should be drawn from the workplace, except where Skills for Justice makes provision for evidence to be produced through simulation, as specified in the Skills for Justice overarching assessment strategy.

The achievement of this unit is based on criterion-referenced assessment, whereby learners' achievement of the unit learning outcomes is measured through applying the related assessment criteria to learners' evidence. The assessment criteria that have been met should be cross-referenced against the evidence in a record of assessment.

A record should be made of the type of evidence and the assessment date. The unit specification or centre-devised documents could be used to form the assessment record.

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	1.1	Identify the external regulations and requirements that apply to working in the fire and rescue service			
	1.2	Explain the relevant health, safety and environmental requirements for working in the fire and rescue service			
	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 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			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		1.10	Outline how to identify personal development needs, including setting objectives and how to address these			
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			

Learning outcomes	Assessment criteria		Evidence type	Portfolio reference	Date
	3.4	Promote cooperation and a positive image of the organisation			
	3.5	Promote a safe working environment for all			
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 5: Contribute to the development of teams and individuals in fire and rescue service

Unit reference number:	T/504/6654
Level:	3
Credit value:	4
Guided learning hours:	22

Unit summary

This unit accredits the ability to contribute to developing the skills of teams and individuals. It involves actively contributing to identifying development needs through assessment and being involved in planning and delivering activities to address those needs.

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 forms part of a qualification that attests to competence in the workplace. Evidence of achievement of this unit should be drawn from the workplace, except where Skills for Justice makes provision for evidence to be produced through simulation, as specified in the Skills for Justice overarching assessment strategy.

The achievement of this unit is based on criterion-referenced assessment, whereby learners' achievement of the unit learning outcomes is measured through applying the related assessment criteria to learners' evidence. The assessment criteria that have been met should be cross-referenced against the evidence in a record of assessment.

A record should be made of the type of evidence and the assessment date. The unit specification or centre-devised documents could be used to form the assessment record.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Understand the organisational requirements for team and individual development	1.1 Explain the importance of presenting development needs in a way which is likely to influence those with decision-making responsibility			
	1.2 Explain the importance of team development to the continuing effectiveness of the organisation			
	1.3 Summarise own role and responsibilities in contributing to team development			
	1.4 Explain the procedures for monitoring and reviewing the effectiveness of development activities			
	1.5 Explain the relationship between development activities and the achievement of team objectives and organisational values			
	1.6 Summarise the team and organisational constraints which influence the planning of development activities			
	1.7 Explain the importance of agreeing the purpose of the development activities with: • team members • line managers • colleagues • specialists			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Understand the processes for the development of teams and individuals	2.1 Summarise own role in the planning, delivery and review of development activities for team members			
	2.2 Explain the procedure for collecting and validating information needed to identify development needs			
	2.3 Explain the responsibility of team members in contributing to: • identification of their own development needs • assessment of their own performance • review of their own progress			
	2.4 Summarise methods for involving team members in planning their own development process			
	2.5 Explain the importance of taking account of team members': • work activities • learning abilities • personal circumstances in the planning of development activities			
	2.6 Summarise the processes for information handling and confidentiality in relation to assessment of individuals' performance and needs			
	2.7 Explain the principles of fair and objective assessment			
	2.8 Summarise organisational procedures for reporting the results of assessment			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Be able to contribute to the identification of development needs of teams and individuals	3.1	Give opportunities to team members to help identify their own development needs			
		3.2	Clarify development needs of team members			
4	Be able to contribute to planning the development of teams and individuals	4.1	Provide information on identified development needs of team members to authorised people involved in the planning process			
		4.2	Make contributions which are clear, relevant, realistic and take account of team and organisational constraints			
		4.3	Confirm contributions relating to plans for individual team members taking account of their work activities, learning abilities and personal circumstances			
5	Be able to contribute to development activities	5.1	Make contributions to development activities which support the team objectives and plans			
		5.2	Encourage feedback from those taking part in the activities to improve future contributions to development activities			
6	Be able to contribute to the assessment of people against development objectives	6.1	Clarify the purpose of the assessment and own role in it with relevant people			
		6.2	Provide team members with opportunities to contribute to their own assessments			
		6.3	Carry out own role in the assessments objectively against clear, agreed criteria			

