

Specification

Edexcel qualifications

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

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

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

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

Issue 2

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Edexcel, a Pearson company, is the UK's largest awarding organisation offering vocational and academic qualifications and testing, to employers, training providers, colleges, schools, and other places of learning in the UK, and in over 85 countries worldwide.

Our specialist suite of qualifications include NVQs, Apprenticeships, WorkSkills, Functional Skills, Foundation Learning, as well as our exclusive range of BTECs, from entry level right through to Higher National Diplomas.

This specification is Issue 2. Key changes are sidelined. We will inform centres of any changes to this issue. The latest issue can be found on the Edexcel website: www.edexcel.com

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Contents

Qualification titles covered by this specification	1
Key features of the Edexcel Level 3/Level 4/Level 6/Level 7 Awards in Incident Command in Fire and Rescue Services (QCF)	3
What is the purpose of these qualifications?	3
Who are these qualifications for?	3
What are the benefits of these qualifications to the learner and employer?	3
What are the potential job roles for those working towards these qualifications?	3
What progression opportunities are available to learners who achieve these qualifications?	3
What is the qualification structure for the Edexcel Level 3 Award in Initial Incident Command in Fire and Rescue Services (QCF)?	4
What is the qualification structure for the Edexcel Level 4 Award in Intermediate Incident Command in Fire and Rescue Services (QCF)?	5
What is the qualification structure for the Edexcel Level 6 Award in Advanced Incident Command in Fire and Rescue Services (QCF)?	6
What is the qualification structure for the Edexcel Level 7 Award in Strategic Incident Command in Fire and Rescue Services (QCF)?	7
How are the qualifications graded and assessed?	8
Assessment strategy	8
Types of evidence (to be read in conjunction with the assessment strategy in <i>Annexe D</i>)	9
Centre recognition and approval	10
Centre recognition	10
Approvals agreement	10
Quality assurance	10
What resources are required?	10
Unit format	11
Units	13
Unit 1: Initial Incident Command in Fire and Rescue Services	15
Unit 2: Intermediate Incident Command in Fire and Rescue Services	21
Unit 3: Advanced Incident Command in Fire and Rescue Services	29
Unit 4: Strategic Incident Command in Fire and Rescue Services	35

Further information	42
Useful publications	42
How to obtain National Occupational Standards	42
Professional development and training	43
Annexe A: Progression pathways	45
The Edexcel qualification framework for the fire and rescue sector	45
Annexe B: Quality assurance	47
Key principles of quality assurance	47
Quality assurance processes	47
Annexe C: Centre certification and registration	49
What are the access arrangements and special considerations for the qualifications in this specification?	49
Annexe D: Assessment strategy	51

Qualification titles covered by this specification

This specification gives you the information you need to offer the Edexcel Level 3/Level 4/Level 6/Level 7 Awards in Incident Command in Fire and Rescue Services (QCF):

Qualification title	Qualification Number (QN)	Accreditation start date
Edexcel Level 3 Award in Initial Incident Command in Fire and Rescue Services (QCF)	600/1313/8	01/04/2011
Edexcel Level 4 Award in Intermediate Incident Command in Fire and Rescue Services (QCF)	600/1312/6	01/04/2011
Edexcel Level 6 Award in Advanced Incident Command in Fire and Rescue Services (QCF)	600/1314/X	01/04/2011
Edexcel Level 7 Award in Strategic Incident Command in Fire and Rescue Services (QCF)	600/1315/1	01/04/2011

These qualifications have been accredited within the Qualifications and Credit Framework (QCF) and are eligible for public funding as determined by the Department for Education (DfE) under Section 96 of the Learning and Skills Act 2000.

The qualification titles listed above feature in the funding lists published annually by the DfE and the regularly updated website. They will also appear on the Learning Aims Database (LAD), where relevant.

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

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

Key features of the Edexcel Level 3/Level 4/ Level 6/Level 7 Awards in Incident Command in Fire and Rescue Services (QCF)

These qualifications:

- are nationally recognised
- are based on the Fire and Rescue Services National Occupational Standards (NOS). The NOS, assessment strategy and qualification structures are owned by Skills for Justice.

What is the purpose of these qualifications?

These qualifications are for fully qualified firefighters who want to complete continuing professional development (CPD) in incident command.

Who are these qualifications for?

These qualifications are for learners who are fully qualified firefighters aged 18 and above who are capable of reaching the required standards.

Edexcel's policy is that the qualifications should:

- be free from any barriers that restrict access and progression
- ensure equality of opportunity for all wishing to access the qualifications.

What are the benefits of these qualifications to the learner and employer?

These qualifications give learners additional knowledge and skills in the area of incident command. They give opportunities for learners to progress to different levels of Incident Commander.

What are the potential job roles for those working towards these qualifications?

- Incident Commander

What progression opportunities are available to learners who achieve these qualifications?

Learners who achieve these qualifications can progress onto other levels of incident command qualifications. Learners may also progress towards management opportunities.

Further information is available in *Annexe A*.

What is the qualification structure for the Edexcel Level 3 Award in Initial Incident Command in Fire and Rescue Services (QCF)?

This unit can be found in the *Units* section. To achieve this qualification, the learner must complete one 6-credit mandatory unit.

Unit reference	Unit title	Credit	Level
D/502/9122	Initial Incident Command in Fire and Rescue Services	6	3

What is the qualification structure for the Edexcel Level 4 Award in Intermediate Incident Command in Fire and Rescue Services (QCF)?

This unit can be found in the *Units* section. To achieve this qualification, the learner must complete one 5-credit mandatory unit.

Unit reference	Unit title	Credit	Level
F/502/9128	Intermediate Incident Command in Fire and Rescue Services	5	4

What is the qualification structure for the Edexcel Level 6 Award in Advanced Incident Command in Fire and Rescue Services (QCF)?