Learning outcomes	Assessment criteria		Evidence type	Portfolio reference	Date
	6.4	Base assessments on sufficient, valid and reliable information			
	6.5	Provide information about assessments to authorised people only, in the required format and to agreed deadlines			

Learner name: _____   Date: _____

Learner signature: _____   Date: _____

Assessor signature: _____   Date: _____

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

Unit 6: Investigate and report on fire and rescue incidents to inform future practice

Unit reference number:	A/504/6686
Level:	3
Credit value:	4
Guided learning hours:	20

Unit summary

This unit accredits the ability to investigate incidents and report findings and conclusions in a way which informs future practice. The unit involves gathering information about an incident from a variety of sources and in different formats in order to draw reasoned conclusions about the circumstances of the incident.

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 forms part of a qualification that attests to competence in the workplace. Evidence of achievement of this unit should be drawn from the workplace, except where Skills for Justice makes provision for evidence to be produced through simulation, as specified in the Skills for Justice overarching assessment strategy.

The achievement of this unit is based on criterion-referenced assessment, whereby learners' achievement of the unit learning outcomes is measured through applying the related assessment criteria to learners' evidence. The assessment criteria that have been met should be cross-referenced against the evidence in a record of assessment.

A record should be made of the type of evidence and the assessment date. The unit specification or centre-devised documents could be used to form the assessment record.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Understand the requirements for investigating incidents to inform future practice	1.1 Explain organisational and legislative requirements for investigating incidents			
	1.2 Summarise the process for conducting an investigation			
	1.3 Summarise sources of information related to the investigation of incidents			
	1.4 Explain techniques for gathering information from people involved in incidents			
	1.5 Explain the process for interpreting information gathered from different sources			
	1.6 Explain the requirements for preserving evidence			
	1.7 Explain typical evidence available at an incident			
	1.8 Explain the principles of writing investigation reports in line with organisational procedures			
2 Be able to gather information to support the investigation of an incident	2.1 Confirm with relevant people the purpose and process of the investigation			
	2.2 Check the accuracy and completeness of information from all available sources			
	2.3 Contact people in a manner which is positive, sensitive to the nature of the investigation and avoids conflict			
	2.4 Use methods which comply with requirements for confidentiality and security			

Learning outcomes	Assessment criteria		Evidence type	Portfolio reference	Date
	2.5	Secure and preserve evidence for further action			
	2.6	Record information gathered in accordance with requirements for format and access			
3 Be able to report the findings and conclusions of an investigation	3.1	Provide reports which contain clear • conclusions • recommendations • priorities • analysis of risk critical issues			
	3.2	Present reports in an approved format and style in line with organisational procedures			
	3.3	Make reports available to authorised people within agreed timescales			
	3.4	Clarify access to and availability of relevant supplementary materials which support reports			
	3.5	Differentiate clearly between fact and opinion in drawing conclusions			
	3.6	Identify valid and sufficient evidence to support conclusions			

Learner name: _____   Date: _____

Learner signature: _____   Date: _____

Assessor signature: _____   Date: _____

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

Unit 7:	Lead and support people to resolve fire and rescue operational incidents
Unit reference number:	F/504/6687
Level:	3
Credit value:	6
Guided learning hours:	40

Unit summary

This unit accredits the ability to work as a first line manager at operational incidents. It involves planning and implementing a response to the incident. It also includes closing down the operational phase of the incident and debriefing those involved.

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 forms part of a qualification that attests to competence in the workplace. Evidence of achievement of this unit should be drawn from the workplace, except where Skills for Justice makes provision for evidence to be produced through simulation, as specified in the Skills for Justice overarching assessment strategy.

The achievement of this unit is based on criterion-referenced assessment, whereby learners' achievement of the unit learning outcomes is measured through applying the related assessment criteria to learners' evidence. The assessment criteria that have been met should be cross-referenced against the evidence in a record of assessment.