This unit can be found in the *Units* section. To achieve this qualification, the learner must complete one 6-credit mandatory unit.

Unit reference	Unit title	Credit	Level
D/502/9119	Advanced Incident Command in Fire and Rescue Services	6	6

What is the qualification structure for the Edexcel Level 7 Award in Strategic Incident Command in Fire and Rescue Services (QCF)?

This unit can be found in the *Units* section. To achieve this qualification, the learner must complete one 6-credit mandatory unit.

Unit reference	Unit title	Credit	Level
R/502/9134	Strategic Incident Command in Fire and Rescue Services	6	7

How are the qualifications graded and assessed?

The overall grade for each 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 strategy

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

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

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 Edexcel standards verifier. A range of recording documents is available on the Edexcel website www.edexcel.com. Alternatively, centres may develop their own.

Centre recognition and approval

Centre recognition

Centres that have not previously offered Edexcel 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 Edexcel 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. Edexcel 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 Edexcel's quality assurance processes is given in *Annexe B*.

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. Centres must meet any specific resource requirements outlined in *Annexe D: Assessment strategy*. Staff assessing the learner must meet the requirements within the overarching assessment strategy for the sector.

Unit format

Each unit in this specification contains the following sections.

Unit title:					The unit title is accredited on the QCF and this form of words will appear on the learner's Notification of Performance (NOP).
Unit code:					This is the unit owner's reference number for the specified unit.
Unit reference number:					This code is a unique reference number for the unit.
QCF level:					All units and qualifications within the QCF have a level assigned to them, which represents the level of achievement. There are nine levels of achievement, from Entry level to level 8. The level of the unit has been informed by the QCF level descriptors and, where appropriate, the NOS and/or other sector/professional.
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:					A notional measure of the substance of a qualification. It includes an estimate of the time that might be allocated to direct teaching or instruction, together with other structured learning time, such as directed assignments, assessments on the job or supported individual study and practice. It excludes learner-initiated private 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: Initial Incident Command in Fire and Rescue Services

Unit code:	WM7
Unit reference number:	D/502/9122
QCF level:	3
Credit value:	6
Guided learning hours:	45

Unit summary

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

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

Assessment requirements/evidence requirements

Learning outcomes 1-4 may be assessed in a learning and development environment. Learning outcomes 5-8 should be assessed in a simulated work environment covering both the Incident Commander and Sector Commander roles.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Understand the key principles of the Incident Command System (ICS)	<p>1.1 Describe the 3 functional areas of the Incident Command System (ICS)</p> <p>1.2 Describe the 3 levels of management applied at operational incidents</p> <p>1.3 Identify the role of other agencies within the ICS</p> <p>1.4 Describe the common framework under which Category 1 and 2 responders integrate at multi-agency incidents</p>			
2 Understand the roles and responsibilities of personnel within the incident command structure	<p>2.1 Explain the role and responsibilities of the Incident Commander at operational level</p> <p>2.2 Explain the role and responsibilities of the Sector Commander at incidents</p> <p>2.3 Describe the relationship between the incident commander, the sector commander and the incident command system</p> <p>2.4 Identify the role and responsibilities of Command Support</p> <p>2.5 Outline the progression at an incident from first pump attending to the arrival of a dedicated vehicle</p> <p>2.6 Explain the responsibility for determining the cause of an incident</p> <p>2.7 Define the range and the types of evidence available at an operational incident</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>3 Understand the requirements for the successful management of risk at operational incidents</p>	<p>3.1 Define a hazard, risk and control measure</p> <p>3.2 Define the categories of risk assessment utilised within the United Kingdom Fire and Rescue Service (UKFRS)</p> <p>3.3 State the UKFRS risk philosophy applied to the management of risk at operational incidents</p> <p>3.4 Detail the Dynamic Risk Assessment flowchart employed at operational incidents</p> <p>3.5 Explain the tactical mode options available at incidents</p> <p>3.6 Identify the hierarchy of control measures in relation to managing risks</p> <p>3.7 Explain the importance of evidence preservation</p>			
<p>4 Understand the need for effective lines and methods of communication at incidents</p>	<p>4.1 Identify the lines of communication available at incidents in relation to an Incident Commander's span of control</p> <p>4.2 Describe the impact of poor or inappropriate communication</p> <p>4.3 Describe the methods of briefing of crews at operational incidents</p> <p>4.4 Describe the standard model for sectorisation utilised by the UKFRS at operational incidents</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
5 Be able to plan an initial response to an operational incident	5.1 Collect and confirm information relevant to the known and anticipated risks to people, property and the environment 5.2 Apply a command structure as appropriate to the needs of an operational incident 5.3 Determine initial action against available resources including their limitations and capabilities 5.4 Develop objectives through a comprehensive assessment of the known and anticipated risks 5.5 Apply tactical considerations appropriate to all tasks and objectives during all phases of an operational incident			
6 Be able to implement actions to meet planned objectives	6.1 Identify the significant findings of the risk assessment processes 6.2 Implement control measures and record as appropriate 6.3 Maintain ongoing communication on planned actions to those involved in implementation 6.4 Deploy appropriate resources to meet the needs of the incident 6.5 Re-evaluate the plan at regular intervals and re-deploy and adjust as appropriate 6.6 Identify signs and symptoms of stress in relation to trauma and/or work-based activity			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
6.7 6.8	<p>6.7 Implement actions to reduce the exposure to and impact on operational personnel and casualties</p> <p>6.8 Identify contingency measures in the event of an unplanned or uncontrolled event or escalation</p>			
7 Be able to close down the operational phase of an incident	<p>7.1 Instigate measures to hand over control of an incident to an appropriate person, agency or authority</p> <p>7.2 Preserve potential evidence identified at the incident</p> <p>7.3 Identify any unresolved hazards and associated risks at close down of the incident</p> <p>7.4 Take action to minimise any unresolved hazards and associated risks within operational constraints</p> <p>7.5 Secure the availability of resources for further deployment at the earliest opportunity</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
8 Be able to debrief people following incidents	8.1 Conduct a post-incident debrief through open and constructive discussion 8.2 Measure performance against agreed standards relevant to defined roles 8.3 Identify opportunities to improve future personal, team and organisational performance 8.4 Immediately address risk critical issues identified through performance of people, equipment, working practices, policies and systems 8.5 Record the process and report findings appropriately			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____

(if sampled)

Unit 2: Intermediate Incident Command in Fire and Rescue Services

Unit code:	EFSM2
Unit reference number:	F/502/9128
QCF level:	4
Credit value:	5
Guided learning hours:	40

Unit summary

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

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

Assessment requirements/evidence requirements

Learning outcomes 1-5 may be assessed in a learning and development environment. Learning outcomes 6-8 should be assessed in a simulated work environment covering both the Incident Commander and Sector Commander roles.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1 Understand the key roles, responsibilities and limits of authority within the Incident Command System (ICS)</p>	<p>1.1 Explain the role and responsibilities of the Incident Commander at Tactical level</p> <p>1.2 Describe the performance criteria involved in leading, monitoring and supporting people to resolve operational incidents</p> <p>1.3 Identify the role and responsibilities of Command Support at Tactical (Silver) level incidents, including the role of Command Support Officer</p> <p>1.4 Identify potential limits to the authority of the Incident Commander</p>			
<p>2 Understand the importance of successful leadership and the application of effective decision making during operational incidents</p>	<p>2.1 Explain the need for effective command decision making</p> <p>2.2 Identify the four styles used within the United Kingdom Fire and Rescue Service</p> <p>2.3 Explain the benefits of the decision-making model employed by United Kingdom Fire and Rescue Service</p> <p>2.4 Explain how to select and apply a range of tactics to resolve different types of operational incidents</p> <p>2.5 Explain the term 'situational awareness' and its relevance to the role of Incident Commander</p> <p>2.6 Describe the key elements of leadership within the role of Incident Commander</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Understand the principles of successful risk management at operational incidents	<p>3.1 Summarise the key points of the United Kingdom Fire and Rescue Service philosophy in minimising and controlling risks to operational personnel</p> <p>3.2 Explain the concept of the United Kingdom Fire and Rescue Service philosophy in minimising and controlling risks to operational personnel</p> <p>3.3 Describe how to identify and control a strong appetite for risk in others</p>			
4 Understand the methods and types of communication systems available both at incidents and remotely	<p>4.1 Explain the importance of effective communication in recognising poor or inaccurate information and taking action to rectify</p> <p>4.2 Describe the types and methods of communication available to an Incident Commander at Tactical level</p> <p>4.3 Identify a range of remote information sources available to an Incident Commander</p> <p>4.4 Detail the unique role of Command Support in establishing effective communications at incidents</p> <p>4.5 Explain the requirement to ensure effective briefings are undertaken in the role of Incident Commander at Tactical level</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>5 Understand the benefits of inter-operability and the contribution of other agencies to the provision of specialist advice and support</p>	<p>5.1 Explain the need for effective liaison with other agencies to achieve desired outcomes</p> <p>5.2 Discuss the provision of information to other agencies which may assist in their decision making</p> <p>5.3 Identify the implications of establishing a successful media strategy at a developing incident</p> <p>5.4 Identify the benefits of inter-operability in obtaining and acting upon specialist advice and support from other agencies</p>			
<p>6 Be able to review and determine the status of operational incidents</p>	<p>6.1 Obtain all appropriate information relevant to the incident, resolving any conflicts or discrepancies in existing sources against current incident status</p> <p>6.2 Confirm with relevant personnel:</p> <ul style="list-style-type: none"> - the existing plan and current progress - priorities and actions to resolve the incident - risk assessments completed - existing tactical mode - the incident command structure - lines of communication - resources deployed and those anticipated - welfare issues 			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>6.3 Confirm current action complies with relevant legislation and protocols</p> <p>6.4 Review application of safe systems of work at operational incidents</p> <p>6.5 Evaluate the tactical plan, giving support to the existing Incident Commander in resolving an operational incident</p>			
<p>7 Be able to assume responsibility for implementing action to support those involved in operational incidents</p>	<p>7.1 Take command of the incident</p> <p>7.2 Implement a plan to:</p> <ul style="list-style-type: none"> - take account of all available information and anticipated risks - confirm roles, responsibilities, tasks and communications channels - ensure the command structure remains relevant - match resources to meet the needs of the incident - ensure appropriate tactical considerations <p>7.3 Conduct dynamic and analytical risk assessment processes</p> <p>7.4 Interpret and record results of dynamic and analytical risk assessment</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>7.5 Conduct timely and comprehensive briefings and updates with relevant people to obtain progress reports and instigate action</p> <p>7.6 Continually evaluate and mitigate risks to personnel, community and environment</p> <p>7.7 Evaluate the capabilities and limitations of personnel, appliances and equipment</p> <p>7.8 Maintain a communications strategy for the duration of the incident</p> <p>7.9 Establish and maintain liaison with other agencies</p> <p>7.10 Ensure all organisational objectives are met and that the relevant status of the incident is handed over prior to the withdrawal of support</p> <p>7.11 Delegate responsibilities for necessary investigations</p> <p>7.12 Collate relevant points for the debrief</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>8 Understand the principles of debriefing people following resolution of operational incidents</p>	<p>8.1 Organise and conduct a post-incident debrief appropriate to the type and scale of incident through open and constructive discussion and review</p> <p>8.2 Gather and review all relevant information from internal and external sources</p> <p>8.3 Assimilate the findings of the debrief to inform organisational and legal policy and procedures</p> <p>8.4 Implement remedial measures to improve future practice and performance</p> <p>8.5 Identify trends and their implications on performance</p> <p>8.6 Provide constructive feedback to other agencies to assist inter-operability</p> <p>8.7 Establish appropriate support mechanisms and instigate action to deliver these</p> <p>8.8 Agree and implement appropriate action including responsibilities and timescales</p> <p>8.9 Report meritorious conduct and recommendations for action</p>			