A record should be made of the type of evidence and the assessment date. The unit specification or centre-devised documents could be used to form the assessment record.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria		Evidence type	Portfolio reference	Date
1 Understand the requirements for leading and supporting people to resolve operational incidents	1.1	Explain the principles of risk based management of health and safety in operational incidents			
	1.2	Summarise the organisational systems and procedures applicable to Command at operational incidents			
	1.3	Explain the roles, responsibilities and limits of authority of: • self • other fire and rescue staff • other agencies in dealing with operational incidents			
	1.4	Explain the communication strategy for dealing with those involved in operational incidents			
	1.5	Explain methods of evaluating progress towards resolving operational incidents			
	1.6	Explain how the command structure supports the overall management of resources			
	1.7	Explain the procedures for identifying and preserving evidence at the scene of operational incidents			
	1.8	Describe the purpose of debrief in relation to operational incidents			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Be able to plan action to meet the needs of the incident	2.1 Evaluate information relevant to the risks to: • people • property • the environment in operational incidents			
	2.2 Plan action to lead and support the crew's response to the incident			
	2.3 Determine initial resource deployment in response to the type and conditions of the incident			
	2.4 Ensure continued availability of suitable resources to meet the operational need			
	2.5 Evaluate the level of contingency required in the plan to meet changing needs of the incident			
3 Be able to implement action to meet planned objectives	3.1 Prioritise initial resource deployment in accordance with the needs of the incident			
	3.2 Assess the potential escalation risks of the incident			
	3.3 Establish a command structure to communicate with others to manage the use of resources at the incident			
	3.4 Revise the deployment of resources to meet the changing priorities of the incident			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Be able to close down the operational phase of incidents	4.1	Confirm operational closure of the incident			
		4.2	Ensure the incident site is fit for handover to the appropriate person, agency or authority			
		4.3	Agree any further action at the scene with relevant people			
		4.4	Provide relevant information and advice on the closure of operational incidents to those involved			
		4.5	Evaluate resource status and availability after incident closure			
		4.6	Report resource status and availability after incident closure			
5	Be able to debrief people following incidents	5.1	Evaluate performance against specified standards relevant to defined roles			
		5.2	Identify opportunities and action to improve future performance			
		5.3	Conduct the debrief in a manner which promotes constructive review of the incident			
		5.4	Provide constructive feedback on crew and individual performance during the incident			
		5.5	Report effective or meritorious actions to the relevant people			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	5.6 Report development needs for the fire and rescue service in relation to performance of: • people • equipment • working practices • systems			

Learner name: _____   Date: _____

Learner signature: _____   Date: _____

Assessor signature: _____   Date: _____

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

Unit 8: Lead and support control operations to resolve fire and rescue operational incidents

Unit reference number:	L/504/6689
Level:	3
Credit value:	6
Guided learning hours:	40

Unit summary

This unit accredits the ability to control the response to incidents from planning through to closure. It involves setting plans for initial action to be taken to respond to incidents including managing the resources and responding to contingencies. The unit also involves the implementation and continued monitoring of the planned actions followed by the closure and debriefing of the activities.

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 forms part of a qualification that attests to competence in the workplace. Evidence of achievement of this unit should be drawn from the workplace, except where Skills for Justice makes provision for evidence to be produced through simulation, as specified in the Skills for Justice overarching assessment strategy.

The achievement of this unit is based on criterion-referenced assessment, whereby learners' achievement of the unit learning outcomes is measured through applying the related assessment criteria to learners' evidence. The assessment criteria that have been met should be cross-referenced against the evidence in a record of assessment.