Learner name: _____ Date: _____
Learner signature: _____ Date: _____
Assessor signature: _____ Date: _____
Internal verifier signature: _____ Date: _____
(if sampled)

Unit 3: Advanced Incident Command in Fire and Rescue Services

Unit code:	EFSM2
Unit reference number:	D/502/9119
QCF level:	6
Credit value:	6
Guided learning hours:	52

Unit summary

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

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

Assessment requirements/evidence requirements

Learning outcomes 1-4 may be assessed in a learning and development environment. Learning outcomes 5-7 should be assessed in a simulated work environment covering both the Incident Commander and Sector Commander roles.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Understand the principles of decision making when leading, monitoring and supporting people to resolve operational incidents	<p>1.1 Clarify the need for effective decision making when leading, monitoring and supporting people to resolve operational incidents</p> <p>1.2 Explain what the different components of the decision-making model are</p> <p>1.3 Evaluate how the different components of decision making can be applied when leading, monitoring and supporting people to resolve operational incidents</p> <p>1.4 Specify the requirements for applying critical decision making when leading, monitoring and supporting people to resolve operational incidents</p>			
2 Understand a tactical approach to leading, monitoring and supporting people to resolve operational incidents	<p>2.1 Summarise the range of different tactics that can be applied to resolve operational incidents</p> <p>2.2 Justify the selection and application of tactics to resolve different types of operational incidents</p> <p>2.3 Explain the term 'situational awareness'</p> <p>2.4 Explain how 'situational awareness' is relevant to the roles of incident commander and sector commander at an operational incident</p> <p>2.5 Explain the importance of effective communications processes</p> <p>2.6 Explain the importance of effective media management during the incident</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>3 Understand the principles of risk management when leading, monitoring and supporting people to resolve operational incidents</p>	<p>3.1 Critically evaluate the principles of different types of risk assessment at operational incidents</p> <p>3.2 Explain how an understanding of different types of risk assessment influence own attitude to risk</p> <p>3.3 Critically evaluate the attitude to risk in others in terms of the potential impact on resolving operational incidents</p> <p>3.4 Explain how the negative aspects of other people's attitude to risk can be managed at operational incidents</p>			
<p>4 Understand the principles of debriefing following an operational incident</p>	<p>4.1 Summarise responsibilities in relation to debriefing following operational incidents</p> <p>4.2 Summarise the benefits of effective debriefing in terms of organisational and personal development</p> <p>4.3 Critically compare different approaches to debrief</p> <p>4.4 Explain when different types of debrief should be utilised following operational incidents</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>5 Be able to evaluate the status of an operational incident</p>	<p>5.1 Confirm with relevant personnel:</p> <ul style="list-style-type: none"> - the existing tactical plan - risk assessments made - existing tactical mode - the incident command structure - lines of communication - what resources have been deployed - welfare issues <p>5.2 Determine the effectiveness of current subordinate commanders</p> <p>5.3 Delegate responsibilities for any necessary functions and investigations</p> <p>5.4 Collate relevant points for the debrief</p> <p>5.5 Evaluate the plan to:</p> <ul style="list-style-type: none"> - support the existing incident commander to resolve the incident - take command of the incident 			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>6 Be able to assume responsibility for action to support those involved in an operational incident</p>	<p>6.1 Take action to meet the needs of an incident 6.2 Communicate with other levels of command 6.3 Evaluate the capabilities and limitations of the operational resources available 6.4 Match resources to the needs of the incident 6.5 Confirm the results of dynamic and analytical risk assessments 6.6 Act upon the results of dynamic and analytical risk assessments 6.7 Control hazards and risks identified within the incident 6.8 Liaise with other agencies to ensure effective responses</p>			
<p>7 Be able to close down the operational phase of an incident</p>	<p>7.1 Ensure the area under their control is fit for handover to the appropriate person, agency or authority 7.2 Contribute to a post-incident debrief through open and constructive discussion and review</p>			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____
(if sampled)

Date: _____

Unit 4: Strategic Incident Command in Fire and Rescue Services

Unit code:	EFSM1
Unit reference number:	R/502/9134
QCF level:	7
Credit value:	6
Guided learning hours:	52

Unit summary

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

It is likely to reflect the Gold level of command.

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

Assessment requirements/evidence requirements

For the knowledge and understanding component of the unit, assessment from a learning and development environment is allowed. Simulations should be used to support skills development of the unit and to inform the overall assessment of the unit.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1 Understand the roles and responsibilities of people and organisations within the incident command arrangements that exist at local, regional and national levels</p>	<p>1.1 Critically evaluate the key roles and responsibilities of the fire and rescue service and other agencies before, during and after operational incidents</p> <p>1.2 Clarify how the fire and rescue service becomes involved in incidents led strategically by other services</p> <p>1.3 Critically evaluate the roles, responsibilities and levels of authority, within the incident command inter-agency structures and the fire and rescue service strategic commander</p> <p>1.4 Explain the key points of interoperability between the fire and rescue service and other agencies</p> <p>1.5 Explain how to access human, physical and financial resources to meet the needs of such incidents</p> <p>1.6 Explain current strategic national command support arrangements</p> <p>1.7 Explain mechanisms for accessing overseas assistance</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Understand the technical issues being dealt with at tactical (Fire Silver) level	2.1 Analyse how to prioritise actions and methods for deployment of resources 2.2 Summarise the statutory acts and guidance that apply in all circumstances 2.3 Analyse the technical issues being dealt with at tactical (Fire Silver) level 2.4 Summarise the broad issues surrounding the tactical issues being addressed by the other principal responding agencies			
3 Understand the role of communications within the context of local, regional and national incidents	3.1 Critically evaluate the key components of the communications strategy that supports the incident command inter-agency structures 3.2 Critically compare the main capabilities and limitations of the command support functions available to the fire and rescue service strategic commander 3.3 Clarify how to obtain technical and professional advice to inform decision making 3.4 Explain what is meant by the national, regional and local governmental decision making process and what can be done to support its effective response 3.5 Explain how to work with the media in conjunction with government and other agencies for the benefit of the community			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>4 Understand how to manage people involved in incidents within local, regional and national contexts</p>	<p>4.1 Summarise the relationships defined within the incident command system</p> <p>4.2 Define in detail the relationship between the Fire Gold and the tactical incident commander/s (Fire Silver/s)</p> <p>4.3 Explain the relationship between the Incident Command Structure and the structures described within the guidance to the Civil Contingencies Act</p> <p>4.4 Explain how the command support structures and staff sustain the capability of the strategic commander</p> <p>4.5 Analyse the effects that operational incidents have on the individual, the team and the wider organisation</p> <p>4.6 Explain the importance of effective handovers of command during ongoing and protracted incidents</p>			
<p>5 Understand how to close down the strategic command phase of the incident within local, regional and national contexts</p>	<p>5.1 Summarise the factors involved in closing down the strategic phase of an incident</p> <p>5.2 Analyse the post-incident responsibilities of the strategic commander and the joint responders' group</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>6 Be able to lead a strategic response to an incident within local, regional and national contexts</p>	<p>6.1 Establish liaison with key personnel in own service and other agencies who may contribute to achieving objectives</p> <p>6.2 Confirm the strategic command structure as suitable to meet the needs of the incident</p> <p>6.3 Review the implications of exercising Fire Gold command during an incident where multiple Fire Silvers are operating, including approving tactical plans and prioritising resource needs</p> <p>6.4 Work in co-ordination with strategic representatives of other agencies to maximise effectiveness of response</p> <p>6.5 Analyse the factors involved in setting and reviewing the strategy</p> <p>6.6 Obtain and share information to enable co-ordination of a strategic response</p> <p>6.7 Ensure that the information and feedback needs of those involved in resolving, and/or those affected by the incident are met</p> <p>6.8 Take action to mitigate risks to the health, safety and welfare of those involved in, or affected by the incident</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
7 Be able to contribute to the debrief following the resolution of an incident	<p>6.9 Use advice and support from appropriate technical and professional sources</p> <p>6.10 Engage media resources in conjunction with other agencies to inform and protect the community</p> <p>6.11 Modify planned actions in response to emerging needs and the impact of the incident</p> <p>6.12 Ensure a record of relevant decisions and actions is made</p> <p>7.1 Evaluate the purpose of debriefing and strategic review</p> <p>7.2 Gather pertinent information from internal and external sources</p> <p>7.3 Review pertinent information from internal and external sources</p> <p>7.4 Provide constructive feedback to personnel and other agencies involved</p> <p>7.5 Agree action to be taken following debrief activities including responsibilities and timescales</p> <p>7.6 Summarise the key factors to bear in mind when conducting a debrief</p>			

Learner name: _____ Date: _____
Learner signature: _____ Date: _____
Assessor signature: _____ Date: _____
Internal verifier signature: _____ Date: _____
(if sampled)

Further information

Our customer service numbers are:

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

Calls may be recorded for training purposes.

Useful publications

Related information and publications include:

- *Centre Handbook for Edexcel QCF NVQs and Competence-based Qualifications* published annually
- functional skills publications – specifications, tutor support materials and question papers
- *Regulatory Arrangements for the Qualification and Credit Framework* (published by Ofqual, August 2008)
- the current Edexcel publications catalogue and update catalogue.

Edexcel publications concerning the Quality Assurance System and the internal and standards verification of vocationally-related programmes can be found on the Edexcel website.

NB: Some of our publications are priced. There is also a charge for postage and packing. Please check the cost when you order.

How to obtain National Occupational Standards

To obtain the National Occupational Standards, please contact:

Skills for Justice
Centre Court
Atlas Way
Sheffield
S4 7QQ

Telephone: 0114 261 1499

Email: info@skillsforjustice.com

Professional development and training

Edexcel 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 (www.edexcel.com/training). You can request customised training through the website or by contacting one of our advisers in the Training from Edexcel team via Customer Services to discuss your training needs.

The training we provide:

- is active
- is designed to be supportive and thought provoking
- builds on best practice
- may be suitable for those seeking evidence for their continuing professional development.