A record should be made of the type of evidence and the assessment date. The unit specification or centre-devised documents could be used to form the assessment record.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Understand the operational requirements of control operations to resolve operational incidents	1.1 Explain the requirements for assessment and management of risk in control operations			
	1.2 Explain the recording procedures and systems associated with control operations			
	1.3 Explain methods for planning the use of resources to meet work priorities			
	1.4 Summarise the communication needs of colleagues and individuals involved in incidents under own control			
	1.5 Explain the principles of contingency planning in response to problems likely to affect the resolution of operational incidents			
	1.6 Summarise the process of selecting and mobilising equipment and resources in response to operational incidents			
	1.7 Explain the options for availability and access to internal and external resources and support			
	1.8 Summarise the factors affecting the deployment of response to operational incidents in terms of: • the community and people within it • risks • geography and topography			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Be able to plan action to meet the needs of incidents	2.1	Review information relevant to the known and anticipated risks to: • people • property • the environment			
		2.2	Collect supporting information about the current and anticipated resource demands of the incidents			
		2.3	Match resources to the identified needs of the incidents			
		2.4	Plan action to lead and support the team's response to the incident			
		2.5	Develop objectives through assessment of risk			
		2.6	Determine initial action against available resources, taking account of actual and potential demand on resources			
		2.7	Develop an action plan with sufficient flexibility to meet the known and anticipated needs of the incident			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Be able to implement action to meet planned objectives	3.1	Amend the plan based on information received about the incident			
		3.2	Prioritise the deployment of resources to achieve planned objectives			
		3.3	Continually assess progress towards achieving objectives with minimum risk			
		3.4	Re-deploy resources to meet the changing priorities of the incident			
		3.5	Operate within own agreed level of responsibility and authority			
4	Be able to debrief people following incidents	4.1	Measure performance against specified standards relevant to defined roles			
		4.2	Evaluate achievements against the objectives of the incident(s)			
		4.3	Identify opportunities and action to improve future performance			
		4.4	Conduct the debrief in a manner which promotes constructive, open and supportive review of the incident			
		4.5	Acknowledge effective performance			
		4.6	Report meritorious actions to the relevant people			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	4.7 Address risk critical issues identified through: • performance of people • equipment • working practices • systems			
	4.8 Review all significant learning points			
	4.9 Agree actions to address identified learning points			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Unit 9: Support the efficient use of fire and rescue resources

Unit reference number:	J/504/6691
Level:	3
Credit value:	4
Guided learning hours:	22

Unit summary

This unit accredits the ability to contribute to the efficient management and use of resources. It involves analysing resource usage and monitoring use over time to make recommendations on improvements.

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 forms part of a qualification that attests to competence in the workplace. Evidence of achievement of this unit should be drawn from the workplace, except where Skills for Justice makes provision for evidence to be produced through simulation, as specified in the Skills for Justice overarching assessment strategy.

The achievement of this unit is based on criterion-referenced assessment, whereby learners' achievement of the unit learning outcomes is measured through applying the related assessment criteria to learners' evidence. The assessment criteria that have been met should be cross-referenced against the evidence in a record of assessment.

A record should be made of the type of evidence and the assessment date. The unit specification or centre-devised documents could be used to form the assessment record.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Understand the organisational requirements for supporting the efficient use of resources	1.1 Analyse the past use of resources to make recommendations on more effective use of resources in the future			
	1.2 Explain how to develop an effective case for changes in resource management			
	1.3 Explain the role and responsibility of others for the control of resources in their own area of work			
	1.4 Summarise organisational policies regarding the use of resources			
	1.5 Analyse emerging trends and developments which may influence the future use of resources			
	1.6 Evaluate the potential environmental impact of the resources used			
	1.7 Summarise resolutions to typical problems which may occur with resources			
	1.8 Explain the benefits of effective and efficient resource management			
	1.9 Describe methods to monitor and control the use of resources to maximise efficiency			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Be able to make recommendations for the use of resources	2.1 Give relevant people the opportunity to provide information on the resources the team needs			
	2.2 Make recommendations which take account of trends and developments that are likely to affect the use of resources			
	2.3 Make recommendations which are consistent with team objectives and organisational policies			
	2.4 Make recommendations which indicate the potential benefits expected from the planned use of resources			
	2.5 Present recommendations to relevant people in an appropriate and timely manner			
3 Be able to contribute to the control of resources	3.1 Give relevant people opportunities to take individual responsibility for the efficient use of resources			
	3.2 Monitor the use of resources under own control at appropriate intervals			
	3.3 Confirm that the use of resources by the team is efficient and takes into account the potential impact on the environment			
	3.4 Monitor the quality of resources to ensure consistency in service delivery			
	3.5 Make recommendations for corrective action on deficient resources to the relevant people as soon as possible			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	3.6 Make recommendations for improving the use of resources to relevant people			