Annexe A: Progression pathways

The Edexcel qualification framework for the fire and rescue sector

Level	General qualifications	Diplomas	BTEC vocationally-related qualifications	BTEC specialist qualification/professional	NVQ/competence
8					
7					Edexcel Level 7 Award in Strategic Incident Command in Fire and Rescue Services (QCF)
6					Edexcel Level 6 Award in Advanced Incident Command in Fire and Rescue Services (QCF)
5					
4					Edexcel Level 4 NVQ in Fire Safety Edexcel Level 4 Award in Intermediate Incident Command in Fire and Rescue Services (QCF)

Level	General qualifications	Diplomas	BTEC vocationally-related qualifications	BTEC specialist qualification/professional	NVQ/competence
3			Edexcel BTEC Level 3 Diploma in Emergency Fire Rescue Services Operations in the Community (QCF)	Edexcel BTEC Level 3 Award/Certificate in Compartment Fire Behaviour Training (QCF)	Edexcel Level 3 NVQ Diploma in Emergency Fire Services Operations in the Community (QCF) Edexcel Level 3 NVQ in Fire and Rescue Sector Control Operations Edexcel Level 3 NVQ in Fire Safety Edexcel Level 3 NVQ in Emergency Fire Services – Watch Management Edexcel Level 3 Award in Initial Incident Command in Fire and Rescue Services (QCF)
2					
1					
Entry					

Annexe B: Quality assurance

Key principles of quality assurance

- A centre delivering Edexcel qualifications must be an Edexcel 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.
- Edexcel 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 Edexcel 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 Edexcel. Edexcel 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. Edexcel 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. Edexcel 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 Edexcel.

The Edexcel quality assurance processes will involve:

- gaining centre recognition and qualification approval if a centre is not currently approved to offer Edexcel qualifications
- annual visits to centres by Edexcel for quality review and development of overarching processes and quality standards. Quality review and development visits will be conducted by an Edexcel quality development reviewer
- annual visits by occupationally competent and qualified Edexcel Standards Verifiers for sampling of internal verification and assessor decisions for the occupational sector
- the provision of support, advice and guidance towards the achievement of National Occupational Standards.

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

Annexe C: Centre certification and registration

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

- direct centres to take action
- limit or suspend certification
- suspend registration.

The approach of Edexcel in such circumstances is to work with the centre to overcome the problems identified. If additional training is required, Edexcel 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 Edexcel qualifications with integrity.

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

Edexcel's policy on access arrangements and special considerations for Edexcel qualifications aims to enhance access to the qualifications for learners with disabilities and other difficulties (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 and Special Considerations for BTEC and Edexcel NVQ Qualifications* for further details. www.edexcel.com.

Annexe D: Assessment strategy

1 Background

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

- Custodial Care including the public and private sector establishments
- Community Justice
- Courts and Tribunals Services
- Forensic Science
- Fire and Rescue Sector
- Legal Services
- Prosecution Services
- Police Forces
- Law Enforcement Agencies including SOCA, HMRC, UK Border Agency
- Youth Justice.

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

2 Introduction

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

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

- 1 external quality control of assessment
- 2 workplace assessment
- 3 the use and characteristics of simulation
- 4 the required occupational expertise of assessors and verifiers
- 5 liaison between the SSC and the Awarding Organisations.

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

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

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

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

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

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

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

In addition to the Regulators' requirements Skills for Justice will require all external quality assurance reports and other data relating to a centre to be evaluated by the Awarding Organisation and any risks relating to quality control to be addressed. External quality assurance, monitoring, support and control should be put in place as appropriate to each centre's level of risk.

4 Workplace Assessment

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

Expert Witness testimony has parity with assessor observation unless otherwise stated in unit evidence requirements. The Assessor is responsible for making the final judgement in terms of the candidate meeting the evidence requirements for the unit.

Skills for Justice recognises that there are alternative evidence sources which may be used where direct observation is not possible or practical e.g. work products, records, reflective accounts, professional discussion etc.

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

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

5 Simulation

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

- 1 where evidence in the workplace will not be demonstrated within an acceptable time frame.
- 2 where the nature of the work activity presents high risk/danger to the candidate and others, for example, personal safety.

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

ALL SIMULATIONS SHOULD FOLLOW THESE BASIC PRINCIPLES:

- 1 A centre's overall strategy for simulation must be examined and approved by the person from the Awarding Organisation who is responsible for external quality assurance.
- 2 The nature of the contingency and the physical environment for the simulation must be realistic and candidates should be given no indication as to exactly what contingencies they may come across.
- 3 Where simulations are used they must reflect the requirements of the qualification units.
- 4 The location and environment of simulation must be agreed with the person responsible for internal quality assurance, prior to taking place and be checked by the Awarding Organisations representative responsible for external quality assurance.
- 5 All simulations must be planned, developed and documented by the centre in a way that ensures the simulation correctly reflects what the specific qualification unit seeks to assess and all simulations should follow these documented plans.
- 6 There should be a range of simulations to cover the same aspect of a unit so that the risk of candidates successfully colluding is reduced.

6 Requirements of Assessors, Expert Witnesses and Verifiers

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

6.1 Assessors

All assessors must:

- 1 be occupationally competent. This means that each assessor must, according to current sector practice, be competent in the functions covered by the units they are assessing. They will have gained their occupational competence working within the Justice/Community Safety sector or within an appropriate occupational sector. They are not required to occupy a position in the organisation more senior than that of the candidate they are assessing. However, centres must be alert to the risks that all such arrangements could present and ensure that sufficient quality controls are in place through the internal quality assurance process to minimise the possibility of collusion between candidates and assessors.
- 2 be able to demonstrate consistent application of the skills and the current supporting knowledge and understanding in the context of a recent role directly related to the qualification units they are assessing as a practitioner, trainer or manager.
- 3 be familiar with the qualification units; and must be able to interpret and make judgements on current working practices and technologies within the area of work.
- 4 maintain their occupational competence by actively engaging in continuous professional development activities in order to keep up-to-date with developments relating to the changes taking place in the Justice sector. These activities may include those offered by the Awarding Organisation, Skills for Justice or other relevant providers in the sector.
- 5 Assessors who are assessing S/NVQs should hold or be working towards the appropriate assessor qualification as approved, and specified by the Regulatory Authorities. Achievement of the qualification must be within the timescales laid down by the Regulatory Authorities.