Learner name: _____   Date: _____

Learner signature: _____   Date: _____

Assessor signature: _____   Date: _____

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

Unit 10: Control resources to provide fire and rescue service delivery

Unit reference number: Y/504/6694

Level: 3

Credit value: 4

Guided learning hours: 20

Unit summary

This unit accredits the ability to manage the procurement, storage and supply of resources to support service needs. It involves monitoring trends in resource usage and ensuring continuity of supply.

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 forms part of a qualification that attests to competence in the workplace. Evidence of achievement of this unit should be drawn from the workplace, except where Skills for Justice makes provision for evidence to be produced through simulation, as specified in the Skills for Justice overarching assessment strategy.

The achievement of this unit is based on criterion-referenced assessment, whereby learners' achievement of the unit learning outcomes is measured through applying the related assessment criteria to learners' evidence. The assessment criteria that have been met should be cross-referenced against the evidence in a record of assessment.

A record should be made of the type of evidence and the assessment date. The unit specification or centre-devised documents could be used to form the assessment record.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria		Evidence type	Portfolio reference	Date
1 Understand the organisational requirements for controlling resources to provide service delivery	1.1	Assess the capabilities and limitations of personal and operational equipment in line with organisational criteria			
	1.2	Explain methods for matching resources to operational objectives			
	1.3	Explain the service requirements for availability and response of human and physical resources			
	1.4	Explain the procedures for accessing internal and external resources and support			
	1.5	Summarise the requirements for availability and operational readiness			
	1.6	Explain the procedures for the safe and secure handling and storage of resources			
2 Be able to control the supply of resources to meet service demands	2.1	Assess known and anticipated resource needs			
	2.2	Monitor the supply of resources under their control to ensure cost effective and efficient service delivery			
	2.3	Report to relevant people deficiencies in the availability of resources			
	2.4	Acquire resources to maintain specified levels within own level of authority			
	2.5	Recommend opportunities to improve resource management to relevant people			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Be able to monitor the storage of physical resources	3.1	Ensure resources are secure from unauthorised access and stored in the specified location			
		3.2	Make recommendations for the improved storage of resources to the relevant person			
		3.3	Maintain accurate records of resource usage			
		3.4	Ensure resources are stored in a manner which avoids hazard and risk to people, property and the environment			
4	Be able to control the issue of resources to support service delivery	4.1	Issue the specified resources to meet the service delivery needs			
		4.2	Ensure sufficient supplies are available to meet actual and anticipated demands			
		4.3	Obtain alternative sources of supply when demands exceed stock available			
		4.4	Ensure efficient use of resources to: • avoid wastage • control costs			
		4.5	Provide users with relevant guidance when issuing resources relating to: • health and safety • operational need			

Learner name: _____   Date: _____

Learner signature: _____   Date: _____

Assessor signature: _____   Date: _____

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

Unit 11: Respond to poor performance in the fire and rescue team

Unit reference number: D/504/6695

Level: 3

Credit value: 4

Guided learning hours: 25

Unit summary

This unit accredits the ability to address performance issues in team members. It involves supporting team members in relation to issues affecting their performance and contributing to the resolution of disciplinary and grievance issues.

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 forms part of a qualification that attests to competence in the workplace. Evidence of achievement of this unit should be drawn from the workplace, except where Skills for Justice makes provision for evidence to be produced through simulation, as specified in the Skills for Justice overarching assessment strategy.

The achievement of this unit is based on criterion-referenced assessment, whereby learners' achievement of the unit learning outcomes is measured through applying the related assessment criteria to learners' evidence. The assessment criteria that have been met should be cross-referenced against the evidence in a record of assessment.