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

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

Where a new qualification is being introduced and there are not sufficient occupationally competent assessors to meet the countersignatory requirements as above, centres may use assessors who are not occupationally competent for up to 18 months from introduction of the qualification. Any such arrangements should be agreed with the Awarding Organisation and be monitored through the external quality assurance process.

6.2 Expert Witnesses

All Expert Witnesses must:

- 1 be occupationally competent. This means that each expert witness must, according to current sector practice, be competent in the functions covered by the units to which they are contributing. They will have gained their occupational competence working within the Justice sector or within an appropriate occupational sector.
- 2 maintain their occupational competence by actively engaging in continuous professional development activities in order to keep up-to-date with developments relating to the changes taking place in the Justice sector. These may include those offered by the Awarding Organisation, Skills for Justice or other relevant providers in the sector.
- 3 be able to demonstrate consistent application of the skills and the current supporting knowledge and understanding in the context of a recent role directly related to the qualification unit that they are witnessing as a practitioner, trainer or manager.
- 4 be familiar with the qualification unit; and must be able to interpret current working practices and technologies within the area of work.
- 5 have had an appropriate induction to the Justice/Community Safety qualifications, the assessment centre and Awarding Organisation requirements, and have access to ongoing training and updating on current issues relevant to these qualifications or qualification units.

6.3 Internal Quality Assurance

Those responsible for the internal quality assurance must:

- 1 be occupationally knowledgeable across the range of units for which they are responsible prior to commencing the role. Due to the risk critical nature of the work and the legal implications of the assessment process, they must understand the nature and context of the assessors' work and that of their candidates. This means that they must have worked closely with staff who carry out the functions covered by the qualifications, possibly by training or supervising them, and have sufficient knowledge of these functions to be able to offer credible advice on the interpretation of the standards. Those conducting internal quality assurance must also sample the assessment process and resolve differences and conflicts on assessment decisions.
- 2 understand the content, structure and assessment requirements for the qualification they are verifying.
- 3 maintain their occupational competence by actively engaging in continuous professional development activities in order to keep up-to-date with developments relating to the changes taking place in the Justice/ Community Safety sector. These activities may include those offered by the Awarding Organisation, Skills for Justice or other relevant providers in the sector.
- 4 For S/NVQ's, those persons responsible for internal quality assurance should hold or be working towards the appropriate qualification as approved, and specified by, the Regulatory Authorities. Achievement of the qualification must be within the timescales laid down by the Regulatory Authorities.

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

- 5 occupy a position in the organisation that gives them the authority and resources to co-ordinate the work of assessors, provide authoritative advice, call meetings as appropriate, visit and observe assessment practice, and carry out all the other important roles of internal quality assurance.
- 6 have an appropriate induction to Justice/Community Safety qualifications that they are quality assuring, provided to them by the Centre, and have access to ongoing training and updates on current issues relevant to these qualifications. Information on the induction and continuing professional development of carrying out internal quality assurance must be made available to the Awarding Organisation through its external verification process.

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

6.4 External Quality Assurance

Those persons conducting external quality assurance must:

- 1 be occupationally knowledgeable and have gained their knowledge working within the sector or associated professional/occupational area.
- 2 have a thorough understanding of the qualifications they will be quality assuring.
- 3 have a detailed knowledge of the Awarding Organisation's systems and documentation.
- 4 have a thorough understanding of the qualification system and national policy and guidance documents produced by the regulatory authorities and Awarding Organisations describing assessment and quality assurance practice.
- 5 maintain their occupational competence by actively engaging in continuous professional development activities in order to keep up-to-date with developments relating to the changes taking place in the Justice sector. These activities may include those offered by the Awarding Organisation, Skills for Justice or other relevant providers in the sector.
- 6 hold, or be working towards, the appropriate qualification as approved, and specified by, the Regulatory Authorities. Achievement of the qualification must be within the timescales laid down by the Regulatory Authorities .
- 7 have, where appropriate, undergone relevant security checks due to the nature and confidentiality of the information that they will be exposed to. This will be arranged by Skills for Justice in conjunction with the Awarding Organisations. The Awarding Organisation may seek clarification from Skills for Justice of the appropriateness of the specific external verifier applicant where appropriate.

APPENDIX 1

Additional Requirements for Qualifications that use the title NVQ within the QCF

September 2009

This document has been produced by the Joint Awarding Body/SSC Working Practices Group which has been formed by the respective representative bodies to support and encourage effective working relationships between SSCs, submitting organisations and awarding organisations. The Group will update the document as necessary to make sure it is kept up to date and relevant and will consider developing additional guidance.

Purpose of document

- 1 The purpose of this document is to make clear what additional requirements are needed to assess and quality assure qualifications that use the title NVQ within the QCF.
- 2 When an SSC/SSB and awarding organisation wants to use the title NVQ in the naming of a qualification within the QCF, the awarding organisation is required to make sure this qualification is assessed and quality assured in accordance with these additional requirements and other requirements described in the SSC/SSB assessment strategy.
- 3 The aims of these additional requirements are to
 - ensure that all competence based qualifications that use the title NVQ within the QCF are
 - assessed consistently
 - quality assured consistently
 - maintain the integrity of qualifications that use the title NVQ within the QCF
 - establish the NVQ brand within the QCF
 - keep bureaucracy associated with assessment and quality assurance of qualifications that use the title NVQ within the QCF to a minimum.

Background

- 4 “At the heart of an NVQ is the concept of occupational competence; the ability to perform to the standards required in employment across a range of circumstances and to meet changing demands. NVQs are first and foremost about what people can do. They go beyond technical skills to include planning, problem solving, dealing with unexpected occurrences, working with other people and applying the knowledge and understanding that underpins overall competence”.
- 5 NVQs are based entirely on National Occupational Standards (NOS) developed by an SSC/SSB, which describe the competence needed in an occupational role.