A record should be made of the type of evidence and the assessment date. The unit specification or centre-devised documents could be used to form the assessment record.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria		Evidence type	Portfolio reference	Date
1 Understand the requirements for dealing with poor team performance	1.1	Summarise own role and limitations of responsibilities in dealing with team members' poor performance			
	1.2	Explain the importance of identifying poor performance with team members			
	1.3	Explain the importance of encouraging team members to discuss problems related to performance			
	1.4	Describe typical types of performance problems which team members may encounter at work			
	1.5	Explain strategies for working with individuals to resolve their performance problems			
	1.6	Explain the importance of agreeing a course of action with the team member involved			
	1.7	Describe the range of support services which exists inside and outside the organisation			
2 Understand the organisational disciplinary and grievance procedures	2.1	Summarise the legal and organisational requirements relevant to disciplinary and grievance procedures			
	2.2	Explain the importance of confidentiality when dealing with disciplinary and grievance procedures			
	2.3	Summarise own role and responsibilities in the application of disciplinary and grievance procedures			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		2.4	Explain the importance of informing team members about disciplinary and grievance procedures			
		2.5	Explain the importance of fairness and impartiality when applying disciplinary and grievance procedures			
		2.6	Explain the importance of maintaining respect for the individual when applying disciplinary and grievance procedures			
3	Be able to help team members who have problems affecting their performance	3.1	Bring poor performance to the attention of the team member concerned			
		3.2	Give the team member the opportunity to discuss actual or potential problems affecting their performance			
		3.3	Discuss performance issues with the team member at a time and place appropriate to the type, seriousness and complexity of the problem			
		3.4	Investigate the nature of the problem			
		3.5	Agree with the team member a course of action which is appropriate to the nature of the problem			
		3.6	Refer the team member to support services appropriate to their individual circumstances			
		3.7	Respond to team members' problems in a way which maintains respect for the individual and the need for confidentiality			
		3.8	Inform relevant people of problems beyond own level of responsibility or competence			

Learning outcomes	Assessment criteria		Evidence type	Portfolio reference	Date
4 Be able to contribute to implementing disciplinary and grievance procedures	4.1	Provide team members with clear, accurate and timely information regarding disciplinary and grievance procedures			
	4.2	Contribute in a fair, impartial and timely way			
	4.3	Contribute to implementation within own level of authority			
	4.4	Contribute in a way which maintains respect for the individual and the need for confidentiality			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Further information

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 for the qualification in this specification please visit: 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/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

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

Mapping with National Occupational Standards

The grid below maps the knowledge covered in the Pearson Edexcel BTEC Level 3 Certificate in Emergency Fire Services Watch Management against the underpinning knowledge of the National Occupational Standards in Fire and Rescue Sector. 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	WM1(M CI Unit C12	WM2	WM3	WM4	WM5	WM6	WM7	WM8	WM9	WM10	WM11
FRS WM1	**Lead the work of teams and individuals to achieve their objectives**	✓										
FRS WM2	**Maintain activities to meet requirements**		✓									
FRS WM3	**Manage information for action**			✓								
FRS WM4	**Take responsibility for effective performance**				✓							
FRS WM5	**Contribute to the development of teams and individuals**					✓						

NOS	BTEC Specialist units	WM1(MCI Unit C12	WM2	WM3	WM4	WM5	WM6	WM7	WM8	WM9	WM10	WM11
FRS WM6	**Investigate and report on events to inform future practice**						✓					
FRS WM7	**Lead and support people to resolve operational incidents**							✓				
FRS WM8	**Lead and support control operations to resolve operational events**								✓			
FRS WM9	**Support the efficient use of resources**									✓		
FRS WM10	**Acquire, store and issue resources to provide service delivery**										✓	
FRS WM11	**Respond to poor performance in your team**											✓

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 Equality Act 2010 as defined by the 1995 Disability Discrimination Act and the amendments to the Act) 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*.

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 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 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 *Annexe F*), 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 Qualification Framework, 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 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/NVQs, 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.