- 6 Qualifications that use the title NVQ within the QCF must comply with the rules of combination determined by the SSC/SSB. Awarding organisations are not allowed to develop another qualification that does not use the title NVQ within the QCF, if it uses the same rules of combination as a qualification that does use the title NVQ within the QCF.
- 7 The QCF offers increased flexibility in the way occupational competence can be assessed and demonstrated. Qualifications that use the title NVQ in the title within the QCF are just one way of assessing and demonstrating occupational competence. SSCs/SSBs are free to work with their awarding organisations to agree what qualifications will be used to assess occupational competence. Qualifications that use the title NVQ within the QCF, are not a preferred method for assessing occupational competence and all qualifications accredited through the QCF have equal status.
- 8 When developing a qualification for the QCF, including qualifications that use the title NVQ within the QCF, an awarding organisation must be a recognised awarding organisation and must meet the Qualification Requirements in the Regulatory Arrangements for the Qualifications and Credit Framework, published by The Office of the Qualifications and Examinations Regulator (Ofqual) in August 2008.
- 9 The qualification regulators confirmed that a group of SSCs and SSBs would be free to develop specific, additional requirements about the way in which qualifications that use the title NVQ within the QCF will be assessed and quality assured. For those recognised awarding organisations that want to assess occupational competence through the use of qualifications that use the title NVQ within the QCF, it has been agreed by SSCs and SSBs that the following additional requirements must be met.

Additional requirements for qualifications that use the title NVQ within the QCF

Introduction

- 10 Qualifications that use the title NVQ within the QCF must be assessed and quality assured in accordance with the following additional requirements.

Assessment requirements

- 11 When a qualification uses the title NVQ within the QCF, awarding organisations are required to make sure their recognised assessment centres understand how learners are to be assessed.
- 12 Assessment methodologies must meet the assessment strategy developed in partnership between the relevant SSC or SSB and awarding organisations for the qualification. The assessment strategy must be published and made available separately and will include the requirements for assessment of qualifications that use the title NVQ

- within the QCF. The assessment criteria for each unit will be part of the units that make up the qualification.
- 13 Learners must complete real work activities in order to produce evidence to demonstrate they have met the NOS and are occupationally competent.
 - 14 When a learner cannot complete a real work activity, simulation is allowed.
 - 15 Simulation is allowed when
 - a learner is required to complete a work activity that does not occur on a regular basis and therefore opportunities to complete a particular work activity do not easily arise
 - a learner is required to respond to a situation that rarely occurs, such as responding to an emergency situation
 - the safety of a learner, other individuals and/or resources will be put at risk.
 - 16 When simulation is used, assessors must be confident that the simulation replicates the workplace to such an extent that learners will be able to fully transfer their occupational competence to the workplace and real situations.
 - 17 Units that must not be assessed by simulation must be identified by the SSC/SSB in the assessment strategy for the qualification or family of qualifications.
 - 18 Learners must be assessed by assessors
 - who are occupationally competent in the occupational areas they are assessing where they have sufficient and relevant technical/occupational competence in the unit, at or above the level of the unit being assessed and as defined by the assessment strategy for that qualification
 - who must hold or be working towards a suitable assessor qualification to confirm they understand assessment and how to assess learners
 - must be fully conversant with the unit(s) against which the assessments and verification are to be undertaken.
 - 19 All assessors must carry out assessment to the standards specified in the A units.
 - 20 All assessment decisions made by a trainee assessor must be checked by a qualified assessor or an assessor recognised by an awarding organisation.
 - 21 Trainee assessors must have a plan, which is overseen by the recognised assessment centre, to achieve the relevant assessor qualification(s) within an agreed timescale.

Quality assurance requirements

- 22 When a qualification uses the title NVQ within the QCF, awarding organisations are required to make sure their recognised assessment centres understand how the qualification will be quality assured.
- 23 Qualifications that use the title NVQ within the QCF, must be verified
- internally by an internal verifier, who is accountable to the assessment centre
 - externally by an external verifier, who is accountable to the awarding organisation or an agent of the awarding organisation.
- 24 With reference to internal verification, internal verifiers must
- hold or be working towards a suitable internal verifier qualification to confirm they understand how to internally verify assessments
 - have sufficient and relevant technical/occupational familiarity in the unit(s) being verified
 - be fully conversant with the standards and assessment criteria in the units to be assessed
 - understand the awarding organisation's quality assurance systems and requirements for this qualification.
- 25 Trainee internal verifiers must have a plan, which is overseen by the recognised assessment centre, to achieve the internal verifier qualification within an agreed timescale.
- 26 With reference to external verification, external verifiers must
- hold or be working towards a suitable external verification qualification to confirm they understand and are able to carry out external verification
 - have no connections with the assessment centre, in order to maintain objectivity
 - have sufficient and relevant technical/occupational understanding in the unit(s) being verified
 - be fully conversant with the standards and performance criteria in the units to be assessed
 - understand the awarding organisation's quality assurance systems for this qualification.
- 27 Trainee external verifiers must have a plan, which is overseen by the awarding organisation, to achieve the external verifier qualification within an agreed timescale.
- 28 Awarding organisations must decide the frequency of external monitoring activities. Any decision must be based on
- the risks associated with a qualification that is designed to help a learner demonstrate occupational competence
 - an evaluation of the centre's performance and past record.

- 29 Awarding organisations will have in place suitably constituted audit processes, which are supported by naturally occurring quality assurance and monitoring systems that already exist in workplace assessment environments.

Ofqual
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